

ABSTRACT OF THESIS

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EQUIPMENT FOR TEACHING HOME ECONOMICS IN RURAL  
SCHOOLS FOR COLORED PUPILS IN MISSISSIPPI

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

July, 1943

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## ABSTRACT OF THESIS

Introduction

Whether the homemaking department is extensive or is a very small unit in the school, it should create an atmosphere conducive to the promotion of the spirit of homemaking in the pupils through the use of adequate equipment. Equipment in many schools for colored pupils in Mississippi is poor and inadequate and is a handicap in promoting effective programs, but the teacher may often bring to the attention of the community and local school administration the need and desirability of having and using adequate equipment. However, unless the community is interested and cooperates with the teacher, the department cannot succeed. Available funds, aim of work in departments, type of homes from which pupils come, and opportunities offered to the pupil in the community should be among the factors determining the selection of equipment to be used in a given community.

The problem

What standards of equipment should be maintained in teaching homemaking to colored pupils in rural high schools in Mississippi?

Problem analysis.---In order to answer the above question, the following data are necessary:

- a. What equipment is being used for teaching homemaking to colored pupils in rural high school in Mississippi?
- b. How does this equipment compare with recommendations from the state department for vocational education?
- c. What is the condition of equipment used in homemaking departments in rural high schools for colored pupils in Mississippi?
- d. What relationship exists between the school and home equipment of each community?

#### Delimitations

Delimitations.--This study was limited to 20 rural high schools with vocational homemaking departments for colored pupils in Mississippi.

#### Method of procedure

From an official list containing all of the 357 vocational homemaking departments in the state of Mississippi, the writer selected 20 of the home making departments from the 73 for colored pupils for this study. These departments were selected according to the population of the community (not exceeding 2,500) in which they were located, and also according to the routing of the state itinerate teacher-trainer of trades and industrial education, who made possible the travel opportunities for this study. During the year 1942-43, all 20 homemaking departments were visited, and all equipment for teaching homemaking was observed and checked by the writer.

In determining the relationship between the equipment in the homemaking department and the equipment used in the homes, the writer visited one home recommended by the homemaking teacher



as a representative home in that community and checked the equipment by the same itemized list as was used in checking the departments.

#### Equipment found in the homemaking departments

The school equipment consisted of 54 pieces of general equipment, 37 pieces of unit kitchen equipment, and two pieces of unit equipment for sewing.

A survey of the 20 homemaking departments show the following:

General equipment.--1. All departments had storage space for foods, a chair, for each member in class, brooms, plates, cups, saucers, glasses, forks, knives, and teaspoons.

2. Ninety to ninety-five per cent of the departments had storage space for clothing, blackboards, book cases, ironing boards, irons, mops, water pitchers, butcher knives, cork screws and can opener, large double boilers, salad plates, and cereal bowls.

3. Eighty to eighty-five per cent of the departments had long mirrors, nine-inch bowls, long-handle forks, and fruit jars.

4. Seventy to seventy-five per cent of the departments had dust pans, steam pressure cookers, food chopper, 11-inch bowls, coffee pots, and colanders.

5. Sixty to sixty-five per cent of the departments had first aid cabinets, waste paper baskets, funnels, five-gallon garbage pails, glass lemon reamers, potato ricer, and quart measures.



6. Fifty to fifty-five per cent of the departments had clocks, flower cans, wire baskets for frying, filing cabinets, ice cream freezers, bread knives, and towel racks.

7. Forty per cent of the departments had pinking machines, scales, and tube cake pans.

8. Thirty-five per cent of the departments had folding screens.

9. Twenty-five per cent of the departments had refrigerators.

Unit kitchen equipment.--1. All departments had sieves, teakettles, stoves, tables for food preparation, and tables for food serving.

2. Ninety to ninety-five per cent of the departments had rolling pins and boards, rotary egg beaters, salt and pepper sets, bread pans, large platters, large skillets, muffin pans, and sinks.

3. Eighty to eighty-five per cent of the departments had doughnut and biscuit cutters, layer cake pans, aluminum measuring cups, pie tins, sauce pans, tablespoons, cream and sugar sets, dish towels, two-quart double boilers, graters, measuring spoon sets, nest of mixing bowls, small platters, and wire egg beaters.

4. Seventy to seventy-five per cent of the departments had paring knives, trays, vegetable dishes, table linen, vases, and wooden spoons.

5. Sixty-five per cent of the departments had glass measuring cups, 40 per cent had canister sets, 30 per cent had asbestos mats, and only 20 per cent had pyrex baking dishes.

Unit equipment for sewing.--1. All departments had tables for sewing.

2. Ninety-five per cent of the departments had sewing machines.

Conformity of equipment to requirements of the  
Mississippi State Department of Vocational Education

General equipment.--1. All schools met the requirements for storage space for foods.

2. Ninety to ninety-five per cent of the departments met the requirements for brooms, chairs, cork screw-can openers, blackboards, water pitchers, butter knives, book cases, irons, ironing boards, large double boilers, and storage space for clothing.

3. Eighty to eighty-five per cent of the departments met the requirement for fruit jars, long-handle forks, mops, and mirrors.

4. Seventy to seventy-five per cent of the departments met the requirement for colanders, coffee pots, dust pans, food chopper, and steam pressure cooker.

5. Sixty to sixty-five per cent of the departments met the requirements for glass lemon reamers, five-gallon garbage pails, potato ricers, quart measures, first-aid cabinets, funnels, and waste paper baskets.

6. Fifty to fifty-five per cent of the departments met the requirements for bread knives, filing cabinets, ice cream freezers, towel racks, clocks, flower cans, wire baskets for frying, and nine-inch bowls.

7. Forty to forty-five per cent of the departments met the requirements for 11-inch bowls, pinking machines, scales, and tube cake pans.

8. Thirty-five per cent of the departments had the required number of folding screens, and twenty-five per cent had required refrigerators.

9. Only 60 per cent of the departments met the requirements for teaspoons.

10. Forty to forty-five per cent of the departments met the requirements for plates, glasses, knives and forks.

11. Thirty to thirty-five per cent of the department had cups and saucers.

12. Less than 30 per cent of the departments met requirements for cereal bowls, salad plates, and dessert saucers.

Unit kitchen equipment (4-6 students).--1. Eighty per cent of the departments met the requirement for dish towels.

2. Seventy per cent of the departments met the requirements for pie tins.

3. Sixty-five per cent of the departments met the requirement for bread pans.



4. Fifty-five per cent of the departments met the requirement for muffin pans, and vases.

5. Forty-five per cent of the departments met the requirement for glass measuring cups.

6. Forty per cent of the departments met the requirements for tables for food preparation.

7. Less than 40 per cent of the departments met the requirements for stoves, doughnut and biscuit cutters, salt and pepper sets, asbestos mats, rolling pin and boards, rotary egg beater, layer cake pans, aluminum measuring cups, small and large platters, sieves, large skillets, sauce pans, measuring spoon sets, trays, and wooden spoons.

8. Less than 20 per cent of the departments met the requirement for tea kettles, tablespoons, cream and sugar sets, grater, mixing bowls, wire egg beater, paring knives, vegetable dishes, canister sets, and tables for food serving.

9. No departments met the requirements for sinks, double boilers (two-quart size), or pyrex baking dishes.

Unit equipment for sewing (4-6 students).--1. Only 60 per cent of the departments had the required number of sewing machines, and 60 per cent of the departments had the required number of tables for sewing.

#### Condition of homemaking equipment

A further analysis was made of the equipment found in the homemaking departments according to a conditional rating of

good (3), fair (2) poor (1), and non existent (0). A percentage rating of each department was obtained by dividing the number of points received by each department by the maximum number of points that would have been received if all equipment had met the standards of the criterion as outlined in Chapter III.

A department was considered to be in good condition if its rating was 90 per cent or above; fair condition if its rating was from 70 to 89 per cent inclusive; and very poor condition if its rating was between 0 and 40 per cent. According to this scale the departments were rated as follows:

General equipment.---Only one department was rated "good"; eight departments were rated "fair". Eleven departments were rated "poor", and seven departments were rated "very poor".

Unit kitchen equipment.---Only one department was rated "good" and one other department was rated "fair". Eleven departments were rated "poor", and seven departments were rated "very poor".

Unit equipment for sewing.---Three departments were rated "good"; eleven departments were rated "fair"; five departments were rated "poor", and one department was rated "very poor".

A composite rating was obtained for each department by averaging the ratings received for each unit. Only one department was rated "good"; six departments were rated "fair"; eight departments were rated "poor", and five departments were rated "very poor".

### Relation between home and school equipment

Many of the homes used equipment similar to that found in the homemaking departments; however, no home was equipped with a sink or running water, although 18 schools were so equipped. A few homes were equipped with electricity but because of financial conditions did not have electrical appliances. Only six homes and as few as five schools were equipped with refrigerators. Both the homes and the schools used similar stoves for cooking, utilizing fuel most commonly available in the community. Improvement in storage space for foods and clothing was noted as a major need in the homes as well as in many schools. In general the homes were no better and no poorer in equipment than were the schools, with the major exception of sinks and of running water.

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AGRICULTURE AND MECHANIC ARTS

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..... August, ..... 1943 .....

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY  
SUPERVISION BY ..... EVA WOODARD .....  
ENTITLED ..... EQUIPMENT FOR TEACHING HOME ECONOMICS IN RURAL SCHOOLS .....  
FOR COLORED PUPILS IN MISSISSIPPI .....

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DEGREE OF MASTER OF ..... EDUCATION .....

MAJORING IN ..... HOME ECONOMICS EDUCATION .....

CREDITS ..... 3 .....

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

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## Chapter I

### INTRODUCTION

There is a growing belief that equipment should serve as more than a mechanical aid to instruction and that, when carefully planned, it may become a factor second in importance to the teacher in preparing the pupils for homemaking responsibilities. The one tangible element, making for reality in the school teaching homemaking, is equipment. It is desirable that the equipment be sufficiently adequate to make possible the up-grading of homes in the community. School children interpret the attractiveness and efficiency of the homemaking department as an incentive toward higher ideals, and homemaking teaching will succeed best in an environment where the situation is as nearly homelike as possible. Homelike equipment and homelike atmosphere in the department will increase the probability of the instruction being carried over into the real life situation of the pupil.

Whether the homemaking department is extensive or is a very small unit in the school, it should create an atmosphere conducive to the promotion of the spirit of homemaking in the pupils through the use of adequate equipment. Equipment in many schools for colored pupils in Mississippi is poor and inadequate and is a handicap in promoting effective programs, but the teacher

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may often bring the need and desirability of having and using adequate equipment, to the attention of the community and local school administrators. However, unless the community is interested and cooperates with the teacher, the department cannot succeed. Available funds, aim of work in department, types of homes from which pupils come, and opportunities offered to the pupil in the community should be among the factors determining the selection of equipment to be used in a given community.

