

ABSTRACT OF THESIS

---

TRAINING IN DOMESTIC SERVICE  
FOR NEGRO BOYS IN  
JACKSONVILLE, FLORIDA.

Submitted by

Margaret Butterfield

In partial fulfillment of the requirements  
for the Degree of Master of Science

Colorado State College

of

Agriculture and Mechanic Arts

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### Thesis Abstract

There has been a great reduction in the number of jobs for Negroes, partly because white people have taken jobs formerly held by Negroes and partly because the Negroes were not prepared to meet the new demands of mechanized jobs. Their problem has been further accentuated by the lack of: (1) education, (2) educational opportunities and the adaptation of education to needs, (3) versatility and skill arising from limited occupational experience, and (4) application to their work.

Because of the economic status of the Negroes in the south, homemaking education, for them, is of special importance. Although homemaking has for its main objective improving home and family life, it includes instruction that is related to certain occupations in which men and boys are engaged. According to the 1930 United States Census, a large per cent of Negro workers were employed in these occupations.

Since the demands in domestic service occupations are increasing in number and complexity, the school, through Home Economics, should prepare pupils for these occupations. This type of education must be planned with a knowledge of (1) what the employer expects of his employees, (2) what employees need to know to hold a job, (3) jobs that are available in the community, and (4) possibilities of giving the training.

### The Problem

How can the Vocational Homemaking Course that we offer Negro boys in Stanton High School meet their needs for employment in

domestic service?

Problem Analysis.--The problem has been divided in the following parts:

1. What duties and responsibilities are expected of Negro boys employed in domestic service?
2. Is the Vocational Homemaking Course now being offered to Negro boys in Stanton High School answering their needs for training for a domestic service vocation?
3. What are the possibilities for employment in domestic service in Jacksonville, Florida, for Negro boys?
4. How can our Vocational Homemaking Course prepare Negro boys for a domestic service vocation?

#### Delimitations of the Study

This study was limited to Negro boys employed in Domestic service jobs in Jacksonville, Florida, during the year 1939-40. The domestic service jobs used were confined to the following types of workers: (1) general houseworker, (2) yard boy, (3) waiter, and (4) bus boy. Fifty employers and fifty employees were interviewed to collect data for this study.

#### Definitions

Domestic service, in this study, includes the four jobs listed above.

General houseworker is a full time employee who has household duties inside and outside of the house.

Yard boy is a boy whose major responsibilities are caring for the lawn, plants and flowers.

Waiter is a boy whose major responsibility is table service.

Bus boy is a boy whose major responsibilities are to carry trays and clear tables.

### The Local Situation

Jacksonville, with a population of 136,000 people, is the main gateway to the Florida peninsula. Negro boys and men are used in domestic service jobs in Jacksonville and its neighboring resorts.

Negroes attend segregated schools and are taught by Negro instructors. Stanton High School, which offers the Vocational Home-making Course considered in this study, is the only Negro high school in the county. From a study made of the occupations, income, and home relationships of the parents of Stanton High School pupils, it is evident that in the majority of the homes the parents' income is not sufficient to secure the necessities of life for the children. Forty-one per cent of the children are required to work after school to help support the family. Stanton High School has an opportunity to help the pupils to prepare for gainful employment while they are attending school and to make them self-supporting after graduation by offering courses that will prepare them for domestic service occupations.

## Method of Collecting Data

The data needed for carrying out this study were gathered with the use of an interview sheet. Twenty employers and 20 employees in general housework, 10 employers and 10 employees in each of the other types--namely, yard boy, waiter and bus boy--were interviewed by the writer to gather data necessary for answering the questions raised in the statement of the problem.

A group of boys who had completed the Vocational Homemaking Course, 1940, offered in Stanton High School, evaluated the general requirements and responsibilities listed on the interview sheet in the light of the learning experiences included in the course. They indicated whether or not the learning experiences included in the course were adequate, inadequate or wanting.

## Findings

The duties and responsibilities most in demand from Negro boy employees are those related to cleaning and miscellaneous duties. More than half of the employers and employees agreed that it is necessary for the domestic service employee to know how to set the table, but less than half of the employers and employees reported that other duties connected with meal service were required of the boys. Less than 35 per cent of the employers expected their employees to assume responsibility for the selection and preparation of food.

Evidences brought out by the learning experiences listed in the Vocational Homemaking Course and by the opinions of the group of

boys who had taken the course showed that the course included some experiences that have contributed to the boys' training for domestic service occupations. It was apparent that the cleaning experiences were inadequate; the meal service experiences met their needs; the selection and preparation of foods more than answered their needs; the personal improvement experiences and those experiences related to securing employment need evaluation and adjustment.

From these data it was further evident that the boys needed orientating into the conditions that they will find when they enter the domestic service occupations.

Sixty-eight per cent of the employers and more than two-thirds of the employees reported that the boys were expected to work every day. Ninety-eight per cent of the employers and the employees said the boys were expected to be on time, to be able to follow directions and to work well with others. More than two-thirds of the employers and employees reported that the boy was required to have a health certificate. A large per cent of the employees were expected to know how to meet the public.

It was evident that the majority of the boys found their jobs through friends of the employers or the employees, but 98 per cent of the employers said they would call Stanton High School when they needed an employee if such a service were available.

### Recommendations

There is no regular guidance program in Stanton High School; therefore, for the domestic service training, the homemaking teacher would have to assume the responsibility of guiding and training the

boys. It is generally believed that a teacher should plan her own course if she is to teach it successfully, and that she should do this with an understanding of the needs of the pupils. With these understandings, the following recommendations are made for the teachers of the Vocational Homemaking Course to consider:

1. There should be a greater emphasis on the cleaning problems in the home.
2. The course should include a unit on answering the telephone.
3. The boys should have instructions in behavior on and off the job.
4. A home mechanics course should supplement the homemaking course.
5. Care of the yard, flowers, plants and lawn should be included in the homemaking course.
6. An orientation unit should be included to prepare the boys for the situations they will find on the job.
7. The boys should have some educational experience in handling money for household purchases.
8. Units which were part of the former homemaking plans should be continued: (1) meal service, (2) preparation and service of food.
9. Continued emphasis should be laid on the experiences that develop the desirable personal qualifications of household employees.

The following recommendations are made for the supervisor with the collaboration of the teacher and the trainees:

1. The supervisor should explore the possibilities of Negro boys trained for domestic service in: (1) full time em-

ployment in families and business establishments after graduation; part time employment in these places during the time they are enrolled in school; (2) contracting for cleaning homes, where they might work out itineraries and could be employed by an establishment; (3) house work for business men or women while they are not at home; (4) household service through the school where the boys might go out by the hour, day or job, (5) apprenticeship training.

2. The supervisor should find out how a satisfactory placement department could be set up in Stanton High School.
3. The supervisor should investigate the possibilities for free health certificates for the trainees.

#### Limitations of the Problem

If this study had been made over a longer period of time, a larger number of employers and employees could have been included and a more comprehensive cross section of the community could have been made.

If all of the boys who had taken the training course could have been used to check the experiences they had had in the Vocational Homemaking Course, it would have helped materially in deciding which experiences needed more emphasis. A further study of these boys on the job over a period of time would have been an interesting addition to the study.

#### Suggestions for Further Study

A number of questions have arisen during this study that could



not be answered and are suggested for further study.

1. What occupations in Jacksonville are open for Negro boys and girls?
2. What are the after-school careers of the graduates of Stanton High School?
3. How can the advanced homemaking courses for Negro girls better meet their needs for employment?
4. What causes the Negro youth of Jacksonville to drop out of school before graduation?
5. Should Jacksonville have a part time general continuation school for Negro boys and girls?

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July 25 1940

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY  
SUPERVISION BY MARGARET BRENNAN BUTTERFIELD  
ENTITLED TRAINING IN DOMESTIC SERVICE FOR NEGRO BOYS IN  
JACKSONVILLE, FLORIDA

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

MAJORING IN HOME ECONOMICS EDUCATION

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This thesis, or any part of it, may not be published without  
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Chapter I

THE PROBLEM DEFINED

Although Negroes have shown exceptional capacity in the past to adapt to the American social and economic order, they are finding it difficult to adjust themselves to our present industrial society (6:1).

There has been a great reduction in the number of jobs for Negroes, partly because white people have taken jobs formerly held by Negroes, and because the Negroes were not prepared to meet the new demands of mechanized jobs (6). Their problem has been further accentuated by: (a) lack of education; (b) lack of educational opportunities and adaption of education to needs; (c) lack of versatility and skill arising from limited occupational experience; and (d) attitude toward work.

In the South there have been strong traditions with reference to manual labor. The white people for generations scorned it as beneath their dignity, an attitude which was probably a by-product of the institution of slavery. When the Negroes became free, they adopted similar prejudices in their struggle for recognition and for self-respect. According to the results of the National Survey of Vocational Education

and Guidance of Negroes (5), made possible through Federal emergency funds, the occupational choice of Negro students indicates a limited educational and vocational outlook.

Because of the economic status of the Negroes in the South, homemaking education for them is of special importance. Its need is shown in the United States Census by the prevalence of poor health, inadequate housing, early marriages, mothers gainfully employed, and infant mortality. Homemaking education in Florida has for its main objective improving home and family life. However, instruction in this field is related to certain occupations in which men and boys are engaged. Domestic and personal services claimed 62.6 per cent of all gainfully employed Negro women and 11.6 per cent of gainfully employed Negro men, according to the 1930 Census. Since so large a number of Negro workers are employed in these occupations and since the demands in personal-service occupations are increasing in number and complexity, the school, through Home Economics, should prepare pupils for these occupations.

Improved training of domestic service workers will aid in improving the conditions of employment in this field. It is necessary for such training to be planned with a knowledge of (1) what the employer expects of his employees, (2) what employees need to

know to hold a job, (3) jobs that are available in the community, (4) possibilities of giving training.

### The Problem

How can the Vocational Homemaking course that is offered Negro boys in Stanton High School meet their needs for employment in domestic service?

### Problem analysis

The problem has been divided into the following parts:

1. What duties and responsibilities are expected of Negro boys employed in domestic service?
2. Is the Vocational Homemaking course now being offered to Negro boys in Stanton High School answering their needs for training for a domestic service vocation?
3. What are the possibilities for employment in domestic service in Jacksonville, Florida, for Negro boys?
4. How can the Vocational Homemaking course prepare Negro boys for a domestic service vocation?

### Delimitations of the study

This study was limited to Negro boys employed in domestic service jobs in Jacksonville, Florida, during the year 1939-40. The domestic service jobs used were

confined to the following types: (1) general houseworker, (2) yard boy, (3) waiter, (4) bus boy. Fifty employees and fifty employers were interviewed to collect data.

### Definitions

Domestic service in this study includes the four jobs listed above, these jobs being directly connected with personal services in a private family, or in an institution for which homemaking aids materially in training.

A general houseworker is a servant who works every day and is expected to have a variety of household responsibilities and duties inside and outside the house.

A yard boy is a boy hired by the hour, day or week, whose major responsibilities are caring for flowers, lawn, and garden.

A waiter is a boy whose major responsibility is table service in a restaurant, hotel, or boarding house.

A bus boy is a boy whose major responsibility is carrying trays and clearing tables in a drug store, restaurant, hotel, boarding house.

### Justification of the Study

A homemaking course for Negro boys, based on Home and Family Education, the high school course

elective for boys in Florida, was offered in Stanton High School, in 1937, as an experiment. Forty-one boys enrolled, and with the teacher they planned the course to meet their immediate needs. The next year domestic service training was added to the homemaking course. This course was accepted by the State and County authorities for Negro boys, and a high school unit of credit is now given for it. In 1939-40, 106 boys were enrolled in the classes and 90 have been placed on jobs which average from \$6.00 to \$9.00 per week.

It is generally recognized, however, that needs for employment cannot be met without definite knowledge of these needs. It is hoped that the following study has contributed this important information for the course offered in Stanton High School.

#### The Local Situation

Jacksonville, with a population of 136,000 people, is the main gateway to the Florida peninsula. It is situated on the St. Johns river, 20 miles from the Atlantic Ocean. It is a world port, the industrial center of the State, famous for its beaches, and has one-seventh of the State's permanent population and wealth. The world's largest air base is being built in Jacksonville at the present time. It is expected that this will increase the population by approximately 20,000. Such an increase will, no doubt, mean additional

calls for personal service occupations.

Negro boys and men are used in kitchens and dining rooms of hotels, cafes, boarding houses; in private homes for personal and domestic services; in the dining rooms and galleys of boats as well as of private yachts. The beaches, eighteen miles from Jacksonville, employ Negro boys during the summer; St. Augustine, an historical winter resort, 40 miles from Jacksonville, employs them during the tourist season. Thus the alternate demand for employees works to the advantage of boys who have to take these seasonal jobs.

Negroes attend segregated schools and are taught by Negro instructors in Florida. Stanton High School, Jacksonville, Florida, where the Vocational Home-making course considered in this study is offered, is the only Negro high school in Duval county.

During the past year the social science department of Stanton High School conducted a study (10) of parent occupations, income, and home relationship of Stanton High School pupils. The results show that in the majority of the homes the parents' income is not sufficient to secure the necessities of life for the children. Forty-one per cent of the children are required to work after school to help support the family. Since 67 per cent of the pupils attending Stanton High School were born and reared in the county, and only 2.6

per cent came from out of the State of Florida, it is the responsibility of Stanton High School to help prepare its pupils for gainful employment while they are attending this school, and to make them self-supporting after graduation.

The study further shows that over 50 per cent of the fathers employed, and 95 per cent of the mothers who must work to help support their families, receive an income of less than \$50.00 per month. Thirty-three per cent of the families have five or more children.

Apparently it is desirable for Negro boys attending Stanton High School to work part time to help their families and to earn money to complete their high school education.