### The problem

What standards of equipment should be maintained in teaching homemaking to colored pupils in rural high schools in Mississippi?

### Problem analysis

In order to answer the above question, the following data are necessary:

- a. What equipment is being used for teaching homemaking to colored pupils in rural high schools in Mississippi?
- b. How does this equipment compare with recommendations from the state department for vocational education?
- c. What is the condition of equipment used in homemaking departments in rural high schools for colored pupils in Mississippi?
- d. What relationship exist between the school and home equipment of each community?

### Delimitations

This study was limited to 20 rural high schools with vocational homemaking departments for colored pupils in Mississippi and to one home in each community. The schools were selected

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according to the population of the community in which they were located and according to the routing of the state itinerate teacher-trainer of trades and industrial education in Mississippi, who made possible the travel opportunities for this study.

#### Definitions

The term "rural high school" means a high school located either in open country or in a community with a population not exceeding 2,500.





Fig. 1.--LOCATION OF 20 HOMEMAKING DEPARTMENTS IN RURAL HIGH SCHOOLS FOR COLORED PUPILS IN MISSISSIPPI.

## Chapter II

### REVIEW OF LITERATURE

The opinion seems to be quite general that equipment for teaching homemaking should be as nearly like the home situation as possible and should serve as an incentive toward the up-grading of homes in the community where the school is located. In 1910 Kinnie (7) emphasized the importance of the relation between the school and home equipment by saying that the equipment used for teaching homemaking should have some practical effect on the community in which the school is located and that all articles and utensils should be such as can be used by the children in their own homes. Kinnie further said: "A knowledge of the needs of the community, and a well organized scheme of work are foundational in planning a truly serviceable equipment". (7:3)

In 1919 Cooley and others (3) wrote as follows:

The equipment for teaching homemaking should be chosen with extreme care and consideration as to its suitability to the work to be accomplished, if the homemaking studies are to be effective.

Success in the use of all types of equipment lies in the ability of the teacher, for the laboratory supplied with the most elaborate equipment will prove valueless unless the teacher is willing to relate her work to the lives of the pupils. (3:374-5)

According to the Home Economics Circular no. 11 (10) published in 1922 from the U. S. Bureau of Education, the ideal equipment for a school kitchen is such equipment that, were a

unit transferred into a home in the community, it would be appropriate, convenient, adequate, and satisfactory. (10:9)

Brown and Haley (2), in 1928, explained that equipment should be planned with the idea of setting an ideal before the pupils, but that there is such a thing as making this ideal so far beyond their power of attainment as to be almost impossible of comprehension. An ideal, as was stated, is considered something false unless it can be attained through efforts on the part of the individual. It was pointed out that, while pupils in the homemaking classes are usually above the age of make-believe, and yet have not had sufficient experience to enable them to visualize a situation without a concrete basis of facts, the need of equipment is real. Lacking such equipment, according to the authors, it is extremely difficult to establish good work habits, to set up a home standard of performance, or to give the pupil an adequate conception of household equipment which may be achieved under the economic conditions of the average home. (2:306)

Also in 1928, Dyer (4) gave some bases for selecting homemaking equipment and furnishings in the following statements:

Provide in the equipment and furnishings of the homemaking room the environment and tools adequate for home economics learning. Combine home and classroom elements (family size cook stoves, classroom tables and chairs), consider the changing standards of living in the home (changes in household tools, the changing community and homes), give pupils experience in home furnishings by using the department as a continuous homemaking unit. (4:90)



According to the Vocational Education Bulletin no. 28 (13) published in 1928 from the U. S. Federal Board for Vocational Education, the plant and equipment for adequate instruction in vocational subjects should include provisions for instruction and practical work in all of the home activities which are taught within the school. Careful selection and arrangement of equipment are more important factors than the amount of money expended. The necessary amount of space and equipment will vary according to the number of pupils in the largest class and to the length of the course offered. (13:11)

In the Vocational Education Bulletin no. 124 (14) also published in 1928 from the U. S. Federal Board for Vocational Education, the following questions were asked:

1. Adequacy: Is adequate provision made for the performance of each of the operations involved in the preparation and serving of meals?
2. Unit assemblage: Are the items of equipment assembled as units and concentrated as "pupil stations"?
3. Conservation of strength and energy: Does the equipment reproduce as nearly as possible home conditions in the community?
4. Replica of home conditions: Does the equipment reproduce as nearly as possible home conditions?
5. Variety: Is there an opportunity offered for the pupils to work with varying types of equipment? (14:109-12)

It was further stated that the teaching efficiency in a vocational school will depend upon the degree to which the equipment and the environment make it possible for instruction to be carried over into the real life situation of the pupils.

A study made at Kansas State College by Heywood and others (6) reported in 1934 general considerations of home economics rooms as follows:

The standards for home economics rooms in high schools should approximate those that are possible in a good home in the given community. The home economics rooms then should have a homelike atmosphere and adequate equipment for the development of these standards of work. In order to accomplish this the set-up in each school must fit the needs of the particular community. (6:10)

It was further stated that the community should provide and equip to the best of its financial ability a home economics department in keeping with good home standards in the community and adequate for successful teaching of the various phases of homemaking. (6:10)

The Home Economics Bulletin no. 181 (15) published in 1935 from the U. S. Office of Education gave as part of an underlying philosophy concerning homemaking as follows:

Vocational education in home economics has for its ultimate large object the improvement of home and family life through the training of youth and adults for the vocation of homemaking.

The present-day homemaking curriculum in secondary schools is based upon such immediate objectives and activities as will provide training to enable the homemaker to;

- (1) appreciate the worthwhile functions of the home,
- (2) learn the pleasure which can come from homely tasks well done for the welfare of the family members as a whole,
- (3) understand the possible contributions of science and art to homemaking, and
- (4) benefit from the opportunities for self development which a course dealing with these intimate personal and social problems can give.

The rooms and equipment for homemaking play an important part in the attainment of these goals to the extent that they:

- a. Provide for efficiency in achieving the educational objectives of the homemaking course.
- b. Afford opportunities for elevating equipment for home use from the standpoint of type and arrangement.
- c. Set attainable standards for the home in the community represented.
- d. Demonstrate the possibilities of new or improved equipment for the home. (15:11)

As quoted from the above bulletin, "The homemaking department is the heart of the school". It also stated that the homemaking department should furnish a home-like center for boys and girls and for adults who come to school. It should create an atmosphere conducive to the spirit of homemaking in young people. The provisions for a homemaking department cannot in themselves provide adequate facilities for the efficient teaching of homemaking, but the homemaking laboratory is one of three laboratories necessary for a well-rounded functioning program, the other two are furnished by the homes of the pupils and by the community. It also stated that too often, teachers have considered that what they could offer in a given situation was limited entirely by existing facilities, but that, while the rooms and equipment



do without a doubt impose limitations on what can be undertaken, it is usually possible to adapt and supplement available facilities by a recognition that the homes and the community may offer excellent facilities for learning---through field trips and through directed observation---how to select, buy, and use home supplies, equipment and furnishings. Experiences in home and community life might also be provided. (15:11-12)

In 1938, Price (10) made a study of space and equipment in schools in Texas and found that the equipment in only a few of those studied was adequate. It was believed that teachers were following the prescribed state course of study too closely and not using initiative in adapting it to the full possibilities of their own situations. Price recommended that the teachers should learn to understand better the local situations in order to adapt instructions to meet their needs. (9:74)

In the revised edition of Homemaking Education in the High School by Williamson and Lyle (16) 1941, this statement is made, "transfer of learning from one situation to another takes place more easily and completely when the situations are alike, or as one may say in non-technical terms, 'we learn best in the situations in which that learning will later be used' (16:141).

"The small equipment contained in the unit kitchens of the homemaking departments was the equipment most commonly used by the girls in the homemaking classes", said Bertodatto (1:49) in 1942 in a study comparing home and school equipment. This

equipment was considered standard equipment for school use.

"To plan for equipment similar to that found in the homes, and equipment coming into wide use, should be the guiding philosophy for planning for new equipment and replacements" stated Bertodatto (1:50) in her recommendations for improvements of the homemaking department.

### Chapter III

#### METHOD OF PROCEDURE

From an official list containing all of the 357 vocational homemaking departments, in the state of Mississippi, the writer selected 20 of the homemaking departments from the 73 for colored pupils for this study. These departments were selected according to the population of the community, not exceeding 2,500, in which they were located and also according to the routing of the state itinerate teacher trainer of trades and industrial education who made possible the travel opportunities for this study. During the year 1942-43 all 20 homemaking departments were visited, and all equipment for teaching homemaking in the department was observed and checked by the writer. One representative home in each community was also visited in person and the general standard of homes secured from the experience of the homemaking teachers.

An itemized list of equipment was obtained from the state department 1/ for vocational education and used to check the equipment in each homemaking department visited. The type and condition of the equipment were evaluated according to a list of items formulated by a group of 15 experienced homemaking teachers attending summer school at Colorado State College. These items were as follows:

---

1/ See Appendix for itemized list



1. Styled for home use.
2. Convenient for pupil use.
3. Simple in design.
4. In harmony with other equipment.
5. Keeping within financial conditions of the community.
6. Attractive in design.
7. Easily cleaned.
8. Durable in construction.
9. Economical in cost.
10. Chosen to meet the needs of the pupil.

These items were reorganized by the writer into questions to be used as a basis for judging the equipment, as follows:

1. Does the equipment meet the state requirements?
2. Does the equipment meet the needs of pupils in the department?
3. Does the equipment conform to the financial status of the community, and is it economical in cost?
4. Is it styled for durability, ease of cleaning, convenience, attractive and simple in design, and in harmony with the other equipment?
5. Is it selected to conform to home use?

The items of equipment were then rated as follows:

good (3), fair (2), poor (1), and non-existent (0).

In determining the relationship between the equipment in the homemaking department and the equipment used in the homes, the writer visited one home recommended by the homemaking teacher as a representative home in each community and checked the equipment by the itemized list as was used in checking the departments. The opinion of the local teacher concerning the standard of homes was also secured.

## Chapter IV

### ANALYSIS OF DATA

The questions stated in the problem analysis of this study are answered from data collected during the year 1942-43 by the writer, who in order to do this selected and visited 20 rural schools each with a homemaking department for colored pupils, in Mississippi. Information on the equipment used for teaching homemaking to colored pupils was obtained by the writer, who observed and recorded the equipment found in each department visited. Requirements for equipment in homemaking departments were obtained from the itemized list of equipment recommended by the State Department of Vocational Education. For the relation between home and school equipment, information was obtained by visiting a representative home recommended by the homemaking teachers as an average home in the community.

The analysis of data will be presented in the following order: location of homemaking departments, equipment found in homemaking departments, conformity of equipment to requirements of Mississippi State Department of Vocational Education, condition of homemaking equipment, and relation of home and school equipment.