## Chapter II

### THE REVIEW OF LITERATURE

Since Negro education before the Civil war was given no consideration in the South and was discouraged in the North, the studies directly related to Negro education problems are of fairly recent date. It is generally understood that the needs and problems of Negro domestic service employees are to a certain extent comparable to those of any other nationality; therefore, material related to general domestic service is also pertinent. Three main divisions have been used to present the opinion and findings of other writers: (1) the need for vocational education and guidance of Negroes, (2) the national and local programs in domestic service occupations, and (3) the training programs for domestic service.

#### THE NEED FOR VOCATIONAL EDUCATION AND GUIDANCE OF NEGROES

The proceedings of the National Conference on Fundamental Problems of Negroes (20) were compiled and edited by Ambrose Caliver, Senior Specialist in the Education of Negroes, U. S. Office of Education. The



conference was held in Washington, D. C., 1934, under the auspices of the United States Office of Education. The representatives from 28 States included: (1) state, county and city systems of public education; (2) church boards; (3) philanthropic foundations; (4) national, state and local teachers' associations; (5) accrediting associations; (6) the press; (7) business, industry and labor; (8) the professions; (9) fraternal organizations; (10) youth movements; and (11) governmental agencies.

According to the conclusions of this group, the nature of the problems in the education of the Negro for home and family life is not different from any other group, except that they have more problems because of their lack of economic and civic security. A person's vocation has significant bearing on his family life and home relationships; therefore, education should assume satisfactory vocational adjustment as one of its major objectives.

The school should: (1) assist each pupil to study himself; (2) give him opportunities and incentives to study the work of the world; (3) guide him in selecting a vocation; (4) give him prevocational and vocational education in the essential knowledges, skills, appreciations, attitudes and dispositions; (5) assist him in securing employment; and (6) assist and guide him in making progressive vocational adjustments and advancements. It was also pointed out that there seemed to be

little or no disposition to plan vocational offerings in the Negro schools in relation to their needs. The difficulties encountered by Negroes in employment make vocational guidance of major importance.

In 1935, through Federal emergency funds, the Office of Education was able to conduct the national survey of vocational education and guidance of Negroes (5). Information was gathered from approximately 200 communities in 34 States by a qualified staff of relief workers. Data were obtained from the following sources: (1) high schools, (2) colleges, (3) social agencies, (4) public evening schools, (5) "proprietary" schools (6:4), (6) high school and college teachers, (7) high school pupils, (8) students in nursing-training institutions, (9) medical schools, (10) graduates and former high school students, (11) evening school students, (12) Statistical Division of the Office of Education, and (13) Vocational Education Division of the Office of Education. With two exceptions, all of the data were gathered through personal interview.

Findings from this survey were reported in 1938 by Ambrose Caliver (6) in Vocational Education and Guidance of Negroes, a United States Office of Education bulletin. It was found that few Negro boys were enrolled in high school home economics programs, although the Federally aided vocational courses in trades and industries, some of which were domestic service, showed

a 49 per cent increase, 1934-35. Seventeen per cent of the pupils in this study supported themselves wholly and 47 per cent supported themselves partly while they were attending school. Fifty-six per cent of the graduates and 44 per cent of the non-graduates supported themselves during their high school attendance. Those leaving school reported as their reasons: (1) financial needs of the family; (2) desire to make money; (3) lack of interest. Most of the graduates or non-graduates got jobs through friends or relatives, or by direct application. Very few reported that the school assisted them in finding employment.

The curriculum and occupational choice of Negro students indicated a limited educational and vocational outlook. The significant factors regarding employment problems of Negroes brought out in the survey were:

1. There has been a great reduction in the number of jobs available for Negroes.
2. The Negroes are not prepared to meet the new demands of mechanized jobs.
3. Where white people are available, employers would not employ Negroes.
4. Negroes lack educational opportunities.
5. Their education has not been adapted to their needs.

The fifteenth United States Census, 1930, on occupations indicates that of the 4,952,451 people classified in the domestic and personal service field Negroes constituted 28.6 per cent. This shows the need for preparing Negroes for this occupation.

According to "The Placement of Colored Workers by the United States Employment Service" (16), an article written in 1938, the active file of the United States Employment Service included 751,062 colored applicants, of whom 550,378 were males. Of these males, approximately 60 per cent were classified as service and physical labor workers. Less than three per cent of the white collar group was colored. The proportion of colored applicants under 25 years of age was not so large as the proportion of white applicants. The percentage of colored male workers under 25 years who were placed, however, was higher than the proportion of white males. Furthermore, in the age groups between 25 and 40, a higher percentage of colored males than of white males was placed.

"The Black Worker in Industry, Agriculture, Domestic and Personal Service", was an article written in 1939 by George O. Butler (4) to summarize the historic role of each group, its development and status in terms of total labor force of the country, and to indicate trends with significance to the Negro. He

used the data compiled by the United States Census, 1910-1930, to draw conclusions in regard to the Negroes in domestic and personal service occupations. Some of these are:

1. Domestic and personal service occupations have long been a major field of employment among Negroes, second only to agriculture.
2. There was a greater concentration of Negroes in domestic and personal service occupations in 1930 than was the case in either 1920 or 1910.
3. Males accounted for an increasing share of the total Negro domestic and personal servants (rising from 23.9 per cent to 26.9 per cent between 1910 and 1930.)

The status of domestic and personal service workers as interpreted by Butler included these points:

1. One of the chief characteristics of personal and domestic service occupations is the prevalence of backward employment conditions throughout the industry.
2. There is no wage hour scale in household service occupations.
3. Some domestics are employed by the week, others by the day, and still others by the hour.
4. Labor turnover is very rapid.

5. The commercialized Negro domestics have more standardization.
6. It is highly questionable to what extent unionization is possible as a means of gaining relief for workers.

Some of his conclusions regarding recent developments concerning domestic service workers were:

1. In March, 1935, the W. P. A. released figures concerning the actual occupations of workers on relief. Ten per cent of all workers gave domestic and personal service as their usual occupations. Forty-five per cent of these were Negroes, although Negroes comprised only 14.7 per cent of all workers on relief. This is not an accurate picture but it may serve to indicate the relative position of unemployed to the Negro domestic gainful worker population.

2. The benefits of New Deal legislation have excluded domestic and personal service workers.

3. Black workers in domestic and personal service employment are of particular importance because of the large number of Negroes who find employment in these callings.

The school is definitely committed, in educational theory, to assume responsibility for promoting the vocational adjustment of youth (23:462).

This challenge to educators is used as an introduction to an analysis made, in 1939, by Doxey A.

Wilkerson (23:462). He uses as the data for this analysis the findings listed below relative to vocational education, guidance and placement of Negroes in the United States. It is generally found that the predominating choices of Negro students are in the professional fields. He gave the following evidences of vocational choices made by students:

1. Caliver reports that 61 per cent of over 22,000 Negro pupils attending high school in 33 states during 1936 planned to enter professional occupations.
2. Professions represented the choices of 60 per cent of the 1,364 Texas high school graduates studied by Banks in 1931.
3. Seventy-one per cent of the choices of 766 Virginia high school seniors studied by Wilkerson in 1930 were professional.
4. Approximately 60 per cent of the choices made by 1,769 North Carolina students surveyed by Cooper in 1934 expressed a desire for a professional career.

Such proportions as these certainly exceed, by far, the opportunities of Negroes for finding professional occupations.

In his analysis of the data regarding post-school careers of students found in the National Survey of Vocational Education and Guidance of Negroes,

Wilkerson reports the following (23:466-67):

1. Out of 9,087 former high school students who did not graduate, 45 per cent of the male and 42 per cent of the female youth left school by the end of grade 9; and 74 per cent of the male and 72 per cent of the female youth dropped out by the end of grade 10.
2. Fifty-five per cent of 3,617 male youth and 34 per cent of 5,266 female youth attributed their dropping out of high school directly to financial considerations. Most frequent explanations were "financial needs of family" and "desire to make money".
3. Out of 1,932 evening school students interviewed, 55 per cent "went directly to work" upon leaving day school, and an additional 7 per cent "sought employment without success". Seventy-five per cent of the male youth and 47 per cent of the female youth went "directly to work".
4. Out of 1,667 evening school students who reported their wages on their first jobs after leaving day school, over three-fourths (77 per cent) of the male youth and two thirds (65 per cent) of the female youth received \$15.00 or less per week. Over one-half (52 per cent) of each of the male and female youth received \$10.00 or less per week, and one-fifth (21 per cent) of the male youth and one-fourth (24 per cent) of the female youth received \$5.00 or less per week.
5. "To prepare for new types of work" and "to improve chances for an increase in rank or salary" were cited most frequently by 1,991 evening school students as their chief reasons for attending evening school.
6. Out of the total number of graduates and non-graduates studied, 7,139, or slightly more than a third, were not employed at the time of the investigation.

Wilkerson, also, took into consideration the National Survey of Vocational Education and Guidance of Negroes in regard to the general characteristics of



the vocational programs in use in the various schools. The characteristics he considered significant were:

1. The range of vocational courses offered in Negro secondary schools is extremely limited, especially in the fields of trades and industries.
2. The programs in the field of trades and industries include courses that provide training which is of little value in a modern industrial production.
3. Negro secondary schools and colleges are woefully lacking in equipment that is needed for vocational education.
4. A considerable number of the vocational teachers are inadequately prepared.
5. Vocational education programs in schools for Negroes have neglected almost completely to provide for the orientation into the social and economic situation the youth will face when his training is completed.

Holden (8), in 1933, secured such information from the Negro high school graduates of Houston, Texas, as would help the school better to meet their needs. Data were gathered through personal interviews, questionnaires and scanning the Negro newspapers and college catalogues. Pertinent findings were:

1. Of the 360 graduates, 90.2 per cent remained in the city of Houston.
2. Thirty-one, or 8.3 per cent, are elsewhere in Texas.
3. Only 2, or 0.6 per cent, moved out of the state.

The following conclusions were cited from the data gathered:

1. Many graduates enter college with no definite plan for the future.
2. The jobs held by the graduates were not in accord with their vocational choices or ambitions.
3. Teaching, medicine and nursing appear to be the vocational ambitions of too many graduates.
4. Independence and character building should be encouraged.
5. The graduates of the Houston high schools for Negroes are not being prepared for any specific vocation in life.
6. It is probable that graduates would pursue training for occupations where they could find employment if they had the proper vocational guidance.

Wendell P. Terrell (18) made similar conclusions from his study of the employment of the graduates of ten Negro high schools of Texas in 1938.

NATIONAL AND LOCAL PROGRAMS  
OF DOMESTIC SERVICE

Domestic service studies have been made in various parts of the country that would help to give an understanding of effective procedures to be used in a given community.

The following has been taken from the United States bulletin, Household Employment Problems (19) issued in 1937. It contains thought-provoking information to be used in discussion groups of people interested in household employment problems (19:15-19):

An increasing number of educational programs dealing with household employment are sponsored by the vocational departments of the public schools. Up to the present time this work has included little beside training courses for household employees. Only a limited amount of attention has been given to placement and follow-up or to the formulation of standards for more satisfactory employer-employee relationships.

The programs offered by several Wisconsin cities illustrate the type of work which the public schools are sponsoring for the improvement of household service. At the Milwaukee Vocational School (1) a short course has been offered for those who have had previous experience. Sixteen community agencies cooperate in recommending trainees, placement, and providing follow-up work. A longer and more detailed course is offered for the younger, less experienced worker.

. . .  
The Girls' Service League has been a pioneer in conducting experiments in resident-home training for household employment for girls. With diminishing jobs in all fields except housework, with inexperienced girls willing to try housework in order to maintain their independence, the league first experimented with classes in

"scientific housekeeping", offering classes a few hours a day. . . .

The League's experience with resident courses indicates that the idea of having the girls live in during the training period is an excellent one and makes possible a much more intensive course.

According to the above-mentioned bulletin, the National committee on household employment has carried on a varied program of research in household employment since 1928 for the purpose of improving conditions in this field and a beginning has been made in the study of legislation. Federal and state employment agencies provide a non-fee service for household workers. The applicant is interviewed and a complete set of records, which accumulate added information, assists these agencies to provide effective service to both the employer and the employee. The Julius Rosenwald Foundation has provided financial assistance to training centers, an adequate staff for keeping records and has helped to improve household service among the Negroes.

In 1929-30, B. E. Johnson (11) made a study of household employment in Chicago. It included a survey of available statistical data and the collection of data from several hundred employers and employees for the purpose of throwing light on the character of the demand and the character of the supply of household workers in Chicago, and the adequacy of the supply in meeting the demand.

It appeared from the findings of this study that for the most part, employees' education was meager and they lack the necessary training for household employment. It seemed evident that the only feasible plan for providing training under the present conditions was to make provision for it in public schools. It seemed important that this training be stressed in schools for the Negroes since household employment is one of their few vocational opportunities.

Similar evidence was secured by E. S. Woodward (24) who, in a survey regarding household employment, used the United States Employment Service data for 1939.

Undoubtedly, the efforts made by government agencies in the past few years have thrown light on the domestic service problems in general and the need for education of Negroes for these jobs in particular. During 1939, the number of Negro workers employed on W. P. A. (13) projects averaged 300,000. Domestic and personal service, or work in the cotton fields, were the main work of the Southern region.

R. A. Chalmers (7) reported in 1935, that training for household workers was one of the main objectives of the Federal Emergency Relief Administration and that 36 per cent of the trainees were successfully placed.

Howard W. Oxley (15) showed through a recent C. C. C. survey conducted by the Office of Education, that Negro enrollees have a varied educational background ranging from illiteracy to the college level. About 53 per cent of the colored enrollees are found to be on the elementary school level. It can be concluded that many of them were either denied the proper school training or were unimpressed with what the school had to offer them.