#### Location of homemaking departments

Of the 20 homemaking departments visited, 12 departments were located in the school building and used the "combination"



type laboratory, Table 1. Four departments were located in separate buildings and used a "combination of rooms". Three departments were located in the building with the farm shop and also used a "combination of rooms". Only one department was located in a "cottage".

Table 1.--LOCATION OF HOME MAKING DEPARTMENTS IN 20 RURAL HIGH SCHOOLS FOR COLORED PUPILS IN MISSISSIPPI.

Location of departments	Number
In school buildings "Combination" laboratory	12
In separate buildings "Combination of rooms" laboratory	4
In building with farm shop "Combination of rooms" laboratory	3
In "cottage"	1

#### Equipment found in homemaking departments

The analysis of equipment is presented as follows:  
general equipment, small equipment for unit-kitchen, large equipment for unit-kitchens, and equipment for sewing. The general equipment will be analyzed first.

All departments were equipped with storage space for food, brooms, and chairs for each pupil in the class, Table 2. Nineteen departments were equipped with can opener and cork screw,

blackboards, water pitchers, and mops; and 18 departments were equipped with butcher knives, book cases, irons, ironing boards, large double boilers, and storage space for clothing. Fifteen to 17 departments were equipped with fruit jars, bowls, long-handle forks, full size mirrors, and colanders. Twelve to 14 departments were equipped with coffee pots, dust pans, food chopper, steam pressure cooker, glass lemon reamers, garbage pails, potato ricer, quart measures, first aid cabinets, funnels and waste paper baskets. Eleven departments had bread knives, filing cabinets, ice cream freezers, and towel racks; ten departments had clocks, flour cans, and wire baskets for frying. Less than half of the departments had scales, tube cake pans, pinking machines, and screens. Only five departments had refrigerators, two of which were electric. All departments were equipped with teaspoons, forks, knives, plates, glasses, cups, and saucers. Two departments had no cereal bowls, two other departments had no salad plates, and three departments had no dessert saucers.

Table 2.--GENERAL EQUIPMENT FOUND IN HOME MAKING DEPARTMENTS OF 20  
RURAL HIGH SCHOOLS FOR COLORED PUPILS IN MISSISSIPPI.

Equipment required	Schools having equipment	Schools having required number
Storage space for food (1)	20	20
Brooms (2)	20	19
Chairs (1 per pupil)	20	19
Can opener - cork screw (1)	19	19
Blackboard (1)	19	19
Water pitcher (1)	19	19
Mops (2)	19	17
Butcher knife (1)	18	18
Book case (1)	18	18
Iron (1)	18	18
Ironing board (1)	18	18
Large double boiler	18	18
Storage space for clothing (1)	18	18
Fruit jars, requirement		
(quart size, 6)	17	17
(pint size, 12)	17	17
Bowls (9 in.), (3)	16	11
Long-handle fork (1)	16	16
Mirror (1 full size)	16	16
Colander (1)	15	15
Bowls (11 in.) (3)	14	9
Coffee pot (1)	14	14
Dust pan (1)	14	14
Food chopper (1)	14	14
Steam pressure cooker (desirable)	14	14
Glass lemon reamer (1)	13	13
Garbage pail (5-gallon covered)	13	13
Potato ricer (1)	13	13
Quart measure (1)	13	13
First aid cabinet (1)	12	12
Funnel (1)	12	12
Waste paper basket (1)	12	12
Bread knife (1)	11	11
Filing cabinet (1)	11	11
Ice cream freezer (desirable)	11	11
Towel rack (1)	11	11
Clock (1)	10	10
Flour can 48 lb. size (1)	10	10



Table 2.--GENERAL EQUIPMENT FOUND IN HOME MAKING DEPARTMENTS OF 20  
RURAL HIGH SCHOOLS FOR COLORED PUPILS IN MISSISSIPPI.--Continued

Equipment required	Schools having equipment	Schools having required number
Wire basket for frying (1)	10	10
Fruit jars ( $\frac{1}{2}$ gallon size) (3)	9	6
Pinking machine (1) or shears	8	8
Scales 2 $\frac{1}{4}$ lb. capacity (1)	8	8
Tube cake pan (1)	8	8
Folding screen (1)	7	7
Refrigerator (desirable)	5	5
<u>Dishes, Glasses, Flatware</u>		
(one per pupil)		
Teaspoons	20	12
Forks	20	8
Knives	20	8
Plates	20	9
Glasses	20	8
Cups	20	7
Saucers	20	6
Cereal bowls	19	5
Salad plates	18	3
Dessert saucers	17	4

Equipment for unit kitchens.--The small equipment found in the departments and the number of departments having equipment are shown in Table 3. Only two of the items listed were found in all 20 departments, sieves, and tea kettles. Seventeen to 19 departments had tablespoons, sauce pans, pie tins, measuring cups,

layer-cake pans, doughnut and biscuit cutters, muffin pans, large skillets, large platters, bread pans, salt and pepper sets, rotary egg beaters, and rolling pin and boards. Fourteen to 16 departments had cream and sugar sets, mixing bowls, small platters, wire egg beaters, paring knives, trays, vegetable dishes, table linen, vases, and wooden spoons. Thirteen departments had glass measuring cups, and less than one half of the departments had canister sets, asbestos mats, and baking dishes.

Table 3.--SMALL EQUIPMENT FOR UNIT KITCHENS IN HOMEMAKING DEPARTMENTS OF 20 RURAL HIGH SCHOOLS FOR COLORED PUPILS IN MISSISSIPPI.

Equipment required (One per four to six pupils)	Schools having equipment	Schools having required number
Sieve	20	4
Tea kettle	20	2
Rolling pin and board	19	5
Rotary egg beater	19	5
Salt and pepper sets	19	7
Bread pans	18	13
Large platters	18	4
Large skillet	18	7
Muffin pans	18	11
Doughnut and biscuit cutter	17	7
Layer cake pans (2 per unit)	17	5
Measuring cup (aluminum)	17	5
Pie tins	17	14
Sauce pans (2 per unit)	17	4
Tablespoons (4 per unit)	17	2
Cream and sugar set	16	1
Dish towels	16	16
Double boiler (2 qts.)	16	0
Grater	16	1
Measuring spoons (set)	16	4
Mixing bowls (nest)	16	3
Small platter	16	5
Wire egg beater	16	3

Table 3.--SMALL EQUIPMENT FOR UNIT KITCHENS IN HOME MAKING DEPARTMENTS OF 20 RURAL HIGH SCHOOLS FOR COLORED PUPILS IN MISSISSIPPI.--Continued

Equipment required (One per four to six pupils)	Schools having equipment	Schools having required number
Paring knives (2 per unit)	15	1
Tray	15	4
Vegetable dish (2 per unit)	15	1
Table linen	14	14
Vase	14	11
Wooden spoon	14	4
Measuring cup (glass)	13	9
Canister set	8	1
Asbestos mats	6	6
Baking dish (pyrex)	4	0

Of the large equipment for unit kitchens shown in Table 4, eighteen departments had sinks. Twelve departments had sinks with no drainboards, three departments had sinks with one drainboard, and three other departments had sinks with two drainboards.

All but one department were equipped with wood and coal stoves; of these, eleven also had oil stoves. (Table 4) Two departments were equipped with gas stoves in addition to the wood and coal and oil stoves, and two other departments were equipped with electric stoves.

All departments had tables for food preparation and for food serving.



Table 4.--LARGE EQUIPMENT FOR UNIT KITCHENS IN HOME MAKING DEPARTMENTS OF 20 RURAL HIGH SCHOOLS FOR COLORED PUPILS IN MISSISSIPPI.

Equipment required	Schools having equipment	Schools having required number
<u>Tables</u> (one per unit)		
For food preparation	20	8
For food serving	20	2
<u>Stoves</u> (good oven)		
Types found		
Wood and coal	19	
Oil	11	
Gas	2	
Electric	2	
<u>Sink</u> (with drainboard) (per unit kitchen)	18	0
Types found		
Sink with no drainboard	12	
Sink with one drainboard	3	
Sink with two drainboards	3	

Unit equipment for sewing.--Nineteen departments were equipped with the treadle type sewing machine; of these, three also were equipped with an electric type, Table 5. All of the departments were equipped with tables for sewing.

Table 5.--UNIT EQUIPMENT FOR SEWING IN HOME MAKING DEPARTMENTS OF 20  
RURAL HIGH SCHOOLS FOR COLORED PUPILS IN MISSISSIPPI.

Equipment required	Schools having equipment	Schools having required number
Tables for sewing (one per four to six pupils)	20	12
Sewing machines (one per four to six pupils)	19	12
Types found		
Treadle	19	
Electric	3	

Conformity of equipment to the requirements  
of the Mississippi State Department of  
Vocational Education

Equipment for homemaking, according to the itemized list obtained from the State Department of Vocational Education, is listed under these headings: "General Equipment", "Unit Kitchen Equipment", and "Equipment for sewing". General equipment will be analyzed according to the requirements for each item listed.

General equipment.--An examination of Table 2 will show that there was only one requirement met by all schools, namely, the item for storage space for foods. Nineteen schools met the requirements for 5 items; brooms, chairs, can opener-cork screw, blackboards, and water pitchers. Sixteen to 18 schools met the requirements for butcher knives, irons, ironing boards, large double boilers, fruit jars, long-handle forks, mops, full size mirrors,

bookcases, and storage space for clothing. Thirteen to 15 departments met the requirements for colanders, coffee pots, nine-inch bowls, dust pans, food chopper, steam pressure cooker, glass lemon reamers, garbage pails, potato ricer and quart measures. Ten to 12 departments met the requirements for first aid cabinets, funnels, waste paper baskets, bread knives, filing cabinets, ice cream freezers, towel racks, clocks, flour cans, and wire baskets for frying. Less than half of the departments met the requirements for the remaining items with the exception of teaspoons (Table 2.).

Unit kitchen equipment (small).---An examination of Table 3 shows that not more than 16 departments met the requirements for small equipment for unit kitchens. Sixteen departments met the requirements for dish towels, 14 departments met the requirements for table linen and pie tins, 13 for bread pans, and 11 for muffin pans and vases. Less than one half of the departments met the requirements for glass measuring cups, salt and pepper sets, large skillets, doughnut and biscuit cutters, asbestos mats, rolling pins and boards, rotary egg beaters, layer cake pans, and small platters. Only a few departments met the requirements for sieves, tea kettles, large platters, sauce pans, tablespoons, cream and sugar sets, double boilers, measuring spoons, mixing bowls, wire egg beaters, paring knives, trays, vegetable dishes, wooden spoons, and canister sets.

Unit kitchen equipment (large).---An examination of Table 4 shows that eight departments met the requirements for tables for food preparation, and only two met those requirements for tables



for food serving. Five departments met the requirements for stoves, and no department the requirements for sinks.

Unit equipment for sewing.--Only 12 departments met the requirements for sewing machines, and 12 other departments had the required number of tables for sewing, Table 5.

#### Condition of homemaking equipment

A further analysis was made of the equipment found in the homemaking departments according to a conditional rating of good (3), fair (2), poor (1), and non-existent (0). The percentage rating of each department was obtained by dividing the number of points for each department by the maximum number of points that would have been received if all equipment in the department had met the standards of the criterion as outlined in Chapter III. A department was considered to be in good condition if its rating was 90 per cent or above, fair condition if its rating was from 70 to 89 per cent inclusive, poor if its rating was from 40 to 69 per cent inclusive, and very poor if its rating was between 0 and 40 per cent.

General equipment.--Only one department was rated 100 per cent in general equipment, Table 6. Two departments were rated between 83 to 86.5 per cent. Six departments were rated between 72 to 79.5 per cent. Three departments were rated between 62 to 68.2 per cent, and three other departments were rated between 50

to 53.3 per cent. The remaining five departments were rated below 50 per cent, one rating as low as 26.5 per cent. Ratings of the homemaking departments in general equipment are shown in Fig. 2.

Unit equipment for foods.--Only one department was rated 89.7 per cent, the highest rating received by any department in unit equipment for food, and another department was rated 71.1 per cent, the second highest rating received, Table 6. Three departments were rated between 61 to 65.5 per cent, and three other departments were rated between 55 to 58.7 per cent. The largest number of departments, five, in any 10 point interval, were rated between 41 to 49.3 per cent. The remaining seven departments were rated below 38 per cent, one rating as low as 11.1 per cent. Ratings of the homemaking departments in unit equipment for foods are shown in Fig. 3.

Unit equipment for sewing.--Three departments were rated 100 per cent in unit equipment for sewing, one department was rated 87.5 per cent, Table 6. The largest number of departments, six, to receive the same rating were rated 82 per cent. Four departments were rated between 70 to 75 per cent, two between 61 to 66 per cent, and three 50 to 58 per cent. One department was rated as low as 33 per cent. Ratings of the departments in unit equipment for sewing are shown in Fig. 4.

A composite rating was obtained by averaging the three ratings received by each department, Table 6. Only one department was rated as high as 90 per cent. Another department was rated 84.2 per cent, the second highest rating received. Five departments were

rated between 72.1 to 77.4 per cent, and six departments were rated between 66.8 to 69.7 per cent. One department was rated 51.7 per cent; three departments were rated between 42 to 48.9 per cent, and the remaining three departments were rated between 37.6 to 23.4 per cent. The composite ratings of the homemaking departments are shown in Fig. 5.

Table 6.--RATINGS OF EQUIPMENT FOUND IN HOMEMAKING DEPARTMENTS OF 20 RURAL HIGH SCHOOLS FOR COLORED PUPILS IN MISSISSIPPI.

School	Percentage of rating			
	General equipment	Unit equipment for foods	Unit equipment for clothing	Composite rating
Clarksdale	100	89.7	82	90.5
Globe Academy	86.5	58.7	82	75.7
Delta Institute	83.9	41.5	75	66.8
Port Gibson	79.5	49.3	87.5	72.1
Mound Bayou	79.5	61.8	75	72.1
Okolona	78.3	65.5	100	84.2
Ruleville	75.9	55.4	72	67.7
Magnolia	75.9	47.4	82	77.4
Sidon	72.8	48.1	82	67.6
Magee's Creek	68.2	48.1	100	69.7
Itta Bena	66	55.1	82	67.7
Sunflower	62.2	61.3	82	68.5
Bogue Chitto	53.3	71.1	100	74.8
Moorhead	52.1	37	66	51.7
Columbia	50	15.6	61	42.2
Gloster	47.8	36.4	50	44.7
Prentiss	46.9	30	70	48.9
Humphrey	32.9	21.9	58	37.6
Tylertown	31.4	17.5	50	32.9
Monticello	26.5	11.1	33	23.4



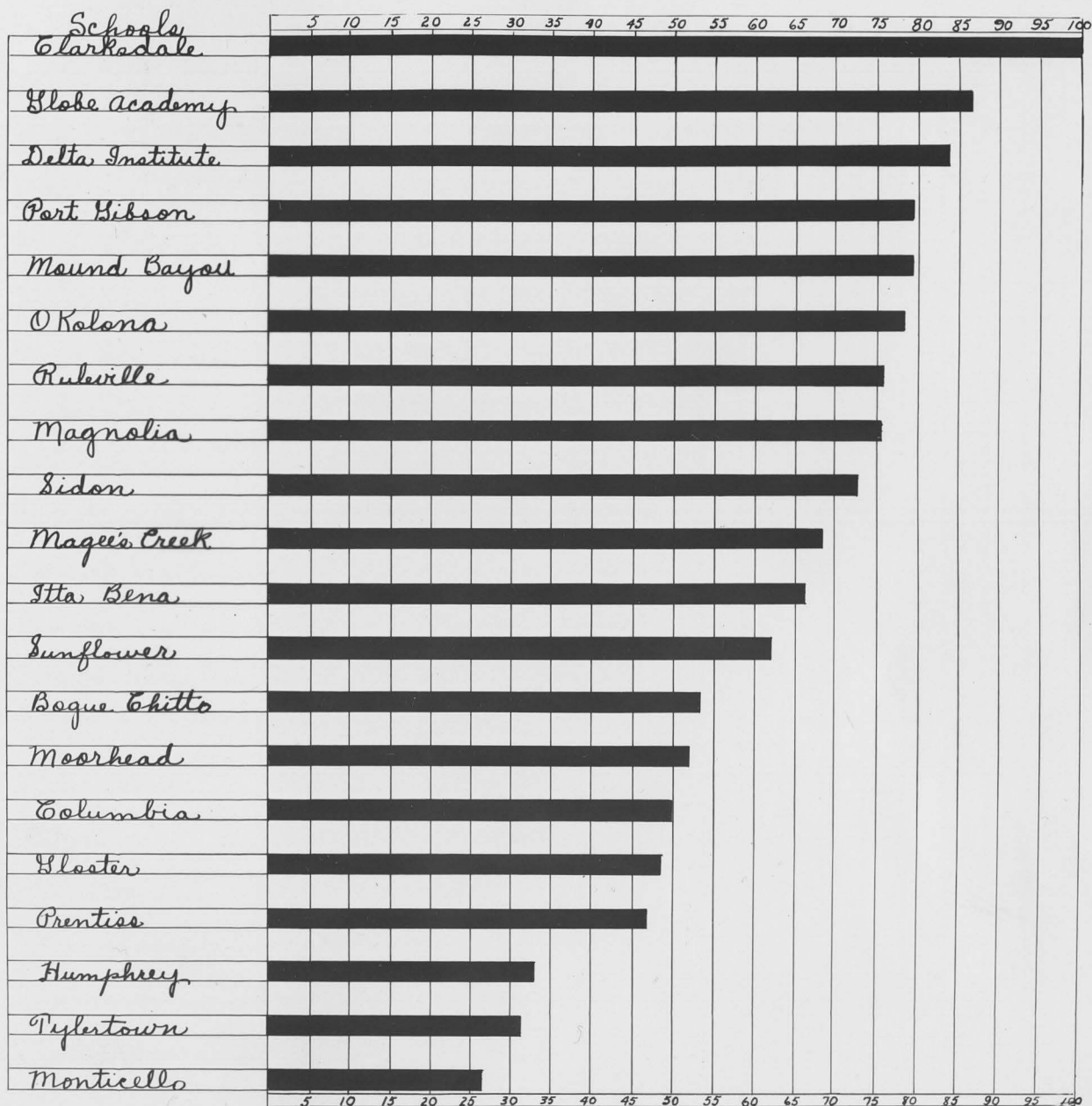


Fig. 2-- Ratings of general equipment in homemaking departments of 20 rural high schools for colored pupils in Mississippi 1942-43

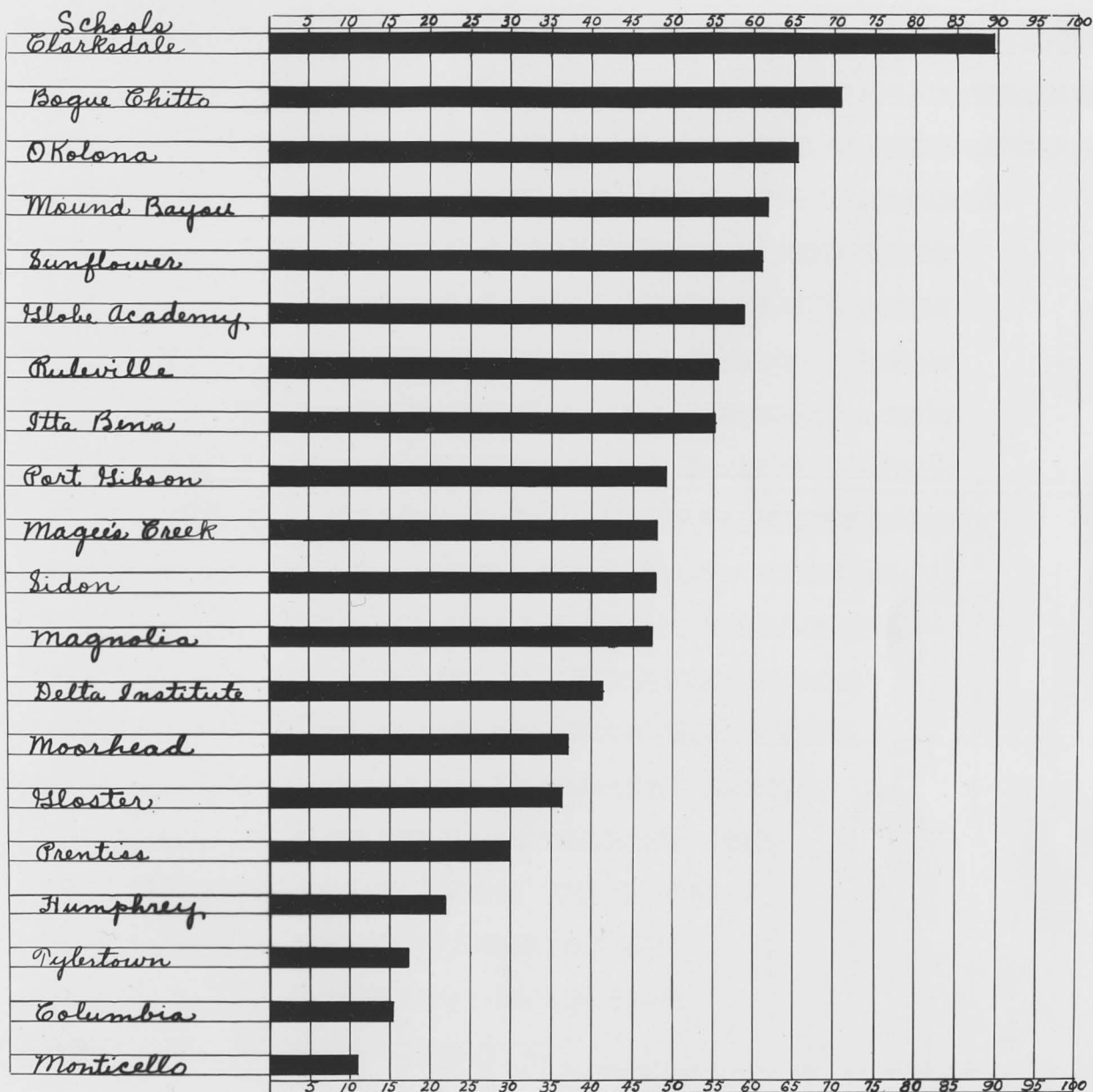


Fig. 3.-- Ratings of equipment for units in teaching foods in homemaking departments of 20 rural high schools for colored pupils in Mississippi 1942-43