In an effort to prepare Negro youth for employment, camp directors are training them for those jobs which they will most likely enter. Vocational classes afford them instruction in auto mechanics, chauffeuring, cooking, table work, mess management, personal service, laundering, pressing, shoe repairing, barbering, clerical work, painting and farming.

#### TRAINING PROGRAMS FOR DOMESTIC SERVICE

By February of 1936, the Household Workers' Training program (17) was established as a depression relief measure. Three Federal agencies cooperated to make this program possible, each making its particular contribution. It was administered through the Works Project Administration; trainees were recruited through State Emergency Relief Administration offices, and placements were made through local United States

Employment Service offices in the States where the employment service had taken an initial interest in the work.

Some suggestions for programs of training in domestic service for Negroes by Robert C. Weaver (21) in 1938 are:

1. Homes can be cleaned under contract. Janitor service can be taken care of by workers who have itineraries and are often employees of a business establishment.
2. Bachelor girls and men in business maintain apartments where their housework could be done during their absence if they could be sure the work would be supervised and their property would be protected. A small corps of special workers could be organized, each to perform a specific task, instead of the domestic servant. Protection of property could be achieved through bonding the workers who enter homes.
3. The Negro must adjust himself to a new occupational pattern of furnishing cleaning and housekeeping services as functional rather than personal services.
4. The development of household service as an enterprise by Negroes is a possibility that should be encouraged in schools for Negroes.

It suggests a new type of training for domestic service occupations.

Mary Anderson (2), in discussing domestic apprenticeship in 1935, pointed out the fact that a complete presentation would require considerable research and that it seemed advisable to broaden the subject from "apprenticeship" to that of "training". She concluded from the available data that there is nation wide need for better facilities and well planned programs of domestic service training. This could not be done without the cooperative efforts of various federal agencies; close cooperation with state agencies; women's organizations; and possibly certain other social agencies.

Duties and responsibilities of the general household employee that might be considered in a training course are given by Marie White (22), United States Office of Education, as a result of a study made in 1933. These data were collected through questionnaires to determine content for units to be taught in domestic service training courses for employed workers as well as those being trained for employment.

Marion Hurst (9) copyrighted a handbook in 1939 that contains valuable material for training courses in domestic service. It includes desirable qualifications of the trainees and suggestions for the



units to be taught. The writing of this handbook was made possible through the cooperation of the State Supervisor of Trade and Industrial Education and the Assistant State Supervisor in Charge of Girls' and Women's work in Oklahoma. The Young Women's Christian Association provided space for experimentation and research on problems relating to the development of the material used in certain units, and advice from their Employment and Personal Service Department. Other suggestions were gathered from homemakers, employers, teachers and home service departments of gas and electric companies.

Although this book is made up primarily for girls and women in training for domestic service work, much of the material can be adapted and used for a training course for Negro boys.

#### SUMMARY

It appears from the foregoing evidence, that there is a general need for better training in domestic service training; that there is a large demand for well-trained workers; that Negroes have an excellent opportunity to find gainful employment, while they are in school as well as after graduation, in domestic service occupations in the South; and that the schools should take the initiative in guiding and providing

vocational opportunities.

The problems of domestic service workers are similar regardless of their nationality. Practically no steps have been taken toward introducing standards of wages, hours, and working conditions for domestic employees. Only through training workers to do a good job can any standards be developed.

Training for domestic service occupations must be adapted to the community, to the group of trainees, and must insure adequate training to meet their needs in the jobs available in their locality. The purpose of this study, then, is to provide the information necessary for offering an adequate training course for Negro boys in Jacksonville, Florida.

### Chapter III

#### METHOD OF COLLECTING DATA

The data needed for carrying out this study were gathered with the use of an interview sheet. The interview was considered sufficiently valid and reliable for obtaining information from employers and employees, since the major objective of this study was to try to determine how the Vocational Homemaking course that is offered for Negro boys in Stanton High School could better meet their needs for employment in domestic service.

A tentative interview sheet was set up by the writer including information necessary for guidance and training of Negro boys preparing for the various jobs considered under domestic service. The Florida Negro Itinerant Teacher Trainer of Trade and Industrial Education and a teacher in Stanton High School, where the domestic service course is offered, met with the writer and checked the original sheet. Both of these men had done domestic service work while they were studying in high school and college. Therefore, they were well qualified to make suggestions in regard to the interview sheets and jobs to be included in this

study. After this conference, the interview sheet was made in its final form and used for gathering all of the necessary data.

### INTERVIEW SHEET FOR DOMESTIC SERVICE JOBS

Directions: If your answer is yes, check the blank (\_\_\_\_). If the answer is no, leave blank. If you do not fill in a blank, it will be understood that your answer is no.

Name _____	TYPE OF JOB
_____ Employer	_____ General Houseworker
_____ Employee	_____ Yard Boy
	_____ Butler
	_____ Waiter
	_____ Cook
	_____ Bus Boy

#### I. General Information

##### 1. Character of work

- \_\_\_\_\_ Is it routine?
- \_\_\_\_\_ Is it repetitive?
- \_\_\_\_\_ Is it varied?
- \_\_\_\_\_ Does it require speed?
- \_\_\_\_\_ Does it require accuracy?
- \_\_\_\_\_ Does it require initiative?
- \_\_\_\_\_ Is it seasonal?

##### 2. Type of work

- \_\_\_\_\_ Is it inside?
- \_\_\_\_\_ Is it outside?
- \_\_\_\_\_ Is it hazardous?
- \_\_\_\_\_ Is the work light?
- \_\_\_\_\_ Is the work heavy?

\_\_\_\_\_ Does it require average strength?

3. Hours of work

\_\_\_\_\_ Are definite hours set?

\_\_\_\_\_ Does he work every day?

\_\_\_\_\_ Do the days of work vary?

\_\_\_\_\_ Is he expected to work nights?

\_\_\_\_\_ Is he expected to work Sunday?

\_\_\_\_\_ Is he expected to work on special holidays?  
(Christmas, Thanksgiving)

\_\_\_\_\_ Is he required to work overtime on special occasions?

4. Time off

\_\_\_\_\_ Does he have one day off per week?

\_\_\_\_\_ Does he have one afternoon off per week?

\_\_\_\_\_ Does he have regular rest periods during the day?

\_\_\_\_\_ Does he have a paid vacation?

\_\_\_\_\_ Do you allow a vacation without pay?

\_\_\_\_\_ Do you allow time off for sickness?

5. Salary

\_\_\_\_\_ Is he paid at regular intervals?

\_\_\_\_\_ Is he paid by the hour?

\_\_\_\_\_ Is he paid by the day?

\_\_\_\_\_ Do you pay him extra for overtime?

\_\_\_\_\_ Are his meals furnished?

\_\_\_\_\_ Is his lodging furnished?

\_\_\_\_\_ Do you furnish transportation?

\_\_\_\_\_ Do you furnish his uniforms?

- Are you responsible for cleaning his uniforms?
- Do you increase his salary in proportion to his services?

6. Selecting the employee

a. General information

- Do you call a reliable agency?
- Do you find him through other people working for you?
- Do you get him through friends?
- Do you answer newspaper advertisements?
- Do you ask for reliable references?
- Do you require a personal interview with the prospective employee?
- Do you require previous training?
- Do you train your employee yourself?
- Do you require experience?
- Do you want to know why he left his last job?
- If you knew the high school gave training, would you call them when you need an employee?

b. General requirements

- Is he expected to be well groomed?
- Is he expected to wear a uniform?
- Is he expected to be punctual?
- Is he expected to work well with others?
- Is he expected to be able to follow directions?
- Is he expected to have a health certificate?
- Is he expected to be a union member?
- Is he expected to be able to read?

- \_\_\_ Is he expected to use good English?  
 \_\_\_ Is he expected to be able to write?  
 \_\_\_ Is he required to live on the premises?  
 \_\_\_ Is he required to meet the public?

## II. Duties and Responsibilities

(Check the ones you expect him to be responsible for and add any not listed)

### A. Cleaning

- |                           |                               |
|---------------------------|-------------------------------|
| ___ 1. Windows            | ___ 9. Silver                 |
| ___ 2. Floors             | ___ 10. Brass                 |
| ___ 3. Rugs               | ___ 11. Porcelain             |
| ___ 4. Stoves             | ___ 12. Monel metal           |
| ___ 5. Refrigerator       | ___ 13. Dishes and glass-ware |
| ___ 6. Walls and woodwork | ___ 14. Automobile            |
| ___ 7. Tile               | ___ 15. Clothes               |
| ___ 8. Furniture          |                               |

### B. Food Selection and Preparation

- |                          |                                |
|--------------------------|--------------------------------|
| ___ 1. Select food       | ___ 11. Prepare desserts       |
| ___ 2. Buy food          | ___ 12. Follow recipes         |
| ___ 3. Store food        | ___ 13. Mix drinks             |
| ___ 4. Make grocery list | ___ 14. Prepare special diets  |
| ___ 5. Check groceries   | ___ 15. Cut meat               |
| ___ 6. Plan meals        | ___ 16. Use gas equipment      |
| ___ 7. Cook meals        | ___ 17. Use electric equipment |
| ___ 8. Bake              | ___ 18. Use oil equipment      |
| ___ 9. Make sandwiches   | ___ 19. Use wood stove         |
| ___ 10. Make salads      |                                |

C. Service

- |                                |                                   |
|--------------------------------|-----------------------------------|
| ___1. Set table for meals      | ___8. Serve drinks                |
| ___2. Set table for banquet    | ___9. Serve at teas or receptions |
| ___3. Set table for buffet     | ___10. Make suggestions from menu |
| ___4. Set table for teas, etc. | ___11. Translate menu             |
| ___5. Serve family style       | ___12. Carry trays                |
| ___6. Serve in courses         | ___13. Clear tables               |
| ___7. Serve at special parties |                                   |

D. Miscellaneous

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| ___1. Answer telephone            | ___11. Go on errands             |
| ___2. Answer door calls           | ___12. Take messages             |
| ___3. Drive an automobile         | ___13. Handle money              |
| ___4. Launder clothes             | ___14. Arrange flowers           |
| ___5. Check laundry               | ___15. Repair electric cords     |
| ___6. Do simple household repairs | ___16. Handle curtains           |
| ___7. Care for lawn               | ___17. Hang pictures             |
| ___8. Care for plants and flowers | ___18. Care for heating of house |
| ___9. Care for vegetable garden   | ___19. Make beds                 |
| ___10. Care for animals or pets   | ___20. Paint                     |

Since butlers are employed only in households with a very formal mode of living, and since this type is not generally used in Jacksonville, it was necessary to eliminate this job from the study.



After interviewing proprietors of boarding houses, hotels, cafes, and lunch stands in Jacksonville and its neighboring resorts, it was found that cooks need a special kind of training. In the places where Negro cooks are employed, they do only one type of cookery, in the capacity of fry cook, sauce cook, vegetable cook, or the like. The Vocational Homemaking Course offered Negro boys could not give them this type of training for the following reasons: (1) lack of proper equipment in the high school, (2) funds not available to carry on the work, (3) the danger that a course suited to the needs of this job might be considered as Trade and Industry and therefore not an integral part of the Vocational Homemaking Division. It was evident that the information concerning cooks, as such, would not be of any use in this study.

Finally, the study was restricted to the following domestic service jobs: (1) general houseworker, (2) yard boy, (3) waiter, (4) bus boy. Twenty employers and twenty employees in general housework, ten employers and ten employees in each of the other types -- namely, yard boy, waiter and bus boy -- were interviewed by the writer to gather data necessary for answering the questions raised in the statement of the problem. Needless to say the employees were not interviewed during work hours. A larger number of general

houseworkers, employers and employees, were interviewed because their duties and responsibilities are so varied.

A group of boys who had completed the Vocational Homemaking Class offered in Stanton High School and who were employed at that time in domestic service met with the writer who explained to them the purpose of this study. These boys were given copies of the interview sheet and asked to consider them in the light of their learning experiences offered in the Vocational Homemaking Class. They decided to consider (1) the general requirements, and (2) duties and responsibilities as listed on the interview sheet. It was further decided that they would rate each item as (1) yes, (2) some, or (3) no. They defined yes as indicating that the course included enough learning experiences; some as indicating the need of more learning experiences; and no as indicating lack of learning experiences. This information was used to compare pertinent problems seen by the employers and employees as a result of the interviews with the problems set up by the pupils and teacher in the Vocational Homemaking Class in Stanton High School.

Chapter IV  
ANALYSIS OF DATA

What are the duties and responsibilities of Negro boys employed in domestic service jobs in Jacksonville, Florida? Is the Vocational Homemaking Course offered in Stanton High School meeting the needs of the boys preparing for domestic service employment? If not, how can this course better meet their needs? What are the possibilities for Negro boys for employment in domestic service jobs in Jacksonville? These questions are of vital importance to the people who are responsible for the educational program offered in Stanton High School. The findings reported in this study will assist materially in answering these questions. For the purpose of analysis, these have been recorded in three parts:

1. Duties and responsibilities of employed Negro boys.
2. Learning experiences offered in the Vocational Homemaking Course.
3. Guidance material relative to the training for domestic service jobs.

Fifty employers of Negro boys and 50 employed Negro boys were used to gather these data. The types of domestic service workers represented were: (1) of general houseworker, 20 employers and 20 employees; (2) of yard boy, waiter and bus boy, 10 employers and 10 employees each (Table 1).

Table 1.--COMPOSITION OF THE DOMESTIC SERVICE GROUP REPRESENTED IN THIS STUDY

Type of Job	Number of Employers	Number of Employees	Total
1. General houseworker	20	20	40
2. Yard boy	10	10	20
3. Waiter	10	10	20
4. Bus boy	10	10	20
-----			
Total number used in this study			100

#### DUTIES AND RESPONSIBILITIES OF EMPLOYED NEGRO BOYS

Two-thirds, or more, of the employers of the Negro boys expected them to clean walls, woodwork, floors, windows, silver, furniture, rugs, dishes, glassware, tile and porcelain, while 70 per cent or more of the boys employed had these cleaning responsibilities (Table 2). Over half of the employers expected the

Table 2.--CLEANING RESPONSIBILITIES OF THE NEGRO  
BOYS EMPLOYED IN DOMESTIC SERVICE JOBS IN  
JACKSONVILLE, FLORIDA

Cleaning Responsibility	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Walls and woodwork	41	82.0	44	88.0
2. Floors	41	82.0	45	90.0
3. Windows	40	80.0	45	90.0
4. Silver	37	74.0	35	70.0
5. Furniture	35	70.0	43	86.0
6. Rugs	34	68.0	40	80.0
7. Dishes and glassware	34	68.0	38	76.0
8. Tile	33	66.0	41	82.0
9. Porcelain	33	66.0	37	74.0
10. Stoves	28	56.0	32	64.0
11. Refrigerator	26	52.0	24	48.0
12. Brass	25	50.0	32	64.0
13. Automobile	18	36.0	24	48.0
14. Monel metal	15	30.0	20	40.0
15. Clothes	2	4.0	1	2.0

boys, in addition to the above duties, to clean the stoves, refrigerators and brass equipment. Sixty-four per cent, or more, of the boys reported that they

cleaned stoves and brass equipment, and 48 per cent of them cleaned refrigerators and automobiles. Forty per cent of the boys and 30 per cent of the employers thought the domestic service employee needed to know how to clean monel metal. Only 4 per cent of the employers and 2 per cent of the employees listed cleaning clothes as one of the boys' responsibilities on the job.

Over half of the employers and the employees agreed that it is necessary for the domestic service employee to know how to set the table (Table 3). Forty-eight per cent of the employers expected the boys to know how to serve family style while only 32 per cent of the employees were serving family style. Two-fifths, or more, of the employers expected their employees to serve in courses, at parties, and to serve drinks. Those responsibilities rated as necessary by less than two-fifths of the employers and the employees were: carrying trays, making menu suggestions, setting the table for teas, banquets and buffet style, translating the menu and clearing the tables.

Less than 35 per cent of the employers expected their employees to assume responsibility for the selection and preparation of food (Table 4). One-fourth, or less, of the employees had responsibility for the selection or preparation of food.

Table 3.--RESPONSIBILITIES CONNECTED WITH MEAL SERVICE REQUIRED OF THE NEGRO BOYS EMPLOYED IN DOMESTIC SERVICE JOBS, JACKSONVILLE, FLORIDA

Responsibilities connected with meal service	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Set the table for meals	28	56.0	28	56.0
2. Serve drinks	27	54.0	15	30.0
3. Serve family style	24	48.0	16	32.0
4. Serve at special parties	24	48.0	18	36.0
5. Serve in courses	21	42.0	19	38.0
6. Carry trays	18	36.0	19	38.0
7. Make menu suggestions	13	26.0	5	10.0
8. Set the table for a buffet	12	24.0	8	16.0
9. Translate the menu	12	24.0	8	16.0
10. Set the table for a banquet	11	22.0	10	20.0
11. Clear tables	11	22.0	9	18.0
12. Serve at teas or receptions	10	20.0	4	8.0
13. Set tea table	6	12.0	5	10.0

Table 4.--DUTIES CONNECTED WITH FOOD SELECTION AND PREPARATION REQUIRED OF THE NEGRO BOYS EMPLOYED IN DOMESTIC SERVICE JOBS IN JACKSONVILLE, FLORIDA

Duties connected with food selection and preparation	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Use gas equipment	16	32.0	10	20.0
2. Use electric equipment	15	30.0	6	12.0
3. Buy food	13	26.0	9	18.0
4. Store food	13	26.0	12	24.0
5. Select food	12	24.0	8	16.0
6. Check groceries	12	24.0	10	20.0
7. Cook meals for family	10	20.0	7	14.0
8. Follow recipes	9	18.0	6	12.0
9. Prepare desserts	7	14.0	6	12.0
10. Make a grocery list	6	12.0	6	12.0
11. Make sandwiches	6	12.0	9	18.0
12. Make salads	6	12.0	8	16.0
13. Mix drinks	6	12.0	6	12.0
14. Use oil equipment	6	12.0	4	8.0
15. Bake breads	5	10.0	4	8.0
16. Plan family meals	4	8.0	6	12.0
17. Cut meat	4	8.0	3	6.0
18. Prepare special diets	1	2.0	3	6.0
19. Use wood stove	0	0	0	0



More than two-thirds of the employers expected their employees to go on errands, take messages, handle money and answer the telephone (Table 5). In addition to these duties, more than half of the employers expected their employees to answer door calls, to care for the lawn, flowers, and plants, to do simple household repairs and to hang window curtains. More than 40 per cent of the employers listed driving an automobile and hanging pictures as duties of their employees. Sixty per cent or more of the employees were expected to go on errands, take messages, answer the telephone and handle money. Over half of the employees answered door calls and cared for the lawns, plants, and flowers. Two-fifths, or more, of the employees hung window curtains and pictures and did simple household repairs.

#### LEARNING EXPERIENCES OFFERED IN THE VOCATIONAL HOMEMAKING COURSE

The Vocational Homemaking Course offered, 1939-1940, for the boys in Stanton High School included learning experiences that were related to the following:

1. Cleaning duties
2. Selection and preparation of foods
3. Meal service
4. Personal improvement
5. Securing employment

Table 5.--MISCELLANEOUS RESPONSIBILITIES OF THE NEGRO BOYS EMPLOYED IN DOMESTIC SERVICE JOBS IN JACKSONVILLE, FLORIDA

Miscellaneous responsibilities of employees	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Go on errands	40	80.0	40	80.0
2. Take messages	40	80.0	39	78.0
3. Handle money	36	72.0	30	60.0
4. Answer the telephone	34	68.0	33	66.0
5. Answer door calls	31	62.0	27	54.0
6. Care for the lawn	29	58.0	27	54.0
7. Care for plants and flowers	28	56.0	27	54.0
8. Do simple household repairs	28	56.0	20	40.0
9. Hang window curtains	27	54.0	23	46.0
10. Hang pictures	25	50.0	21	42.0
11. Drive an automobile	21	42.0	16	32.0
12. Care for heating the house	19	38.0	20	40.0
13. Repair electric cords	16	32.0	11	22.0
14. Make up the beds	15	30.0	12	24.0
15. Care for a vegetable garden	11	22.0	13	26.0
16. Care for animals or pets	11	22.0	10	20.0
17. Arrange flowers	10	20.0	7	14.0
18. Check the laundry	8	16.0	8	16.0

Table 5.--MISCELLANEOUS RESPONSIBILITIES OF THE NEGRO BOYS EMPLOYED IN DOMESTIC SERVICE JOBS IN JACKSONVILLE, FLORIDA -- Continued

Miscellaneous responsibilities of employees --continued	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
19. Paint	5	10.0	5	10.0
20. Launder clothes	3	6.0	1	2.0

A. Learning Experiences Related to Cleaning Duties

1. Caring for the home
2. Using and caring for the cleaning equipment
3. Keeping the school laboratory in a sanitary condition
4. Cleaning a gas stove
5. Cleaning the refrigerator
6. Caring for linoleum, wood, and waxed floors
7. Cleaning wood work
8. Washing dishes
9. Washing kitchen utensils
10. Cleaning fabric and leather house furnishings
11. Cleaning electrical equipment
12. Cleaning mirrors
13. Cleaning metals
14. Cleaning windows
15. Painting

B. Learning Experiences Related to the Selection and Preparation of Foods

1. Selecting food for the family
2. Selecting food for the individual's needs
3. Learning food values
4. Selecting types of food to be served together
5. Buying food for the family
6. Making a market order
7. Planning a day's menu for the family
8. Planning a week's supply of food for the family
9. Planning food for a banquet
10. Preparing food for the family
11. Preparing food for a banquet
12. Preparing food for parties and special occasions
13. Following a recipe
14. Storing food in the home

C. Learning Experiences Related to Meal Service

1. Setting the table for family meals
2. Serving family style
3. Setting the table for banquets
4. Serving in courses
5. Visiting hotels and observing the service
6. Working part time in the hotel dining rooms on special occasions

D. Learning Experiences Related to Personal Improvement

1. Conversing with others
2. Using voice properly
3. Appearing well groomed
4. Having a health certificate
5. Learning to like work
6. Being prompt
7. Being dependable
8. Being courteous and pleasant
9. Having good manners
10. Having good posture while working
11. Having good eating habits
12. Having the proper amount of rest

E. Learning Experiences Related to Securing Employment

1. Having an interview
2. Writing a letter of application
3. Finding vacancies through contact with places where boys are employed in domestic service work
4. Reporting personal experiences in working on part-time jobs
5. Reporting experiences in applying for a job

A group of five boys who had completed the Vocational Homemaking Course in Stanton High School, evaluated, as a group of employed Negro boys in domestic service jobs, the learning experiences in school.

They felt that they lacked learning experiences in cleaning rugs, automobiles, monel metal and brass equipment (Table 6). They expressed a need for more learning experiences in cleaning windows, floors, stoves, refrigerators, tile, porcelain, furniture, walls and woodwork. They decided that there was an adequacy of learning experiences in washing dishes and glassware, cleaning silver and clothes.

Table 6.--ADEQUACY OF LEARNING EXPERIENCES IN CLEANING OFFERED IN THE VOCATIONAL HOMEMAKING COURSE, STANTON HIGH SCHOOL, JACKSONVILLE, FLORIDA

Adequate Experiences	Inadequate Experiences	No Experiences
1. Washing dishes	1. Cleaning windows	1. Cleaning rugs
2. Washing glassware	2. Cleaning floors	2. Cleaning brass equipment
3. Cleaning silver	3. Cleaning stoves	3. Cleaning monel metal
4. Cleaning clothes	4. Cleaning refrigerators	4. Cleaning automobiles
	5. Cleaning walls and woodwork	
	6. Cleaning tile	
	7. Cleaning furniture	
	8. Cleaning porcelain	

The boys reported they had had enough learning experiences in making a grocery list and checking grocery

orders; planning meals, baking, making sandwiches and salads; preparing desserts, following recipes, and using gas equipment (Table 7). They needed more experiences in selecting, buying and storing foods; in cooking family meals and preparing special diets. They lacked enough learning experiences in using wood, electric and oil equipment; in mixing drinks and cutting meat.

Table 7.--ADEQUACY OF LEARNING EXPERIENCES IN FOOD SELECTION AND PREPARATION OFFERED IN THE VOCATIONAL HOMEMAKING COURSE, STANTON HIGH SCHOOL, JACKSONVILLE, FLORIDA

Adequate Experiences	Inadequate Experiences	No Experiences
1. Making a grocery list	1. Selecting food	1. Mixing drinks
2. Checking groceries	2. Buying food	2. Cutting meat
3. Planning meals	3. Storing food	3. Using electric equipment
4. Baking	4. Cooking meals	4. Using oil equipment
5. Making sandwiches	5. Preparing special diets	5. Using wood equipment
6. Making salads		
7. Preparing desserts		
8. Following recipes		
9. Using gas equipment		

The boys lacked enough experiences in serving drinks, in translating menus and making suggestions from the menu (Table 8). They further felt they needed more

experiences in serving at teas, carrying trays and setting the table for teas and in buffet style. They reported that they had had adequate experiences in setting the table, serving family style and in courses, setting the table for a banquet and clearing tables.

Table 8.--ADEQUACY OF LEARNING EXPERIENCES IN MEAL SERVICE OFFERED IN THE VOCATIONAL HOMEMAKING COURSE, STANTON HIGH SCHOOL, JACKSONVILLE, FLORIDA

Adequate Experiences	Inadequate Experiences	No Experiences
1. Setting the table	1. Serving drinks	1. Setting a buffet table
2. Serving family style	2. Making suggestions from the menu	2. Setting the tea table
3. Serving in courses	3. Translating the menu	3. Serving at teas
4. Clearing tables		4. Carrying trays
5. Setting a banquet table		

In the miscellaneous duties there was a lack of enough learning experiences, according to these boys, in the following: answering the telephone and door calls; driving an automobile, checking the laundry, doing simple household repairs; caring for the lawn, plants and flowers, caring for a vegetable garden, caring for animals and pets; repairing electric cords, hanging pictures and caring for the heating of the home (Table 9). They felt they needed more experiences in laundering clothes, handling



money, arranging flowers, hanging curtains and making beds. They agreed that they had had enough experiences in taking messages and going on errands.

Table 9.--ADEQUACY OF MISCELLANEOUS LEARNING EXPERIENCES OFFERED IN THE VOCATIONAL HOMEMAKING COURSE, STANTON HIGH SCHOOL, JACKSONVILLE, FLORIDA

Adequate Experiences	Inadequate Experiences	No Experiences
1. Going on errands	1. Laundering clothes	1. Answering the telephone
2. Taking messages	2. Handling money	2. Answering door calls
	3. Arranging flowers	3. Driving an automobile
	4. Hanging curtains	4. Checking the laundry
	5. Making beds	5. Doing simple household repairs
		6. Caring for the lawn
		7. Caring for plants and flowers
		8. Caring for vegetable gardens
		9. Caring for animals and pets
		10. Repair electric cord
		11. Hanging pictures
		12. Caring for the heating of the home

The boys enrolled in the Vocational Homemaking Course in Stanton High School are expected to appear well-groomed and wear a uniform in the laboratory; to be punctual, follow directions and to work well with others; to use good English and be able to read and write (Table 10). Whether they have a health certificate or not, according to the boys, is optional.