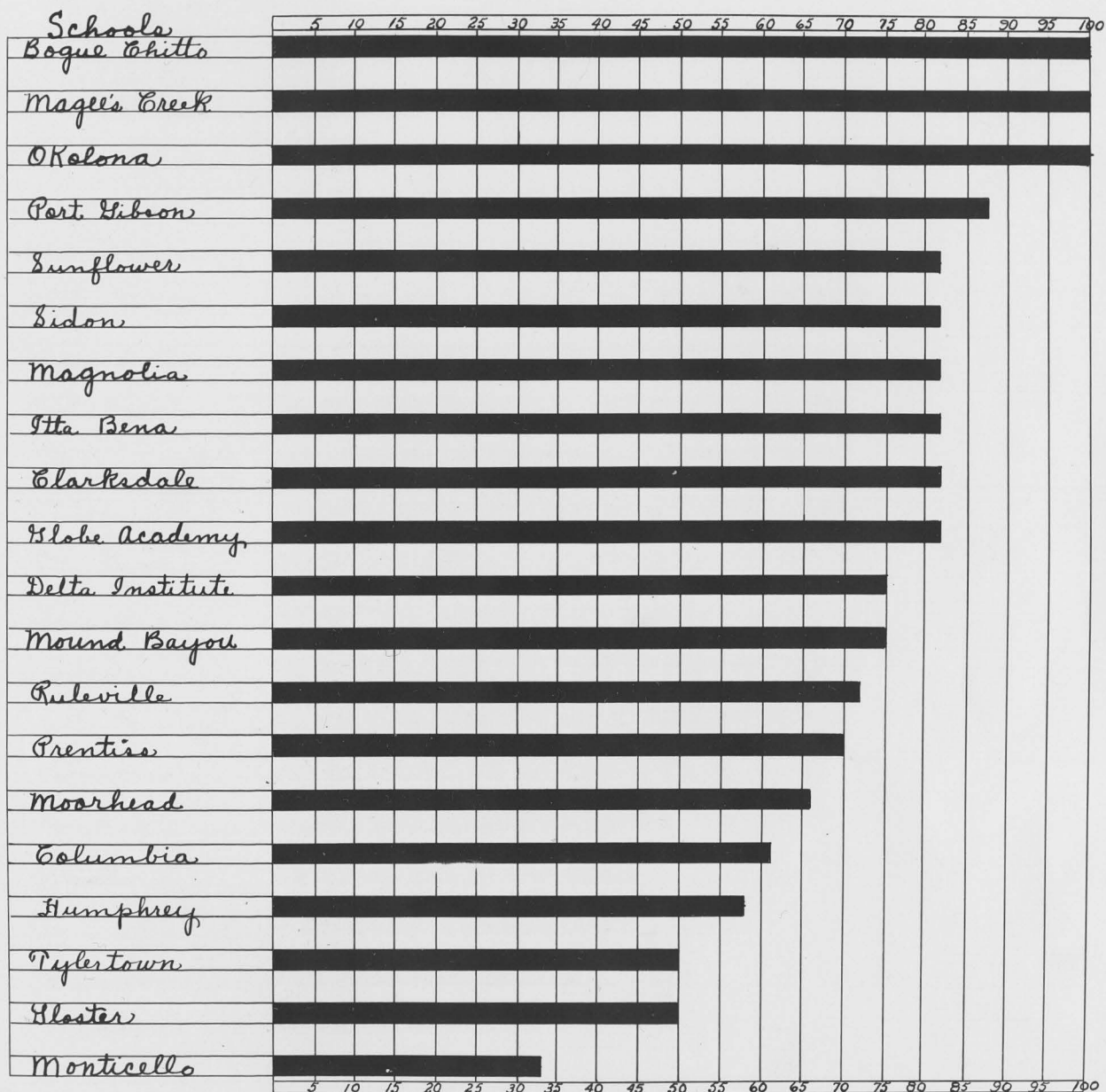


Fig. 4.-- Ratings of equipment for units in teaching clothing in homemaking departments of 20 rural high schools for colored pupils in Mississippi

1942-43



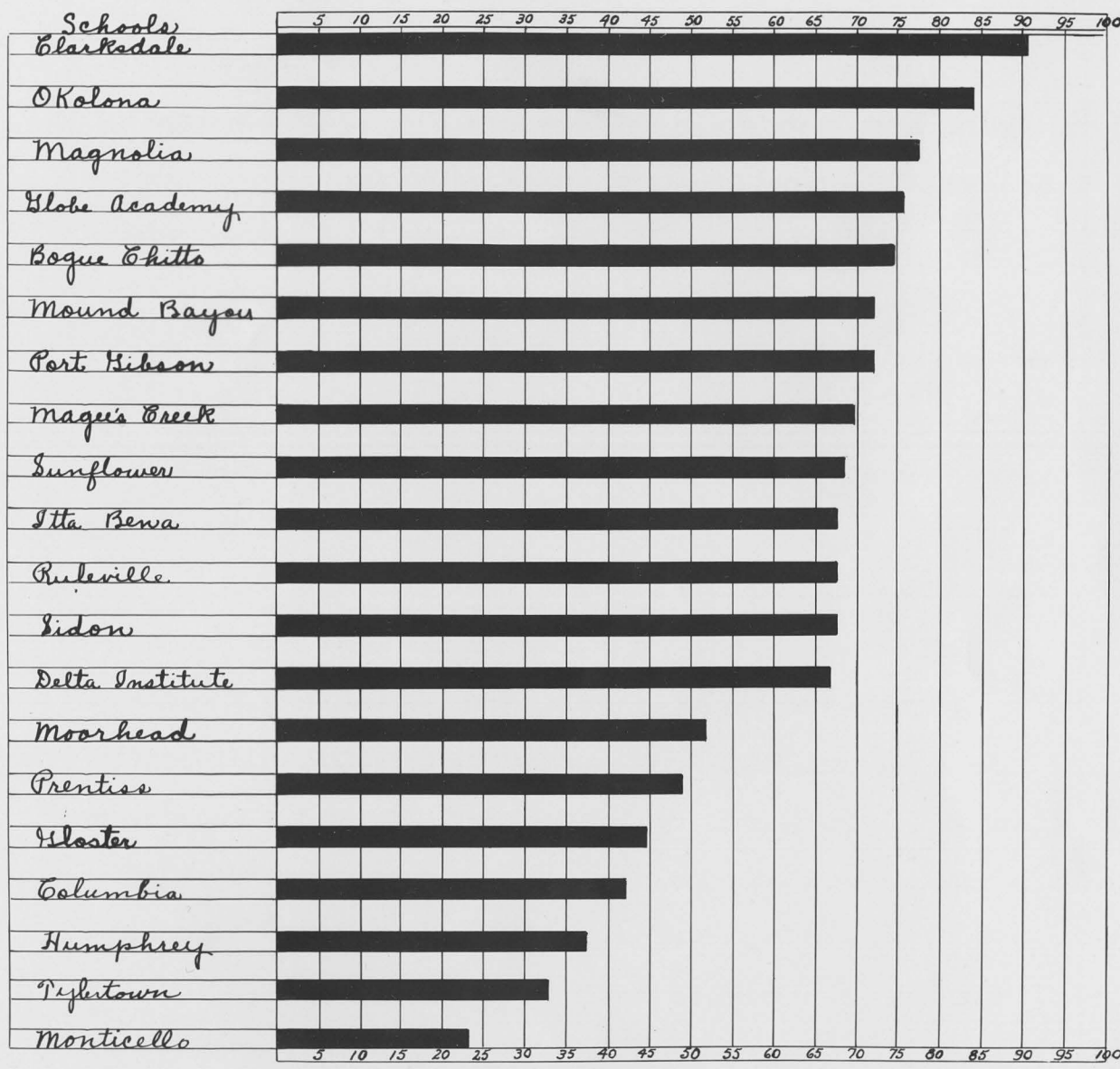


Fig. 5.-- Composite ratings of equipment in homemaking departments of 20 rural high schools for colored pupils in Mississippi 1942-43

### The relation between home and school equipment

The relation of the kinds and amount of equipment found in the homes to that found in the schools is given in Table 7.

The homes and the schools were equally equipped with bread pans, brooms, sieves, tea kettles, tables for food preparation and for food serving, stoves and sewing machines.

The schools were better equipped than the homes in 15 or more items; sinks, bowls, doughnut and biscuit cutters, graters, rolling pin and boards, rotary egg beaters, measuring cups, bread knives, measuring spoon sets, mixing bowls (nest), colanders, trays, garbage pails, and dust pans, Table 7.

The homes were better equipped than were the schools in 23 items: cork screw and can opener, mops, storage space for clothing, butcher knives, irons, ironing boards, large double boilers, large skillets, muffin pans, layer cake pans, pie tins, sauce pans, dish towels, long-handle forks, paring knives, coffee pots, table linen, wooden spoons, quart measure, clocks, flour cans, refrigerators, and baking dishes, Table 7.

As many as 23 items were found in neither the home nor the school in from one to 15 communities. As many as 14 schools and homes were without refrigerators, and 15 homes and schools were without baking dishes. Other items found in neither the home nor the school in four to nine communities are the following: graters, measuring spoon sets, colanders, mixing bowls, wooden spoons, trays, flour cans, dust pans, garbage pails, 11-inch bowls, and bread knives.

It was surprising to find that not a single home was equipped with a sink or running water, and only six were equipped with refrigerators. (Table 7)

The homes and schools were equally equipped with dishes, and flatware, with a few exceptions. (Table 7)

Table 7.--THE RELATION BETWEEN EQUIPMENT FOUND IN THE HOMEMAKING DEPARTMENTS AND EQUIPMENT FOUND IN A REPRESENTATIVE HOME OF 20 RURAL COMMUNITIES IN MISSISSIPPI.