Table 10.--GENERAL REQUIREMENTS EXPECTED OF THE BOYS ENROLLED IN THE VOCATIONAL HOMEMAKING COURSE, STANTON HIGH SCHOOL, JACKSONVILLE, FLORIDA

General Requirements Expected	General Requirements Optional
1. To be well groomed	1. To have a health certificate
2. To wear a uniform	
3. To be punctual	
4. To work well with others	
5. To be able to read	
6. To use good English	
7. To be able to write	
8. To follow directions	

GUIDANCE MATERIAL RELATIVE TO THE  
TRAINING FOR DOMESTIC SERVICE JOBS

Only 12 per cent of the employers and 38 per cent of the employees considered domestic service jobs for Negro boys in Jacksonville as being seasonal (Table 11). Eighty per cent or more of the employers thought that the work was varied because it included both routine and repetitive duties. They further felt that it required speed, accuracy and initiative. Only 68 per cent of the employees felt the work was repetitive and 100 per cent thought it required accuracy and speed. More than 90 per cent of the employees reported that the work was varied and required initiative. Eighty-eight per cent of the employees had routine experiences on the job.

Eighty-six per cent of the employers and 92 per cent of the employees thought that domestic service work required only average strength (Table 12). More than 60 per cent of the employers and the employees stated that it included both inside and outside work.

More than two-thirds of the employers expected their employees to work overtime on special occasions and, also, to work Sundays and holidays (Table 13). Sixty-eight per cent of the employers expected their employees to work every day; however, 76 per cent reported that their employees had regular hours.

Table 11.--CHARACTER OF DOMESTIC SERVICE WORK DONE BY  
THE NEGRO BOYS IN JACKSONVILLE, FLORIDA

Character of domestic service work	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Routine	48	96.0	44	88.0
2. Repetitive	45	90.0	34	68.0
3. Requires accuracy	45	90.0	34	68.0
4. Varied	44	88.0	48	96.0
5. Requires speed	43	86.0	50	100.0
6. Requires initiative	40	80.0	49	98.0
7. Seasonal	6	12.0	19	38.0

Table 12.--TYPE OF DOMESTIC SERVICE WORK DONE BY THE  
NEGRO BOYS EMPLOYED IN JACKSONVILLE, FLORIDA

Type of work done	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Inside	46	92.0	50	100.0
2. Requires average strength	43	86.0	46	92.0
3. Outside	32	64.0	34	68.0
4. Heavy	10	20.0	8	16.0
5. Light	7	14.0	14	28.0
6. Hazardous	0	0	0	0

More than 60 per cent of the employed Negro boys worked every day, nights, holidays and Sundays. Ninety per cent of the employees worked over time on special occasions but 96 per cent of them reported definite hours of work. Half of the boys varied their days of work.

Table 13.--WORKING HOURS EXPECTED OF THE NEGRO BOYS EMPLOYED IN DOMESTIC SERVICE JOBS IN JACKSONVILLE, FLORIDA

Working hours expected of domestic service employees	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Overtime on special occasions	47	94.0	45	90.0
2. Work on Sunday	39	78.0	48	96.0
3. Work on special holidays	39	78.0	36	72.0
4. Work at definite hours	38	76.0	48	96.0
5. Work every day	34	68.0	32	64.0
6. Work at night	25	50.0	36	72.0
7. Irregularity in days of work	18	36.0	25	50.0

Eighty-four per cent of the employers allowed time off for sickness and 82 per cent of the employers allowed for regular rest periods during the working hours (Table 14). Seventy per cent of the employees

reported that they had time off for sickness and 72 per cent had regular rest periods during their working hours. More than half of the boys and 38 per cent of the employers reported that one afternoon per week was given the employees. No day off per week was reported by the employers or the employees. Only six per cent of the employers and four per cent of the employees reported that the domestic service worker was allowed a paid vacation. Less than a fourth of the boys were allowed a vacation under ordinary circumstances.

Table 14.--TIME OFF ALLOWED THE NEGRO BOYS IN DOMESTIC SERVICE JOBS IN JACKSONVILLE, FLORIDA

Time off allowed domestic service workers	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Time off for sickness	42	84.0	35	70.0
2. Rest periods during the day	41	82.0	36	72.0
3. One afternoon per week	19	38.0	26	52.0
4. Vacation without pay	11	22.0	5	10.0
5. Paid vacation	3	6.0	2	4.0
6. Day off per week	0	0	0	0

Eighty-eight per cent of the employers and 92 per cent of the employees reported that the boys' meals were furnished in addition to his salary (Table 15).

Table 15.--METHOD OF PAYING NEGRO BOYS IN DOMESTIC SERVICE JOBS IN JACKSONVILLE, FLORIDA

Method of paying employees	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Meals furnished	44	88.0	46	92.0
2. Paid at regular intervals	37	74.0	32	64.0
3. Uniform cleaning paid by employer	34	68.0	28	56.0
4. Paid extra for overtime	32	64.0	33	66.0
5. Uniform furnished by employer	31	62.0	28	56.0
6. Salary increased in proportion to services	20	40.0	17	34.0
7. Paid by the day	14	28.0	19	38.0
8. Lodging furnished	10	20.0	14	28.0
9. Transportation furnished	8	16.0	7	14.0
10. Paid by the hour	2	4.0	9	18.0

Seventy-four per cent of the employers and 64 per cent of the employees reported that salaries were paid at regular intervals. Approximately two-thirds of the employers and employees further reported that extra was given for overtime. More than half of the employers and the employees stated that uniforms were furnished and that the employer was responsible for cleaning them.

Only a small percentage reported that lodging and transportation were furnished by the employers.

The personal qualifications considered important by 98 per cent, or more, of the employers and employees were: being on time, being able to follow directions and an ability to work well with others. Eighty-four per cent of the employers and 78 per cent of the employees reported that the boys were expected to be well groomed (Table 16).

Table 16.--GENERAL PERSONAL REQUIREMENTS OF NEGRO BOYS IN DOMESTIC SERVICE JOBS IN JACKSONVILLE, FLORIDA

Personal requirements of domestic service workers	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Be on time	49	98.0	50	100.0
2. Be able to follow directions	49	98.0	50	100.0
3. Work well with others	49	98.0	49	98.0
4. Know how to read	43	86.0	41	82.0
5. Be well groomed	42	84.0	39	78.0
6. Know how to write	40	80.0	42	84.0
7. Use good English	38	76.0	40	80.0
8. Wear a uniform	38	76.0	34	68.0
9. Have a health certificate	38	76.0	32	64.0
10. Know how to meet the public	37	74.0	35	70.0
11. Live on the premises	15	30.0	12	24.0
12. Belong to a union	0	0	0	0



The Negro boys in domestic service jobs were expected to be able to read, write, and use good English, according to more than three-fourths of the employers and employees. Sixty-four per cent, or more, of the employers and employees reported that the employee must wear a uniform and have a health certificate. Seventy-four per cent of the employers and 70 per cent of the employees said it was necessary for the boy to know how to meet the public. Only 30 per cent of the employers and 24 per cent of the employees reported that the employee had to live on the premises. There were no unions for domestic service workers.

Ninety-eight per cent of the employers said they would call the school for a domestic service worker if they had a placement officer (Table 17).

Ninety-six per cent of the employers required interviews before they hired a domestic service worker and 74 per cent of the employees reported that they were hired after an interview. Although 92 per cent of the employers reported that they gave some additional training on the job, 86 per cent asked for experienced boys and 64 per cent required that the boys have previous training.

Forty-two per cent of the employees reported that they were required to have had experience, but only 18 per cent said their employers required any previous

training. Less than a fourth of the employees felt they had received any additional training on the job.

Eighty-two per cent of the employers found their employees through other employees working for them, and 54 per cent of the employees secured their job through others working in domestic service jobs.

Table 17.--METHOD OF SELECTING NEGRO BOYS FOR DOMESTIC SERVICE JOBS IN JACKSONVILLE, FLORIDA

Method of selecting an employee	As Given by Employers		As Given by Employees	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Calls Stanton High School	49	98.0		
2. Requires an interview	48	96.0	37	74.0
3. Gives additional training on job	46	92.0	12	24.0
4. Finds him thru others working	41	82.0	27	54.0
5. Requires experience	40	80.0	21	42.0
6. Requires reliable references	38	76.0	14	28.0
7. Asks why he left last job	38	76.0	6	12.0
8. Requires previous training	32	64.0	9	18.0
9. Finds him through friends	28	56.0	38	76.0
10. Calls a reliable agency	15	30.0	12	24.0
11. Answers newspaper "ads"	3	6.0		

Seventy-six per cent of the employers wanted to know why the boy had left his last job and asked for reliable references. The employees reported that only 12 per cent were asked why they left their last job and 28 per cent had to furnish reliable references.

More than half of the employers and employees reported that friends helped them locate an employee for the domestic service jobs. Thirty per cent of the employers and 24 per cent of the employees used the available agencies. Only 6 per cent of the employers used the newspaper advertisements to find their employee and not one employee reported that he found a job through the newspaper.

#### Summary

The duties and responsibilities most in demand from Negro boy employees are those related to cleaning and miscellaneous duties. More than half of the employers and employees agreed that it is necessary for the domestic service employee to know how to set the table, but less than half of the employers and employees reported that other duties connected with meal service were required of the boys. Less than 35 per cent of the employers expected their employees to assume responsibility for the selection and preparation of food.

Evidences brought out by the learning experiences listed in the Vocational Homemaking Course and by the opinions of the group of boys who had taken the course, showed that the course included some experiences that have contributed to the boys' training for domestic service occupations. It was apparent that the cleaning experiences were inadequate; the meal service experiences met their needs; the selection and preparation of foods more than answered their needs; the personal improvement experiences and those experiences related to securing employment needed evaluation and adjustment. From these data it was further evident that the boys needed orientating into the conditions that they will find when they enter the domestic service occupations.

Sixty-eight per cent of the employers and more than two-thirds of the employees reported that the boys were expected to work every day. Ninety-eight per cent of the employers and the employees said the boys were expected to be on time, to be able to follow directions and to work well with others. More than two-thirds of the employers and employees reported that the boy was required to have a health certificate. A large per cent of the employees were expected to know how to meet the public.

It was evident that the majority of the boys found their jobs through friends, but 98 per cent of the

employers said they would call Stanton High School when they needed an employee if such a service were available.

## Chapter V

### DISCUSSION

Because of the economic status of the Negro in the South, as shown in the United States Census, homemaking education, for them, is extremely important. During the years 1937-1940, a Vocational Homemaking Course for boys was offered in Stanton High School, Jacksonville, Florida. The main objective of this course was to improve home and family life; however, in view of the fact that instruction in this field was related to certain occupations in which Negro boys were engaged, it gave impetus to a study of the duties and responsibilities that are expected of Negro boys employed in domestic service jobs in Jacksonville.

#### Duties and Responsibilities of Employed Negro Boys

Two-thirds or more of the employers expected the boys to clean walls, woodwork, floors, windows, silver, furniture, rugs, dishes, glassware, tile and porcelain; 70 per cent or more of the boys employed had these cleaning responsibilities. Over half of the employers expected the boys, in addition to the above duties, to clean stoves, refrigerators and brass equipment. Sixty-four per cent of the boys reported that

they cleaned stoves and brass equipment.

More than half of the employers and the employees agreed that it was necessary for the domestic service worker to know how to set the table. Forty-eight per cent of the employers expected the boys to serve family style, while only 32 per cent of the employees were actually serving family style. Other duties connected with meal-service were of minor importance according to the data gathered from the employers and the employees. It was also apparent that the employed Negro boys had very little responsibility for the selection and preparation of food. With the foregoing evidences, it could be assumed that the learning experiences connected with meal planning, preparation and service included in the Vocational Homemaking Course would be sufficient to answer the needs in this area.

Both employers and employees emphasized the importance of the following: run errands, take and deliver messages, handle money, answer the telephone and door calls. In addition the boys were expected to care for the lawn, flowers and plants, and to do simple household repairs. Would it not seem advisable, then, to plan with the Industrial Arts Department, a course in home mechanics to supplement their homemaking training? The boys should be encouraged to plan home or school projects including experiences in the care of plants,

flowers and lawns, to prepare them for the outside work expected of them on the job.

#### Learning Experiences Offered in the Vocational Homemaking Course

The Vocational Homemaking Course, as heretofore offered, includes a variety of learning experiences that have contributed to the boys' training for domestic service occupations, as shown in the outline submitted by the instructor of the class. Five boys, who had taken the Vocational Homemaking Course, evaluated the personal qualifications and responsibilities of employed Negro boys indicated on the interview sheet used for gathering the data of this study. They compared these qualifications to the learning experiences they themselves had had when enrolled in the class. Since five is a small number compared to the entire group (39) that took the course, their reactions are used only as another guide in trying to evaluate the learning experiences that need to be changed in the Vocational Homemaking Course to meet the needs of boys in domestic service jobs.

Experiences such as keeping the laboratory in a sanitary condition and cleaning the stoves, refrigerators, floors and woodwork, no doubt, developed their cleaning abilities. Since the major part of the employed boy's work is connected with cleaning duties,



the care and use of cleaning equipment also contributed to his value as a household worker. Cleaning windows, metals, mirrors, electrical equipment and various household furnishings as well as washing dishes, glassware and kitchen utensils helped them to develop speed and skill in these cleaning routines so necessary in any home or business establishment.

The experiences related to the selection and preparation of food offered in the Vocational Homemaking Course more than met the needs of the trainees. Such culminating experiences as planning, preparing and serving school banquets did much to develop their initiative, and to teach them to work well with others.

Setting the table for the family and serving family style were given enough emphasis in the class according to the evidences of the boys who had completed the course. One can assume that the boys received enough training in meal service to answer the needs of a domestic service worker.

Visiting hotels to observe the service during meals and taking an active part in the service on special occasions contributed to the actual experiences for a job that is needed in any training program. Reporting personal experiences while working part time or applying for a job brought to the attention of the boys enrolled in the class the importance of being well qualified to give satisfactory service.

Learning experiences that encouraged the boys to use their voices properly; to be prompt, dependable, courteous and pleasant; to learn to like their work and to cooperate with others; to develop good living and working habits were included in the Vocational Homemaking Course. It is generally agreed that these must be stressed if the trainees are to be successful on the job.

Guidance Material Relative to the  
Training for Domestic Service

Only 12 per cent of the employers and 38 per cent of the employees interviewed considered domestic service jobs for Negro boys as seasonal. Therefore, one could assume that there would be year around employment for well trained boys.

More than 80 per cent of the employers and employees considered that the work required speed, accuracy and initiative. Although the work was varied, it included routine duties. Sixty-eight per cent of the employees and 90 per cent of the employers considered, in addition to the above characteristics, that the work included some repetitive duties.

It is significant that 92 per cent of the employees and 86 per cent of the employers considered that domestic service work takes only average strength. More than two-thirds of the employers and employees

reported that the boys' duties would include inside and outside work. Any boy of average strength interested in a job that would have variety enough to hold his interest and that would give him an opportunity to be out in the open part of the time, might check himself to see if he had or could develop the other requirements of the domestic service worker.

Such people as Caliver (6), Butler (4), and Wilkerson (23) have pointed out that one of the chief characteristics of personal and domestic service occupations was the prevalence of backward employment conditions throughout the industry. Even the New Deal legislation has excluded them, for there is no wage hour scale for domestic service workers. These conditions, although general, will vary with communities.

In Jacksonville it was found that two-thirds of the employers expected their employees to work Sundays, holidays and overtime on special occasions, and 68 per cent of them expected the boy to work every day. Over two-thirds of the employees worked every day, nights, holidays and Sundays, while 90 per cent of them worked overtime on special occasions. It is interesting to note, however, that 76 per cent of the employers and 96 per cent of the employees reported that they had regular hours of work.

Eighty-two per cent of the employers and 72 per cent of the employees reported that they had regular

rest periods during the day. Although a large per cent of employers (84 per cent) and employees (70 per cent) said they had time off for sickness, less than a fourth of the boys were allowed vacations under ordinary circumstances. More than half of the employees had one afternoon off per week and 38 per cent of the employers gave the boys an afternoon free.

Seventy-four per cent of the employers and 64 per cent of the employees reported that their salaries were paid at regular intervals. Both employers (94 per cent) and employees (90 per cent) reported that the boys were expected to work overtime on special occasions, but of these two-thirds of the employers and employees reported that the boys received additional pay for this overtime work. Eighty-eight per cent of the employers and 92 per cent of the employees said that in addition to their regular salary, the boys were furnished their meals and more than half were furnished clean uniforms. Since it has been found that the employer-employee relations become complicated when an employee lives on the premises, it was gratifying to find that only 20 per cent of the employers and 28 per cent of the employees reported that lodging was furnished.

Being on time, being able to follow directions, and being able to work well with others were the personal qualifications considered as most important by 98 per cent of the employers and the employees. According to

more than three-fourths of the employers and employees, the boys were expected to read, write and use good English. The employers further expected the boy to appear well-groomed; 65 per cent of the employers and employees stated that the boy must wear a uniform on the job.

Since more than two-thirds of the employers and the employees reported that each boy was required to have a health certificate, does it not seem advisable to interest the city health department in helping the school to get free blood tests for the boys enrolled in this class?

Seventy-four per cent said that the boys employed in domestic service occupations were required to meet the public. The learning experiences offered in the Vocational Homemaking Course made a definite attempt to prepare trainees to meet these personal requirements of the employers in Jacksonville.

The efforts made by the government agencies in the past few years have thrown much light on domestic service problems in general and the need for education for these occupations in particular. Although training programs have been set up in various parts of the country under the Federal Emergency Relief, the impermanence of such programs makes it evident that the only feasible plan for providing training programs for domestic service occupations is to make provision for

them in the public schools.

Ninety-eight per cent of the employers interviewed in Jacksonville said they would call the school when they needed an employee. They were very encouraging about the plan for training Negro boys and expressed the opinion that trained boys would have no difficulty in being placed. Only a limited amount of attention to placement and follow-up of the trainees was given by the school under the current arrangement but the school could cooperate with the State Employment Agency. This agency at present provides a non-fee service for household workers. Here the applicant is interviewed and a complete set of records assists the agency to provide effective service to employer and employee.

Eighty-two per cent of the employers and 54 per cent of the employees reported that they found their jobs through other people who worked for their employer. More than half of the employers and employees reported that they were placed through friends. Very few employers used the available agencies or newspapers to find employees. More than three-fourths of the employers required reliable references and wanted to know why the boy left his last job, while only 28 per cent of the boys said they had to have references and 12 per cent were asked why they left their last job. This difference was perhaps due to the fact that the employers got the

information from friends or other employers that recommend the boy for the job.

Four-fifths of the employers required experience and 42 per cent of the employees reported they had had experience before they were hired. Sixty-four per cent of the employers required previous training while only 18 per cent of the employees had had previous training. Ninety-two per cent of the employers said that it was necessary for them to give the boys additional training on the job. It is assumed that a trained domestic service worker, whose training course included sufficient experiences to equip him to give responsible service, would not need additional training, but only special directions.

It was shown by Caliver (6) that a few Negro boys have been enrolled in home economics classes. This may be due to the fact that home economics is not generally offered in high school for Negro boys. Because of the crowded conditions in Stanton High School, only one boys' class can be accommodated. Therefore, in the light of the data that were gathered, it might be desirable to set up some standard of selecting the boys for the Vocational Homemaking Course.

It is believed by leading educators that two of the major functions of education today are to guide pupils in the selection of a vocation and to prepare

them for effective participation in the vocation.

There is no regular guidance program in Stanton High School; therefore, for the domestic service training the homemaking teacher would have to assume the responsibility of guiding and training the boys. Every teacher should plan her own course if she is to teach it successfully. She should do this planning using the information secured from the possible future employers, and should adapt it to the group of trainees to insure adequate training. With these understandings, the following recommendations are made for the teacher of the Vocational Homemaking Course to consider:

1. There should be a greater emphasis on the cleaning problems in the home.
2. The course should include a unit on answering the telephone.
3. The boys should have instructions in behavior on and off the job.
4. A home mechanics course should supplement the homemaking course.
5. Care of the yard, flowers, plants and lawn should be included in the homemaking course.
6. An orientation unit should be included to prepare the boys for the situations they will find on the job.
7. The boys should have some educational experiences in handling money for household purchases.



8. Units which are a part of the former homemaking plans should be continued: (1) meal service, (2) preparation and service of food.
9. Continued emphasis should be laid on the experiences that develop the desirable personal qualifications of household employees.

The following recommendations are made for the supervisor with the collaboration of the teacher and the trainees:

1. The supervisor should explore the possibilities of Negro boys trained for: (1) full time employment in families and business establishments after graduation; part time employment in these places during the time they are enrolled in school; (2) contracting for cleaning homes, where they might work out itineraries and could be employed by an establishment; (3) housework for business men or women while they are not at home; (4) household service through the school where boys might go out by the hour, day or job; (5) apprenticeship training.
2. The supervisor should find out how a satisfactory placement department could be set up in Stanton High School.
3. The supervisor should investigate the possibilities for free health certificates for the trainees.

### Limitations of the Study

If this study had been made over a longer period of time, a larger number of employers and employees could have been included and a more comprehensive cross section of the community could have been made.

If all of the boys who had taken the training course could have been used to check the experiences they had had in the Vocational Homemaking Course, it would have helped materially in deciding which experiences needed more emphasis. A further study of these boys on the job over a period of time would have been an interesting addition to the study.

### Suggestions for Further Study

A number of questions have arisen during this study that could not be answered and are suggested for further study:

1. What occupations in Jacksonville are open for Negro boys and girls?
2. What are the after-school careers of the graduates of Stanton High School?
3. How can the advanced homemaking courses for Negro girls better meet their needs for employment?
4. What causes the Negro youth of Jacksonville to drop out of school before graduation?
5. Should Jacksonville have a part time general

continuation school for Negro boys and  
girls?

## Chapter VI

### SUMMARY

Because of the economic status of the Negroes in the South, homemaking education, for them, is of special importance. Although homemaking has for its main objective improving home and family life, it includes instruction that is related to certain occupations in which men and boys are engaged.

Since the demands in domestic service occupations are increasing in number and complexity, the school, through home economics, should prepare pupils for these occupations. This type of education must be planned with a knowledge of (1) what the employer expects of his employees, (2) what employees need to know to hold a job, (3) jobs that are available in the community, and (4) possibilities of giving the training.

#### The Problem

How can the Vocational Homemaking Course that we offer Negro boys in Stanton High School meet their needs for employment in domestic service?

#### Problem analysis

The problem has been divided in the following parts:

1. What duties and responsibilities are expected of Negro boys employed in domestic service?
2. Is the Vocational Homemaking Course now being offered to Negro boys in Stanton High School answering their needs for training for a domestic service vocation?
3. What are the possibilities for employment in domestic service in Jacksonville, Florida, for Negro boys?
4. How can our Vocational Homemaking Course prepare Negro boys for a domestic service vocation?

#### Delimitations of the study

This study was limited to Negro boys employed in domestic service jobs in Jacksonville, Florida, during the year 1939-40. The domestic service jobs used were confined to the following types of workers: (1) general houseworker, (2) yard boy, (3) waiter and (4) bus boy. Fifty employers and 50 employees were interviewed to collect data for this study.

#### The Local Situation

Jacksonville, with a population of 136,000 people, is the main gateway to the Florida peninsula. Negro boys and men are used in domestic service jobs in Jacksonville and its neighboring resorts.

Negroes attend segregated schools and are taught by Negro instructors. Stanton High School, which offers the Vocational Homemaking Course considered in this study, is the only Negro high school in the county. From a study made of the occupations, income, and home relationships of the parents of Stanton High School pupils, it is evident that in the majority of the homes, the parents' income is not sufficient to secure the necessities of life for the children. Forty-one per cent of the children are required to work after school to help support the family. Stanton High School has an opportunity to help the pupils to prepare for gainful employment while they are attending school and to make them self-supporting after graduation, by offering courses that will prepare them for domestic service occupations.

#### Method of Collecting Data

The data needed for carrying out this study were gathered with the use of an interview sheet.

A group of boys who had completed the Vocational Homemaking Course, 1940, offered in Stanton High School, evaluated the general requirements and responsibilities listed on the interview sheet in the light of the learning experiences included in the course. They indicated whether or not the learning experiences included in the course were adequate,

inadequate or wanting.

### Findings

The duties and responsibilities most in demand from Negro boy employees are those related to cleaning and miscellaneous duties. More than half of the employers and employees agreed that it is necessary for the domestic service employee to know how to set the table, but less than half of the employers and employees reported that other duties connected with meal service were required of the boys. Less than 35 per cent of the employers expected their employees to assume responsibility for the selection and preparation of food.

Evidences brought out by the learning experiences listed in the Vocational Homemaking Course and by the opinions of the group of boys who had taken the course showed that the course included some experiences that have contributed to the boys' training for domestic service occupations. It was apparent that the cleaning experiences were inadequate; the meal service experiences met their needs; the selection and preparation of foods more than answered their needs; the personal improvement experiences and those experiences related to securing employment need evaluation and adjustment.

From these data it was further evident that the boys needed orientating into the conditions that

they will find when they enter the domestic service occupations.

Sixty-eight per cent of the employers and more than two-thirds of the employees reported that the boys were expected to work every day. Ninety-eight per cent of the employers and the employees said the boys were expected to be on time, to be able to follow directions and to work well with others. More than two-thirds of the employers and employees reported that the boy was required to have a health certificate. A large per cent of the employees were expected to know how to meet the public.

It was evident that the majority of the boys found their jobs through friends of the employers or the employees, but 98 per cent of the employers said they would call Stanton High School when they needed an employee if such a service were available.

#### Recommendations

There is no regular guidance program in Stanton High School; therefore, for the domestic service training, the homemaking teacher would have to assume the responsibility of guiding and training the boys. It is generally believed that a teacher should plan her own course if she is to teach it successfully and that she should do this with an understanding of the needs of the pupils. With these understandings, the following



recommendations are made for the teachers of the Vocational Homemaking Course to consider:

1. There should be a greater emphasis on the cleaning problems in the home.
2. The course should include a unit on answering the telephone.
3. The boys should have instructions in behavior on and off the job.
4. A home mechanics course should supplement the homemaking course.
5. Care of the yard, flowers, plants and lawn should be included in the homemaking course.
6. An orientation unit should be included to prepare the boys for the situations they will find on the job.
7. The boys should have some educational experience in handling money for household purchases.
8. Units which were part of the former homemaking plans should be continued: (1) meal service, (2) preparation and service of food.
9. Continued emphasis should be laid on the experiences that develop the desirable personal qualifications of household employees.

The following recommendations are made for the supervisor with the collaboration of the teacher and the trainees:

1. The supervisor should explore the possibilities of Negro boys trained for domestic service in:
  - (1) full time employment in families and business establishments after graduation; part time employment in these places during the time they are enrolled in school;
  - (2) contracting for cleaning homes, where they might work out itineraries and could be employed by an establishment;
  - (3) housework for business men or women while they are not at home;
  - (4) household service through the school where the boys might go out by the hour, day or job;
  - (5) apprenticeship training.
2. The supervisor should find out how a satisfactory placement department could be set up in Stanton High School.
3. The supervisor should investigate the possibilities for free health certificates for the trainees.