Required equipment	In both home and in school	In school but not in home	In home but not in school	In neither
Bread pans	20			
Brooms	20			
Sieve	20			
Tea kettle	20			
Tables for food preparation	20			
Tables for food serving	20			
Storage for foods	20			
Stove	20			
Sewing machines	19			1
Cork screw can opener	19		1	
Mops	19		1	
Storage space for clothing	18		2	
Butcher knife	18		2	
Irons	18		2	
Ironing board	18		2	
Large double boiler	18		2	
Large skillets	18		2	
Muffin pans	18		2	
Sinks		18		2
Layer cake pans	17		3	
Pie tins	17		3	
Sauce pans	17		3	
Bowls (9 in.)	16	4		
Dish towels	16		4	
Long handle forks	16		3	1
Doughnut and biscuit cutter	15	2		3



Table 7.--THE RELATION BETWEEN EQUIPMENT FOUND IN THE HOME MAKING DEPARTMENTS AND EQUIPMENT FOUND IN A REPRESENTATIVE HOME OF 20 RURAL COMMUNITIES IN MISSISSIPPI.--Continued

Required equipment	In both home and in school	In school but not in home	In home but not in school	In neither
Grater	15	1		4
Paring knives	15		5	
Rolling pin and board	15	4		1
Rotary egg beater	15	4		1
Coffee pot	14		6	
Table linen	14		6	
Wooden spoons	14		1	5
Measuring cup	13	4		3
Quart measure	13		6	1
Bread knife	10	1		9
Bowls (11 in.)	10	4		6
Clock	10		10	
Flour can	10		5	5
Measuring spoon sets	10	6		4
Mixing bowls (nest)	10	4		6
Colander	10	5		5
Canister set	0	8		12
Tray	7	8		5
Waste paper basket	0	7		13
Garbage pail	5	8		7
Dust pan	5	9		6
Refrigerator	5		1	14
Baking dish	4		1	15
Folding screen	0	7		13
<u>Dishes Glasses and</u>				
<u>Flatware</u>				
Forks	20			
Knives	20			
Teaspoons	20			
Glasses	20			
Water pitcher	20			
Cups	20			
Saucers	20			
Plates	20			
Fruit jars	20			
Salt and pepper sets	19		1	
Cereal bowls	18		1	1

**Table 7.--THE RELATION BETWEEN EQUIPMENT FOUND IN THE HOMEMAKING DEPARTMENTS AND EQUIPMENT FOUND IN A REPRESENTATIVE HOME OF 20 RURAL COMMUNITIES IN MISSISSIPPI.--Continued**

Required equipment	In both home and in school	In school but not in home	In home but not in school	In neither
Dessert saucers	17		3	
Tablespoons	17		3	
Small platters	16		4	
Large platters	15	3		2
Vegetable dish	15		5	
Cream and sugar sets	14		6	

## Chapter V

### DISCUSSION

The problem undertaken in this study was to determine the kind of equipment used for teaching homemaking to colored pupils in 20 rural schools in Mississippi, the extent to which this equipment met the requirements recommended by the state department of vocational education and the relation existing between the school and home equipment. In order to do this the data will be discussed as follows:

1. Location of homemaking departments
2. Equipment found in homemaking departments
3. Conformity of equipment to Mississippi State Standards
4. Equipment found in representative homes of each community
5. Relation between home and school equipment

#### Location of homemaking departments

There was not a great variation in the types of homemaking departments used in this study. Sixty per cent of the departments were combination laboratories located in the school building, thirty-five per cent of the departments used a combination of rooms located in separate buildings, and one was located in a cottage. The combination laboratories provided for many



phases of homemaking, but had a limited amount of space, making conditions confused and crowded. These departments did, however, provide convenient supervision of many activities at one time and promoted an atmosphere of one big happy family.

The "combination of rooms" type of department promoted a homelike atmosphere and provided adequate space for all homemaking activities desired. This was also true in the cottage type department, but in both cases there was only one teacher so that the supervision of many activities at one time was difficult.

#### Equipment found in the homemaking departments

According to Vocational Educational Bulletin No. 181, the homemaking department, whether it be extensive or a very small unit in the school, should, through the equipment and its arrangement, create an atmosphere conducive to promotion of the spirit of homemaking in young people. (15:11) Many of the departments visited promoted a homelike atmosphere and provided experiences for which opportunities may later be presented. In other departments the equipment was poorly arranged as well as very inadequate in quality and in quantity for the number of pupils. Some departments supplemented equipment from the "Teacherage", other supplemented from a near residence, and a few borrowed equipment from the boarding department connected with the school.

4

For the preparation of foods, working units accomodating four to six girls were provided in all departments. This unit included one stove, one sink, one work table, one table for serving, storage space for utensils, dishes, silver, dish towels, table linen, and cleaning supplies for four to six girls. In addition to these items it is desirable to have a refrigerator. Only a small percentage of the departments were equipped to provide for more than two units. One department provided three units representing different economic levels of families in the community. One unit represented the better type of community home with equipment which was desirable and attainable and also provided varied experiences for the pupils. Another unit represented the average type of home providing equipment used by the families of many pupils. This unit also provided home experiences in the use, care, and upkeep of equipment. The other unit represented a poor type of home which used improvised equipment in poor condition and odds and ends of dishes and utensils. This unit was to provide experience for the pupils in improving their conditions. Equipment in the homemaking department should be such as to give pupils instruction and practice in the type which is in their homes and to permit instruction and practice in that type which, though it may not be accessible to the pupils in their respective homes now yet may come into wider use later.

A suitable stove for cooking was found in all departments, the most commonly used type being the wood and coal stove. This

type was considered most economical because it was used by the pupils in their homes and because it utilized the fuel most commonly found in the community. Another type frequently found in the departments was the oil stove. This type of stove was economical for the department because it could be operated with ease and used for preparing a quick meal, and because it eliminated the undesirable processes of cleaning out ashes and making fires. The oil stove would not be recommended for the rural community because of the problem arising from the necessity of purchasing the fuel needed, whereas fuel for the wood type of stove is usually provided with little or no expense. Electric and gas stoves were found in two departments. These two were not recommended for the homes, but were used in order to give pupils experience with this type of stove.

Sinks were found in 90 per cent of the departments; 60 per cent had no drainboards, 15 per cent had one drainboard, and 15 per cent had two. Only two departments had more than one sink. The departments having no drainboards substituted with built-in cabinets and tables. The sinks were quite an asset to many of the rural departments, considering the difficulties with which they have to struggle.

Storage space was adequate in only a few departments. This included space for clothing, foods, and supplies and equipment. Two departments had no storage space at all for clothing.



Tables found in the departments served a three-fold purpose, food preparation, food serving, and sewing. All departments had tables and a few departments had four; some had only one or two. The minimum supply of cooking utensils found in the departments provided experiences in preparing the daily meals with the type of equipment found to be commonly used in the home.

Serving dishes and silver were adequate in only a few departments so far as provision for each pupil in the class was concerned. Other departments had a minimum supply but not a sufficient amount to accomodate all pupils. No dish towels and drying space were inadequate in over half of the departments. Only a very small percentage of the departments had table linens and asbestos mats.

Equipment in the departments should include screens which may be used for backgrounds and partitions; only seven departments had such screens. Screens should be recommended for the combination laboratory to set off a corner of the room for a dressing and fitting space and also to serve as a supplement for bulletin-board space.

Wall space in homemaking departments is usually at a high premium, and blackboard space should be carefully evaluated. The blackboard should be placed so that there is no glare on it, so that the pupils referring to it do not face a direct light and the height will be convenient for use by both teacher and pupils. Blackboard space found in one half of the departments was inadequate in both quality and quantity.

In most departments it is necessary, for economy of space and money, to use one set of chairs for several purposes. This means that a type should be selected which insures good posture for the greatest number of activities and meets most general needs. Although all departments had chairs, some were very unsatisfactory; in some cases benches were used.

Equipment for sewing consisted of sewing machines, both treadle and electric, pinking machines, mirrors, irons, and ironing boards. The treadle type of sewing machine was most frequently found in the homemaking departments; however, a few electric machines were also found. Ninety per cent of the departments had irons, of which ten were electric. Ninety per cent of the departments also had ironing boards but only 80 per cent had mirrors. Mirrors are needed by pupils for fitting garments as well as for lessons on becomingness of various colors and textures, in the study of personal grooming and as illustrative material for home furnishings in small units of arrangement. A full-length mirror, approximately 18 by 36 inches, which is either set in a door or framed and hung on the wall at a convenient height, is satisfactory. Because electric irons are more convenient to use and safer than other types, they are preferable for school use and recommended for home use where there is electricity available, however, in many of the departments the flat iron was most commonly used. Only a few departments had the folding portable type of ironing board; others had a flat board, well padded and supported by chairs or tables,

which, although not the most desirable nevertheless did provide home experiences.

It is important that provision be made for convenient filing and storage facilities for these materials which a teacher uses frequently. These include records of various kinds, both those accessible to the teacher only and those accessible to the pupils, and teaching helps, including charts, materials, samples, pictures, and all other type of illustrative material. In addition to the space provided in the file drawer of the teacher's desk, a three or four drawer filing cabinet of metal or wood is an important part of the room equipment. Fifty-five per cent of the homemaking departments had filing cabinets, of which some were painted orange crates while others were specially built cabinets. Some of the departments also used cardboard boxes of uniform size.

A table rack for magazines, a bookcase, and some type of filing space completed the equipment for discussion and study activities. Ninety per cent of the departments had a suitable bookcase and magazine rack.

As previously stated, equipment was frequently borrowed from the "teacherage", from a nearby residence, or from the boarding department connected with the school. This practice was especially common in teaching different units in the homemaking departments of the rural schools included in this study.



Conformity of equipment to Mississippi  
State Standards

The itemized list of equipment obtained from the State Department of Vocational Education was used to check requirements of general equipment and equipment for units in each homemaking department.

General equipment.--Only one department was rated 100 per cent in meeting the state requirement. Thirty-five per cent of the departments rated between 75.9 to 86.5 per cent. Fifteen per cent of the departments were rated between 66 to 72.8 per cent, 15 per cent between 62.2 per cent to 52.1 per cent, 15 per cent between 46.9 to 50 per cent, and 15 per cent 26.5 to 32.9 per cent.

Unit equipment for foods.--In meeting the state requirements for unit kitchen equipment, only five per cent of the departments were rated as high as 89.7 per cent. Twenty per cent were rated between 61.3 to 71.1 per cent, 15 per cent between 55.1 to 58.7 per cent, 25 per cent between 41.5 to 49.3 per cent, and 35 per cent between 11.1 to 37 per cent.

Unit equipment for sewing.--Fifteen per cent of the departments met the requirements for unit equipment for sewing with a rating of 100 per cent; 35 per cent were rated between 82 to 87.5 per cent, 15 per cent between 70 to 75 per cent, 10 per cent between 61 to 66 per cent, 15 per cent between 50 to 58 per cent and five per cent rated 33 per cent.

### Relation between home and school equipment

The equipment found in the representative community homes was not unusual for the type of rural homes of colored people in Mississippi. Many of the homes used equipment similar to that found in the homemaking departments; however, no home was equipped with a sink or with running water, whereas 18 departments were so equipped. A few homes were equipped with electricity, but because of financial conditions did not have electrical appliances. Only six homes and five schools were equipped with refrigerators. Improvement in storage space for foods and clothing was noted as a major need in the homes as well as in many schools. A suitable stove for cooking, utilizing fuel most commonly available in the community, was found in all homes. In general the homes were no better and no poorer in equipment than were the schools with the major exception of sinks and of running water.

There was found to be a great need for beauty, sanitation, and comfort, as observed by the writer.

### Conclusions and recommendations

The homemaking departments of the 20 rural high schools for colored pupils in Mississippi which were visited in making this study were not adequately equipped according to the standards of the Mississippi State Department of Vocational Education, nor were those departments in good condition. However, they did not vary widely from the homes in the various communities except that the schools were equipped with sinks and running water and the homes were not.

If these 20 homemaking departments are representative of rural high schools for colored pupils in Mississippi, it can be said that rural high schools for colored pupils in Mississippi do not meet the standards for equipment in the homemaking departments which are required by the State Department of Vocational Education in Mississippi.

The homemaking departments were, however, fairly comparable to the homes in the communities. It would seem advisable that the State Department of Vocational Education modify its requirements for the homemaking departments of the rural high schools to meet the community conditions and then enforce those standards.



## Chapter VI

### SUMMARY

Equipment in many schools for colored pupils in Mississippi is poor and inadequate and is a handicap in promoting effective programs. Therefore, this study was made in order to determine:

#### Problem

What standards of equipment should be maintained in teaching homemaking to colored pupils in rural high schools in Mississippi?

For the purpose of determining what standards of equipment should be maintained, the following topics were considered: equipment found in the homemaking departments of 20 rural high schools for colored pupils in Mississippi, conformity of equipment found to meet requirements of the State Department of Vocational Education, condition of the homemaking equipment, and relation between school and home equipment.

#### Equipment found in the homemaking departments

The school equipment consisted of 54 pieces of general equipment, 37 pieces of unit kitchen equipment, and two pieces of unit equipment for sewing.

A survey of the 20 homemaking departments show the following:

General equipment.--1. All departments had storage space for foods, a chair, for each member in class, brooms, plates, cups, saucers, glasses, forks, knives, and teaspoons.

2. Ninety to ninety-five per cent of the departments had storage space for clothing, blackboards, book cases, ironing boards, irons, mops, water pitchers, butcher knives, cork screws and can opener, large double boilers, salad plates, and cereal bowls.

3. Eighty to eighty-five per cent of the departments had long mirrors, nine-inch bowls, long-handle forks, and fruit jars.

4. Seventy to seventy-five per cent of the departments had dust pans, steam pressure cookers, food chopper, 11-inch bowls, coffee pots, and colanders.

5. Sixty to sixty-five per cent of the departments had first aid cabinets, waste paper baskets, funnels, five-gallon garbage pails, glass lemon reamers, potato ricer, and quart measures.

6. Fifty to fifty-five per cent of the departments had clocks, flower cans, wire baskets for frying, filing cabinets, ice cream freezers, bread knives, and towel racks.

7. Forty per cent of the departments had pinking machines, scales, and tube cake pans.

8. Thirty-five per cent of the departments had folding screens.

9. Twenty-five per cent of the departments had refrigerators.

Unit kitchen equipment.--1. All departments had sieves, tea kettles, stoves, tables for food preparation, and tables for food serving.

2. Ninety to ninety-five per cent of the departments had rolling pins and boards, rotary egg beaters, salt and pepper sets, bread pans, large platters, large skillets, muffin pans, and sinks.

3. Eighty to eighty-five per cent of the departments had doughnut and biscuit cutters, layer cake pans, aluminum measuring cups, pie tins, sauce pans, tablespoons, cream and sugar sets, dish towels, two-quart double boilers, graters, measuring spoon sets, nest of mixing bowls, small platters, and wire egg beaters.

4. Seventy to seventy-five per cent of the departments had paring knives, trays, vegetable dishes, table linen, vases, and wooden spoons.

5. Sixty-five per cent of the departments had glass measuring cups, 40 per cent had canister sets, 30 per cent had asbestos mats, and only 20 per cent had pyrex baking dishes.

Unit equipment for sewing.--1. All departments had tables for sewing.



2. Ninety-five per cent of the departments had sewing machines.

Conformity of equipment to requirements of the  
Mississippi State Department of Vocational  
Education

General equipment.--1. All schools met the requirement for storage space for foods.

2. Ninety to ninety-five per cent of the departments met the requirements for brooms, chairs, cork screw-can openers, blackboards, water pitchers, butter knives, book cases, irons, ironing boards, large double boilers, and storage space for clothing.

3. Eighty to eighty-five per cent of the departments met the requirement for fruit jars, long-handle forks, mops, and mirrors.

4. Seventy to seventy-five per cent of the departments met the requirement for colanders, coffee pots, dust pans, food chopper, and steam pressure cooker.

5. Sixty to sixty-five per cent of the departments met the requirements for glass lemon reamers, five-gallon garbage pails, potato ricers, quart measures, first aid cabinets, funnels, and waste paper baskets.

6. Fifty to fifty-five per cent of the departments met the requirements for bread knives, filing cabinets, ice cream freezers, towel racks, clocks, flower cans, wire baskets for frying, and nine-inch bowls.

7. Forty to forty-five per cent of the departments met the requirements for 11-inch bowls, pinking machines, scales, and tube cake pans.

8. Thirty-five per cent of the departments had the required number of folding screens, and twenty five per cent had required refrigerators.

9. Only 60 per cent of the departments met the requirements for teaspoons.

10. Forty to forty-five per cent of the departments met the requirements for plates, glasses, knives, and forks.

11. Thirty to thirty-five per cent of the department had cups and saucers.

12. Less than 30 per cent of the departments met requirements for cereal bowls, salad plates, and dessert saucers.

Unit kitchen equipment (4-6 students).--1. Eighty per cent of the departments met the requirement for dish towels.

2. Seventy per cent of the departments met the requirements for pie tins.

3. Sixty-five per cent of the departments met the requirements for bread pans.

4. Fifty-five per cent of the departments met the requirements for muffin pans, and vases.

5. Forty-five per cent of the departments met the requirement for glass measuring cups.

6. Forty per cent of the departments met the requirements for tables for food preparation.

7. Less than 40 per cent of the departments met the requirements for stoves, doughnut and biscuit cutters, salt and pepper sets, asbestos mats, rolling pin and boards, rotary egg beater, layer cake pans, aluminum measuring cups, small and large platters, sieves, large skillets, sauce pans, measuring spoon sets, trays, and wooden spoons.

8. Less than 20 per cent of the departments met the requirement for tea kettles, tablespoons, cream and sugar sets, grater, mixing bowls, wire egg beater, paring knives, vegetable dishes, canister sets, and tables for food serving.

9. No departments met the requirements for sinks, double boilers (two-quart size), or pyrex baking dishes.

Unit equipment for sewing.--1. Only 60 per cent of the departments had the required number of sewing machines, and 60 per cent of the departments had the required number of tables for sewing.

#### Condition of homemaking equipment

A further analysis was made of the equipment found in the homemaking departments according to a conditional rating of good (3), fair (2), poor (1), and non-existent (0). A percentage rating of each department was obtained by dividing the number of points received by each department by the maximum number of points that would have been received if all equipment had met the standards of the criterion as outlined in Chapter III.



A department was considered to be in good condition if its rating was 90 per cent or above; fair condition if its rating was from 70 to 89 per cent inclusive; poor condition if its rating was from 40 to 69 per cent inclusive; and very poor condition if its rating was between 0 and 40 per cent. According to this scale the departments were rated as follows:

General equipment.--Only one department was rated "good"; eight departments were rated "fair"; eight departments were rated "poor", and three departments were rated "very poor".

Unit kitchen equipment.--Only one department was rated "good" and one other department was rated "fair". Eleven departments were rated "poor", and seven departments were rated "very poor".

Unit equipment for sewing.--Three departments were rated "good"; eleven departments were rated "fair"; five departments were rated "poor", and one department was rated "very poor".

A composite rating was obtained for each department by averaging the ratings received for each unit. Only one department was rated "good"; six departments were rated "fair"; eight departments were rated "poor", and five departments were rated "very poor".

#### Relation between home and school equipment

Many of the homes used equipment similar to that found in the homemaking departments; however, no home was equipped with a sink or running water, although 18 schools were so equipped. A

few homes were equipped with electricity but because of financial conditions did not have electrical appliances. Only six homes and as few as five schools were equipped with refrigerators. Both the homes and the schools used similar stoves for cooking, utilizing fuel most commonly available in the community. Improvements in storage space for foods and clothing was noted as a major need in the homes as well as in many schools. In general the homes were no better and no poorer in equipment than were the schools, with the major exception of sinks and of running water.

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FORM No. HE 2-A (This report due in State Office by end of first school month of session).

**SUPPLEMENTARY INFORMATION TO APPLICATION FOR AID IN HOME ECONOMICS**

From \_\_\_\_\_ High School, Post Office \_\_\_\_\_

County \_\_\_\_\_ for the current fiscal year 19\_\_\_\_-19\_\_\_\_.

**I. Itemized List of Home Economics Equipment: General—**

ITEM	NUMBER			ITEM	NUMBER		
	Req.	On Hand	Short		Req.	On Hand	Short
Four-drawer steel filing cabinet	1			Butcher knife	1		
Storage space for food	1			Bread knife	1		
Storage space for clothing	1			Potato ricer	1		
Chair for each class m'ber (without arm)	1			Cork screw and can opener	1		
Sink with drain board (per unit) kitchen	1			Large double boiler	1		
Blackboard	1			Bowls—9 in.	3		
Table for food preparation (per unit) kitch.	1			Bowls—11 in.	3		
Table for food serving (per unit) kitchen	1			Towel rack	1		
Table for sewing (4-6 students)	1			Coffee pot	1		
Long mirror	1			Scale—24 lb. capacity	1		
Book case	1			Quart measure	1		
Folding screen	1			Funnel	1		
Ironing board	1			Tube cake pan	1		
Iron	1			Long handle fork	1		
Brooms	2			Colander	1		
Dust pan	1			Wire basket for frying	1		
Mops	2			Fruit jars:			
5 gal. garbage pail (covered)	1			½ gal. size	3		
Refrigerator (desirable)	1			1 quart size	6		
Steam pressure cooker (desirable)	1			1 pint size	12		
Ice cream freezer (desirable)	1			Plates (for each student in class)	1		
Clock	1			Cups (for each student in class)	1		
Complete first aid cabinet	1			Saucers (for each student in class)	1		
Pinking machine or shears	1			Glasses (for each student in class)	1		
Waste paper basket	1			Cereal bowls (for each student in class)	1		
Sewing machines (4-6 students)	1			Salad plates (for each student in class)	1		
Water pitcher	1			Knives (for each student in class)	1		
Glass lemon reamer	1			Forks (for each student in class)	1		
Food chopper	1			Teaspoons (for each student in class)	1		
Flour can—48 lb. size	1			Dessert saucers (for each student in class)	1		

Bedroom furniture (If dept. has bedroom). Bathroom fixtures (If dept. has bathroom).