#### Limitations of the Problem

If this study had been made over a longer period of time, a larger number of employers and employees could have been included and a more comprehensive cross section of the community could have been made.

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course could have been used to check the experiences they had had in the Vocational Homemaking Course, it would have helped materially in deciding which experiences needed more emphasis. A further study of these boys on the job over a period of time would have been an interesting addition to the study.

#### Suggestions for Further Study

A number of questions have arisen during this study that could not be answered and are suggested for further study.

1. What occupations in Jacksonville are open for Negro boys and girls?
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3. How can the advanced homemaking courses for Negro girls better meet their needs for employment?
4. What causes the Negro youth of Jacksonville to drop out of school before graduation?
5. Should Jacksonville have a part time general continuation school for Negro boys and girls?

APPENDIX

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Appendix A.--VOCATIONAL HOMEMAKING COURSE FOR BOYS  
USED IN STANTON HIGH SCHOOL, JACKSONVILLE,  
FLORIDA

Aims:

- A. To help develop ideals for personal, home and family living
  1. To help bring about a better attitude in the home
  2. To become conscious of sharing the family responsibilities
  3. A greater appreciation of sharing the family joys
  4. To improve personality
- B. To help train boys for private and public employment on such jobs as:
  1. The care and cleaning of the house
  2. Yard boy
  3. Pantry boy
  4. Bus boy
  5. Waiter
  6. Butler
  7. Cook or assistant cook
  8. More efficient delivery boy -- grocery, drug store, etc.

Unit I. Care of my surroundings (With demonstrations when possible)

1. Daily, weekly, monthly care of:
  - a. Kitchen, and kitchen pantry, stove, refrigerator
  - b. Dining room, pantry, dish washing
  - c. General care of the house (integrated)
    1. Care and use of cleaning utensils
    2. Methods of sweeping, dusting
    3. Care of linoleum, waxed floors
    4. Different wood finishes
    5. Electrical fixtures and equipment
    6. Furnishings -- leather, fabric, etc.
    7. Pictures, windows, mirrors, marble, metals
    8. Cellar, laundry, porches, yard, etc.
  - d. Prevention and elimination of household pests
2. Cooperating with the girls in putting laboratory in an attractive, sanitary condition -- cleaning and painting

Unit II. Personal improvement

1. Courtesy
2. Health -- personal cleanliness and hygiene
3. Use of leisure time

Unit III. Personal appearance

1. Selection of clothing -- buying values
2. Choice of accessories
3. Care of clothing
4. When a boy is properly groomed for work and school

Unit IV. Planning, preparing and serving simple satisfactory meals

- A. How to select food for the family or yourself
  1. Study of food values
  2. Color, flavor, variety
    - a. Types of food served together
  3. Balancing the market order
    - a. Keeping within the budget -- buying in season
    - b. Selecting right types of stores
    - c. Making a well arranged market order
  4. Other factors influencing the cost of food
  5. Planning a day's menu -- week's
- B. Service of Food (mock service and discussion)
  1. General types of service
  2. Difference in home service and public service
    - a. Uniforms
  3. Demonstration (mock service) several lessons



4. Table manners
    - a. Duties of the host, etc.
  - C. Discussion and demonstration of how we cook
    1. Understanding recipes, correct measurements, combining ingredients properly, adjusting temperatures, etc.
    2. Organization for a meal
  - D. Meal preparation and service demonstrated
  - E. Marketing for foods used
  - F. Care, preservation, and storage of food integrated throughout the course
- Unit V. Securing and holding a job
- A. Methods of making contacts for work discussed, etc.
    1. Written application
    2. Personal application
    3. By recommendation
      - a. Discussion on manners, conversation, tone of voice, personality and attire
  - B. Qualifications of the employee
    1. Health certificate
    2. Properly groomed
    3. Personality traits
      - a. Honest, dependable, prompt, pleasing, courteous
      - b. Right attitude
      - c. Close observation of what is to be done

4. Personal hygiene
  - a. Cleanliness of body
  - b. Good breath
  - c. Good food habits
  - d. Good elimination
  - e. Good posture
  - f. Proper rest

C. Duties and responsibilities

1. Reports on special contacts with men on different jobs
2. Personal experiences

D. Field trips to places of business

Unit VI. Planning, preparing and serving foods in large quantities

- A. Cooperating with the school in catering for basketball, football, banquets and other social affairs.

Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS

Employers' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
<b>I. General Information</b>																											
<b>(1) Character of work</b>																											
a		x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x
b		x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x
c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
d	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x
e	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x			
f	x	x				x	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x	x	x
g															x			x				x				x	
-----																											
<b>(2) Type of work</b>																											
a	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b	x							x	x	x	x			x		x	x	x	x	x	x	x	x	x	x	x	x
c																											
d	x													x	x	x											
e			x	x	x	x						x					x										
f	x		x	x	x			x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x
-----																											
<b>(3) Hours of work</b>																											
a	x	x	x	x	x	x	x	x	x			x	x		x	x	x	x					x	x	x	x	x
b	x		x	x	x			x	x	x	x	x	x		x	x	x	x	x	x	x	x				x	x
c	x	x				x	x							x		x							x	x			
d	x	x	x	x	x	x						x					x	x			x	x	x			x	x
e		x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x
f	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x
g	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x

Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS -- Continued

Employers' Case	No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
<b>I. General Information</b>																											
<b>(1) Character of work</b>																											
a	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	48
b	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x				x	x	45
c	x	x	x	x	x	x	x	x	x				x		x		x	x				x	x	x	x	x	44
d		x	x	x						x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	43
e	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x		45
f	x	x	x	x			x	x	x	x				x	x	x	x	x					x	x	x	x	40
g																						x	x				6
-----																											
<b>(2) Type of work</b>																											
a	x			x			x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	46
b	x	x	x	x	x	x	x	x	x	x			x											x	x	x	32
c																											0
d						x	x						x														7
e												x									x	x				x	10
f	x	x	x	x	x			x	x	x			x	x			x	x	x	x	x	x	x	x	x	x	43
-----																											
<b>(3) Hours of work</b>																											
a	x	x	x	x	x	x	x					x	x	x	x					x	x	x				x	38
b										x	x		x	x		x	x	x	x	x	x	x			x	x	34
c	x			x	x	x					x													x			18
d											x	x		x	x						x	x	x	x		x	25
e						x				x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	39
f										x	x	x	x	x	x	x	x	x	x	x	x	x			x		39
g	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	47
-----																											

Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS -- Continued

Employers' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
(4) Time Off	a																											
	b									x	x	x	x	x	x	x	x	x	x	x		x		x	x	x		
	c		x	x	x	x		x	x	x	x	x	x	x	x		x		x	x	x	x			x	x		
	d												x															
	e					x	x	x			x		x		x	x					x						x	
	f	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	
(5) Salary	a	x		x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x				x	x		
	b		x																									
	c		x		x									x										x	x			
	d		x	x	x	x	x	x	x			x				x	x						x	x	x			
	e		x	x		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	f												x						x	x	x	x						
	g														x				x							x		
	h	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x				x	
	i	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x					x	
	j	x									x	x	x			x	x	x	x	x	x						x	
(6) Selecting the Employee (a)	a					x	x	x		x			x	x						x	x					x	x	
	b	x	x	x		x	x		x	x	x	x	x	x	x	x		x			x	x	x	x	x	x	x	
	c		x							x	x	x	x	x	x			x	x				x	x	x	x	x	
	d												x								x							
	e		x	x	x	x		x	x	x	x	x	x	x	x			x	x	x	x		x	x			x	
	f	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	g			x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x		x	x			x	
	h	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	i		x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x
	j		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	k	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS -- Continued

Employers' Case	No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total		
(4) Time Off	a																										0		
	b								x		x	x												x				19	
	c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x			x		41	
	d									x															x			3	
	e																		x		x							11	
	f	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x					x	x	x	x	42	
(5) Salary	a									x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	37		
	b						x																					2	
	c	x	x	x	x	x		x														x		x			x	14	
	d	x	x	x		x	x	x				x	x	x	x	x	x	x	x	x	x						x	32	
	e	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x				x	x	x	x	44	
	f									x	x		x													x		10	
	g				x					x												x						8	
	h									x		x	x	x	x				x	x					x	x		31	
	i									x		x	x	x	x	x	x	x	x	x	x					x		34	
	j	x							x	x				x	x		x		x	x	x							20	
(6) Selecting the Employee (a)	a														x	x		x	x									15	
	b	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x			x	x		x		41	
	c	x	x	x	x	x		x	x		x				x		x								x	x	x	28	
	d									x																		3	
	e	x		x	x	x	x	x	x		x	x			x	x	x	x	x	x	x	x				x	x	38	
	f	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	48	
	g	x	x	x					x	x	x	x			x	x	x	x	x	x	x	x	x				x	32	
	h	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	46
	i		x	x	x	x				x	x	x				x	x	x	x	x	x	x	x				x	x	40
	j	x	x	x						x	x	x	x	x		x	x	x	x	x			x	x			x	38	
	k	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	49

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Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS -- Continued

Employers' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
(6) Selecting the Employee (b)	a	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	b	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x	x	
	c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	
	d	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	e	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	f	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x		x	
	g																										
	h	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x
	i	x	x	x	x				x	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x
	j		x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	k											x	x	x					x	x	x	x	x				x
	l	x	x			x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	II. Duties and Responsibilities A. Cleaning	1	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
2		x		x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	
3		x		x	x				x		x	x			x	x	x	x	x	x	x	x	x	x	x	x	
4								x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	
5								x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	
6		x		x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	
7		x				x	x	x	x	x	x	x			x	x	x	x		x	x	x	x	x	x	x	
8		x				x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	
9		x	x			x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	
10		x							x	x	x	x			x		x	x			x	x	x	x	x	x	
11		x				x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	
12		x							x	x	x							x				x	x		x	x	
13		x	x			x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x	x	x	
14											x				x						x	x	x	x		x	x
15																											x

Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS -- Continued

Employers' Case	No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
(6) Selecting the Employee (b)	a		x						x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	42
	b								x		x	x	x	x	x	x	x	x	x	x	x	x			x	x	38
	c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	49
	d		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	49
	e	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	49
	f								x		x	x	x	x	x	x	x	x	x	x	x	x			x	x	38
	g																										0
	h		x		x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	43
	i		x						x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	38
	j		x						x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	40
	k								x	x								x				x			x		15
	l								x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	37

II. Duties and Responsibilities	1	x	x	x	x	x	x	x	x	x	x	x	x											x	x	x	x	x	40
	2	x	x	x	x	x	x	x	x	x	x	x	x		x									x	x	x	x	x	41
A. Cleaning	3	x	x	x	x			x	x	x	x			x										x	x	x	x	x	34
	4	x						x	x	x	x	x												x	x	x	x		28
	5								x		x	x	x											x	x	x	x		26
	6	x	x	x	x	x	x	x	x	x	x	x	x		x									x	x	x	x	x	41
	7	x	x	x	x				x		x	x		x										x	x	x	x	x	33
	8	x	x	x				x	x	x	x	x		x		x								x	x	x	x	x	35
	9							x	x		x	x		x	x	x	x	x	x					x	x	x	x		37
	10							x	x		x	x					x		x					x	x				25
	11		x	x				x	x		x	x	x											x	x	x	x		33
	12										x	x		x										x	x			x	15
	13							x	x		x	x	x		x	x	x							x	x	x	x	x	34
	14	x	x			x	x	x	x	x													x						18
	15																									x			2



Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS -- Continued

Employers' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
B. Food Selection and Preparation	1									x	x			x		x	x		x		x		x	x		x		
	2									x	x			x		x	x	x		x		x		x	x		x	
	3									x	x			x		x	x		x		x		x		x			
	4															x	x		x		x		x					
	5									x	x			x		x	x		x		x		x		x		x	
	6																x		x		x		x					
	7									x	x			x		x		x		x		x		x		x		x
	8																			x		x		x				x
	9									x	x						x		x		x		x					
	10									x	x						x		x		x		x					
	11									x	x						x		x		x		x					
	12									x	x				x		x		x		x		x			x		
	13									x					x					x		x		x				x
	14																					x						
	15																x		x		x		x					
	16									x	x				x		x		x		x		x		x		x	
	17									x	x				x		x		x		x		x		x		x	
	18									x							x				x							
	19									x																		

Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS -- Continued

Employers' Case	No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total	
B. Food Selection	1								x																			12
and Prepara-	2								x																			13
tion	3																					x		x	x		13	
	4																								x		6	
	5																							x	x		12	
	6																										4	
	7																								x		10	
	8																								x		5	
	9																										6	
	10																										6	
	11																								x		7	
	12																								x		9	
	13																										6	
	14																										1	
	15																										4	
	16								x													x	x	x	x		16	
	17								x															x	x	x	15	
	18						x		x													x					6	
	19								x																		2	

Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS -- Continued

Employers' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
C. Service	1									X	X	X		X	X	X	X	X		X	X	X	X	X		X	
	2		X											X	X	X	X										
	3		X											X	X	X	X			X	X						
	4		X											X		X	X										
	5										X	X	X	X	X	X	X	X		X	X	X	X	X		X	
	6		X										X	X	X	X	X	X		X	X						
	7		X	X								X		X	X	X	X	X		X	X		X	X		X	
	8		X	X	X					X	X			X	X	X	X	X		X	X	X	X	X		X	
	9		X												X	X	X					X			X		
	10		X							X																	
	12				X	X	X	X	X	X			X	X													
	13	X	X			X	X	X	X	X			X														
	D. Miscellaneous	1		X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2									X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
3									X	X	X	X			X				X	X	X	X	X	X	X	X	
4																						X				X	
5												X	X				X				X	X		X	X		
6										X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	
7										X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	
8										X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	
9										X												X		X	X		
10														X				X				X		X		X	
11		X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12		X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13		X	X							X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
14														X	X		X			X	X	X					

Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS -- C continued

Employers' Case	No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total	
C. Service	1									x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	28	
	2													x		x	x	x	x			x					11	
	3													x	x		x					x					12	
	4													x								x					6	
	5										x				x	x	x		x				x	x	x	x	24	
	6													x	x	x	x	x	x		x	x	x				21	
	7													x	x	x	x	x	x	x	x	x	x	x			24	
	8										x	x		x	x	x		x			x	x	x				27	
	9														x		x										10	
	10											x		x	x	x	x	x	x	x	x	x	x				13	
	11											x		x	x	x	x	x	x	x	x	x	x				12	
	12											x	x	x	x	x	x			x	x	x					18	
	13											x	x	x													11	
-----																												
D. Miscellaneous	1	x					x	x	x	x	x			x	x	x	x					x	x	x	x		34	
	2						x	x	x	x	x			x	x	x	x					x	x	x	x		31	
	3		x	x					x	x	x											x	x		x		21	
	4																								x		3	
	5																								x		8	
	6	x		x		x	x	x	x	x													x	x	x	x	x	28
	7	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	29
	8	x	x	x	x	x	x	x	x	x													x	x	x	x	x	28
	9		x			x	x			x	x	x											x					11
	10	x	x					x			x																	11
	11	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x					x	x	x	x	x	40
	12	x	x	x	x	x	x			x	x	x	x	x	x	x		x	x				x	x	x	x		40
	13	x	x					x			x	x	x		x	x	x	x					x		x	x	x	36
	14											x																10

Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS -- Continued

Employers' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
D. Miscellaneous (continued)	15									x			x		x	x	x		x	x	x	x		x	x	
	16									x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	17									x	x	x	x	x	x		x		x	x	x	x	x	x	x	x
	18											x	x	x	x	x	x			x	x		x	x	x	
	19									x	x	x	x	x		x		x		x	x	x		x	x	
	20															x		x		x		x			x	

Appendix B.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYERS OF NEGRO BOYS -- Continued

Employers' Case	No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
D. Miscellaneous (continued)	15	x							x	x												x		x			16
	16	x		x			x	x	x	x												x	x	x	x		27
	17	x					x	x	x	x												x	x	x	x	x	25
	18						x	x	x	x												x	x	x	x		19
	19																					x		x	x		15
	20																										5

Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES

Employees' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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I. General Information

(1) Character of work

a	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b	x	x	x	x	x			x	x	x		x	x	x			x	x	x	x	x	x	x	x	x	x
c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
d	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x
e	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
f	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
g	x		x				x		x				x							x			x		x	x

(2) Type of work

a	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b		x		x	x			x	x	x	x	x					x	x	x	x	x	x	x	x	x	x
c																										
d		x					x				x	x							x					x		
e						x		x					x	x	x	x	x									
f	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

(3) Hours of work

a	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x			x	x
b		x				x	x	x				x		x			x						x		x	x
c	x		x						x		x		x	x			x	x	x	x			x	x	x	x
d		x	x	x	x	x	x	x			x	x	x	x	x		x	x	x							
e	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
f	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x						x				
g	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x

Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES -- Continued

Employees' Case	No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total	
<b>I. General Information</b>																												
(1) Character of work	a	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x		44	
	b		x		x			x	x	x	x	x	x									x	x	x			x	34
	c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	48
	d	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	50
	e	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	50
	f	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	49
	g		x	x			x	x			x	x						x	x									19
-----																												
(2) Type of work	a	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	50	
	b	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x										34
	c																											-
	d		x	x								x	x											x	x		x	14
	e					x																						8
	f	x	x	x	x			x	x	x	x	x	x	x	x	x					x	x	x	x	x	x	x	46
-----																												
(3) Hours of work	a	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	48	
	b	x	x	x	x			x	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x	32
	c			x	x	x	x																					25
	d	x	x	x	x			x			x	x	x	x	x								x		x	x	x	36
	e	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	48
	f		x	x	x			x	x			x	x	x	x								x	x	x	x	x	36
	g				x	x	x	x	x				x	x	x	x												45
-----																												



Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES -- Continued

Employees' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
(4) Time Off	a																										
	b	x	x	x		x			x	x	x			x	x	x	x										
	c	x		x	x									x	x	x	x	x	x	x	x	x	x	x	x	x	
	d			x														x									
	e	x				x	x																				
	f	x		x	x	x				x	x		x	x	x	x	x	x	x	x	x	x	x	x			
(5) Salary	a	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x						x	x		
	b						x														x			x	x	x	
	c	x										x							x	x	x	x	x	x	x	x	
	d				x	x	x	x	x	x	x	x	x	x	x	x			x		x	x	x		x	x	
	e	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	f			x		x									x	x	x	x									
	g														x	x	x	x	x								
	h	x	x	x	x	x				x			x	x	x	x	x										
	i	x	x	x	x	x				x	x		x	x	x	x	x										
	j		x	x	x	x									x	x	x										
(6) Selecting the Employee (a)	a						x	x	x			x															
	b	x		x	x	x				x	x		x				x		x			x		x	x	x	
	c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	d																										
	e			x	x	x								x				x							x	x	x
	f	x	x	x	x	x	x			x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	g			x	x																						
	h						x	x							x	x	x										
	i		x	x	x		x	x	x																x	x	x
	j			x	x																						
	k																										

Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES -- Continued

Employees' Case	No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total	
(4) Time Off	a					X																					1	
	b	X	X		X		X	X			X	X	X		X	X	X		X	X	X				X		26	
	c		X		X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	36
	d																										2	
	e		X																	X							5	
	f	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					35
-----																												
(5) Salary	a	X			X		X	X	X		X	X	X						X	X	X	X	X		X	X	32	
	b														X				X				X		X		9	
	c		X	X		X								X		X	X	X							X		19	
	d			X	X	X				X			X	X	X	X	X						X	X	X	X	33	
	e	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X				46	
	f	X					X	X	X		X		X						X		X						14	
	g		X										X														7	
	h	X	X		X		X	X	X		X		X						X	X	X	X	X	X	X	X	X	28
	i	X	X		X		X	X	X		X		X							X	X	X	X	X	X	X	X	28
	j		X	X	X	X		X	X													X		X	X	X		17
-----																												
(6) Selecting the Employee (a)	a														X	X	X			X	X	X	X		X		12	
	b	X			X				X	X	X	X	X	X	X	X	X		X	X	X				X		27	
	c	X				X			X	X	X	X	X	X	X	X	X		X	X	X						38	
	d																										-	
	e										X	X	X						X	X	X						14	
	f	X	X		X					X	X	X	X	X	X	X	X		X	X	X	X	X				37	
	g		X																	X		X	X	X	X	X	9	
	h	X			X							X	X									X	X	X			12	
	i		X								X	X	X	X	X					X		X	X	X			21	
	j	X								X	X	X										X	X	X			6	
	k																										-	

Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES -- Continued

Employees' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
(6) Selecting the Employee (b)	a	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x											
	b	x	x	x	x	x	x	x	x	x		x	x	x	x	x							x				
	c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	d	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	e	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	f	x	x	x	x	x			x	x	x		x	x	x	x	x										
	g																										
	h	x	x	x	x	x	x	x	x	x	x	x			x	x	x							x	x		
	i	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						x	x		
	j	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							x	x		
	k																	x	x								
	l		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x										

II. Duties and Responsibilities A. Cleaning	1						x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	2						x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	3	x					x	x	x	x		x	x				x	x	x	x	x	x	x	x	x	x
	4						x	x	x	x		x	x						x	x			x		x	x
	5		x						x			x	x								x		x		x	x
	6		x				x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	7	x	x				x	x	x	x		x	x	x	x	x	x	x	x	x	x		x			
	8						x	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x
	9				x	x	x	x	x	x		x	x					x		x		x				
	10			x			x	x	x	x		x	x					x		x		x				
	11		x				x	x	x	x		x	x	x	x	x				x		x	x		x	x
	12		x				x	x	x			x	x							x						
	13		x		x	x	x	x	x	x		x	x	x	x	x				x		x		x	x	x
	14								x			x	x					x	x	x	x	x	x	x	x	x
	15																									

Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES -- Continued

Employees' Case	No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
(6) Selecting the Employee (b)	a	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	39
	b	x		x	x		x	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x	34
	c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	50
	d	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	49
	e	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	50
	f	x	x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						32
	g																										-
	h	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	41
	i	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			40
	j	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	42
	k	x					x	x	x		x	x	x						x	x	x						12
	l	x	x		x		x	x	x	x	x	x	x			x			x	x	x	x	x	x	x	x	35

II. Duties and Responsibilities A. Cleaning	1	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	45
	2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	45
	3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			40
	4	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x		32
	5	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x										24
	6	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		44
	7	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		41
	8	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	43
	9	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	35
	10	x		x	x	x	x	x	x			x	x		x	x	x	x	x	x	x	x	x	x	x	x	32
	11	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x			37
	12				x	x	x				x	x											x	x	x	x	20
	13	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						x	x	x		38
	14			x		x	x	x	x	x							x	x	x								24
	15						x																				1

Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES -- Continued

Employees' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
B. Food Selection and Preparation	1																												
	2																												
	3																												
	4																												
	5																												
	6																												
	7																												
	8																												
	9																												
	10																												
	11																												
	12																												
	13																												
	14																												
	15																												
	16																												
	17																												
	18																												
	19																												

Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES -- C ontinued

Employees' Case	No	26	27	28	29	30	31	32	33	34/35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
B. Food Selection	1	x			x		x	x	x	x		x														8
and Preparation	2	x	x		x		x	x	x	x		x														9
	3	x	x	x	x	x	x	x	x	x		x									x				x	12
	4	x			x		x	x	x			x														6
	5	x		x	x	x	x	x	x	x		x									x					10
	6	x			x		x	x	x			x														6
	7	x			x		x	x	x	x		x														7
	8				x			x	x			x														4
	9	x		x	x		x	x	x			x									x				x	9
	10	x		x	x		x	x	x			x													x	8
	11	x			x		x	x	x			x														6
	12	x			x		x	x	x			x														6
	13		x		x		x	x	x			x														6
	14				x			x	x																	3
	15				x			x	x																	3
	16	x	x		x		x	x	x	x		x									x					10
	17	x					x		x	x															x	6
	18							x	x			x														4
	19																									0

Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES -- Continued

Employees' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
C. Service	1	x		x	x	x	x	x							x	x	x										
	2			x	x	x																					
	3																										
	4	x																									
	5				x	x	x																				
	6	x	x	x	x	x																					
	7	x		x	x	x																					
	8	x	x																								
	9										x																
	10				x	x	x																				
	11				x	x	x																				
	12		x	x	x	x		x	x	x	x	x	x	x	x	x	x										
	13		x							x	x	x	x	x	x	x	x										
-----																											
D. Miscellaneous	1			x	x	x			x	x		x	x	x	x	x	x				x						
	2			x	x	x						x		x	x	x	x				x						
	3								x			x	x								x		x				
	4																										
	5																										
	6																	x	x	x	x		x	x		x	x
	7																	x	x	x	x	x	x	x	x	x	x
	8																	x	x	x	x	x	x	x	x	x	x
	9																	x			x	x	x	x	x	x	x
	10																	x		x			x				
	11		x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	12			x	x	x			x	x	x	x	x	x	x	x	x				x	x	x	x	x	x	x
	13		x	x	x	x			x	x	x	x	x					x	x		x	x	x		x	x	x

Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES -- Continued

Employees' Case	No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
C. Service	1	x	x	x	x		x	x	x	x	x	x	x	x	x	x						x	x	x	x	x	28
	2		x		x																	x	x	x	x	x	10
	3		x	x	x			x	x													x		x		x	8
	4			x	x				x													x					5
	5	x	x	x	x		x	x	x	x			x	x	x	x						x					16
	6	x	x		x		x	x	x	x				x	x							x	x	x	x	x	19
	7	x	x	x	x		x	x	x	x			x	x								x	x	x		x	18
	8		x		x		x	x	x	x				x								x	x	x	x	x	15
	9		x	x	x																	x					4
	10																						x				5
	11																					x	x	x	x		8
	12																					x	x	x	x		19
	13																										9

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D. Miscellaneous	1	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	33
	2	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						27
	3			x		x	x	x	x	x	x	x	x						x	x							16
	4								x																		1
	5	x		x	x				x		x	x	x												x		8
	6	x	x		x		x	x	x	x	x	x	x	x											x		20
	7	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							27
	8	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x								27
	9			x		x	x			x																	13
	10			x	x	x		x		x				x													10
	11	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x							40
	12	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x					x		39
	13	x	x	x	x	x	x	x	x	x	x	x	x	x													30



Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES -- Continued

Employees' Case	No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
D. Miscellaneous																										
(continued)	14																									
	15																X									
	16																X	X			X		X	X	X	
	17																X	X	X		X					
	18																X		X	X	X	X		X	X	X
	19																									
	20																									

Appendix C.--MASTER SHEET - DATA GATHERED FROM 50 EMPLOYEES -- Continued

Employees' Case	No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
D. Miscellaneous (continued)	14	x					x	x	x	x	x	x															7
	15	x	x		x		x	x	x	x	x	x	x														11
	16	x	x	x	x	x	x	x	x		x	x	x	x			x			x	x			x	x		23
	17	x	x	x	x	x	x	x	x		x	x	x	x			x			x	x			x	x		21
	18	x	x		x		x	x	x		x	x	x	x			x			x							20
	19	x	x				x	x	x		x	x	x	x	x			x									12
	20	x							x			x	x	x													5

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