Gateleg table for combination living room-dining room.

**Unit Kitchen Equipment (4-6 students)**

Since the food laboratory is arranged in unit kitchens, the following equipment is needed for each unit kitchen. (This is addition to the general equipment listed above).

ITEM	NUMBER			ITEM	NUMBER		
	Req.	On Hand	Short		Req.	On Hand	Short
Stove (good oven)	1			Sieve	1		
Table for food preparation	1			Cream and sugar set	1		
Table for food serving	1			Salt and pepper set	1		
Tea kettle	1			Rolling pin and board	1		
Tray	1			Large platter	1		
Vegetable dish	2			Small platter	1		
Tablespoons	4			Pie tin	1		
Large skillet	1			Layer cake pans	2		
Nest of mixing bowls	1			Paring knives	2		
Measuring cup—glass	1			Muffin pan	1		
Measuring cup—aluminum	1			Double boiler (2 qts.)	2		
Measuring spoons (set)	1			Doughnut or biscuit cutter	1		
Grater	1			Baking dish (Pyrex)	1		
Wire egg beater	1			Bread pan	1		
Rotary egg beater	1			Dish towels			
Wooden spoon	1			Table linens			
Vase	1			Asbestos mats			
Canister set	1			Sauce pans (1 large, 1 small)	2		

**II. We have this year \_\_\_\_\_ classes or sections in Vocational Home Economics with enrollment in each as follows:**

(Count as vocational only those students who are in high school or 14 years of age if below high school).

(Designate classes for boys, if offered, and indicate grade level).

CLASS NUMBER	IN WHAT YEAR	ENROLLMENT						
		7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	TOTAL

**III. Home Economics Teacher, Miss or Mrs. \_\_\_\_\_**

**A. WEEKLY SCHEDULE OF TEACHING TIME DURING SESSION: (1 Class Period Daily REQUIRED for Home Project Conferences and Supervision). (Conference periods are not counted as teaching periods).**

SCHOOL PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1. to						
2. to						
3. to						
4. to						
5. to						
6. to						
7. to						
8. to						

NOTE: In the first column give the time of beginning and ending of each period in the school day, omitting the recess periods. Opposite each period and in column of each day of the week, give the subjects taught, the study period held, or whatever the teacher is doing at that period of the day.

**B. Do you plan this year on giving home economics instruction to out-of-school groups in:**

(a) Evening classes? \_\_\_\_\_ (b) Part Time? \_\_\_\_\_

**IV. Certification.**

We hereby certify that the foregoing report is **TRUE** and **CORRECT** to our own knowledge and belief.

Signed: \_\_\_\_\_, Superintendent.

\_\_\_\_\_, Home Economics Teacher.

**Schedule Requirements for Home Economics as set up in the State Plan for Vocational Education (1938-1942).**

**For schools operating on a 45-minute period schedule:** All-Day classes shall meet ninety consecutive minutes five times per week throughout the entire school session. The length of the course of all-day classes shall be not less than two years, but may be three years if the school desires. The 8th grade home economics class may be scheduled on a 60-minute period daily throughout the school year, or for a 90-minute period from one to five times per week. It is desirable to have the 8th grade class meet at least three 90-minute periods per week, or daily.

**For schools operating on the 60-minute period schedule:** (One of the two following plans may be used):

1. A three-year home economics course, with each class meeting five clock hours per week (five 60-minute periods throughout the session). The course may begin with the 8th grade or all three years may be offered in high school.
2. A two-year course of all-day high school home economics with each class scheduled for not less than seven clock hours per week plus a day-unit class. The day-unit class will meet not less than one 90-minute period per week throughout the entire school session.

General Equipment in Homemaking Departments of 20 Rural High Schools in Mississippi

[illegible]



# Unit Kitchen Equipment in Homemaking Departments Of 20 Rural High Schools in Mississippi

Schools	Stoves	Table for food preparation	Table for food servings	Tea kettle	Tray	Vegetable dish	Tablespoons	Large skillet	Test of mixing	Measuring cup - glass	Measuring cup - aluminum	Grater	Wire egg beater	Rotary egg beater	Wooden spoons (sets)	Ware	Canister set	Sieve	Cream set	Salt and sugar set	Rolling pin and board	Large platter	Schall platter	Pie tin	Baking cake board	Muffin cake pans	Double knives	Banquet pan	Baking dish (2 quarts)	Bread dish (pyrex)	Dish towels	Table linen	Sauce mats	Sink			
Bogue Chitto	1	2	2	2	1	4	2	2	1	3	3	1	1	2	2	2	0	1	1	1	2	1	1	3	0	0	2	2	2	0	3	10	1	0	4	1	
Clarksdale	3	3	3	1	6	2	12	6	4	6	8	10	6	6	3	6	2	3	2	6	10	6	4	3	6	6	12	6	3	6	2	8	24	2	10	12	1
Columbia	2	1	1	1	0	0	3	1	0	1	0	0	0	0	2	2	0	0	1	0	1	0	2	3	0	0	0	0	0	0	4	0	0	0	0	1	
Delta Institute	2	2	1	1	2	4	8	3	1	1	1	1	2	3	3	1	6	1	1	2	1	1	1	6	4	1	6	5	4	0	6	9	2	0	4	2	
Globe Academy	3	4	4	2	2	2	2	2	6	4	1	1	1	1	3	0	3	0	2	1	2	1	4	4	5	4	2	1	2	2	1	2	5	3	0	2	1
Hoster	3	3	4	3	3	3	6	3	1	1	1	0	1	1	3	2	5	1	2	2	2	2	2	3	6	4	4	6	2	1	0	4	6	3	0	4	1
Humphrey	2	1	1	1	0	0	8	2	1	0	3	1	1	0	3	4	0	0	1	1	1	1	2	0	2	3	2	4	4	1	0	3	0	0	2	1	
Itta Bena	3	3	1	1	2	2	16	2	1	5	5	1	2	2	3	3	2	0	4	3	4	1	1	1	9	9	4	4	4	8	0	4	12	1	2	2	1
Magee's Creek	2	2	3	1	2	4	4	3	1	3	3	1	1	1	0	3	0	1	0	1	1	1	1	6	6	2	2	0	1	0	3	12	0	1	2	1	
Magnolia	3	3	4	2	2	2	6	3	1	1	1	3	1	1	1	3	4	0	4	3	3	3	1	1	3	2	4	2	0	4	0	1	12	2	0	1	
Monticello	1	1	1	1	0	0	0	0	2	0	0	1	1	1	1	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Moorhead	1	2	1	1	1	2	4	2	1	2	2	1	1	1	1	3	1	1	1	3	1	1	1	0	2	0	2	2	1	0	0	8	1	0	1	1	
Mound Bayou	1	3	2	2	2	6	12	3	3	5	3	5	2	1	3	3	5	1	2	3	6	4	2	3	3	4	1	2	4	3	2	2	12	2	0	6	1
Okolona	2	2	1	1	3	2	6	1	1	3	3	5	0	2	1	0	1	1	3	1	3	3	1	0	2	2	2	3	2	2	0	4	20	1	0	6	1
Port Gibson	3	3	4	3	3	1	4	4	0	3	0	0	1	1	3	0	0	0	1	3	2	5	5	2	10	4	2	4	5	1	0	5	10	2	6	4	1
Prentiss	2	3	3	1	0	0	0	0	4	6	0	4	1	0	2	6	0	0	1	1	2	1	1	1	6	6	0	6	0	2	0	4	6	0	0	2	0
Ridgelyville	1	2	3	1	2	4	6	2	0	4	0	2	2	2	3	2	6	1	4	2	1	1	2	1	8	6	4	3	1	4	0	6	5	2	0	9	1
Sidon	1	3	3	1	1	2	4	1	1	1	1	1	1	1	1	3	1	1	1	3	1	1	1	3	2	2	2	1	1	1	3	6	2	4	2	1	
Sunflower	1	3	3	1	1	6	8	3	2	3	0	2	0	1	2	3	3	0	2	1	3	1	3	3	6	6	2	3	2	1	0	3	6	2	0	2	1
Tylertown	2	2	2	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2	2	2	2	2	0	0	2	0	0	0	2	1

Equipment Found in Homes Representing  
20 Rural Communities in Mississippi 1942-43

Homes	Storage Shelf	Space for Food	Space for Clothing	Table for Food Preparation	Folding Screen	Ironing Board	Broom	Dust pan	Mop	Garbage pail	Refrigerator	Ice Cream freezer	Wash and Squeeze	Sewing Machine	Pinning Machine	Washing Machine	Glass Pitcher	Food Chopper	Flour Can	Butcher Knife	Bread Knife	Potato Slicer	Large Sausage	Bowl 9 in.	Towel Rack	Coffee pot	Stove	Quart Measure	Pint Measure	Long cake pan	Wire Bannet	Fruit Basket	Fruit Jar 1/2 gal. size	Fruit Jar 1/4 gal. size	Plates	Cups	Saucers		
Bogue Chitto	1	1	0	1	0	1	3	1	0	1	0	0	0	0	1	0	0	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	40	36	13	6	6		
Clarksdale	1	1	0	1	0	1	3	1	0	1	0	0	1	0	0	1	0	1	2	1	0	1	1	1	1	0	1	0	0	1	0	2	46	50	12	6	8		
Columbia	1	1	0	1	0	1	2	1	0	1	0	0	0	0	1	0	0	1	1	0	1	1	1	1	1	0	1	0	1	0	2	23	50	8	6	5			
Delta Institute	1	1	0	1	0	1	2	1	0	1	0	0	0	0	1	0	0	1	1	0	0	1	2	1	2	1	1	1	1	0	1	0	24	38	8	6	6		
Globe Academy	1	1	0	1	0	1	3	1	0	1	0	0	0	0	1	1	0	0	2	0	1	0	1	0	0	1	1	2	3	1	1	0	0	25	60	10	8	6	
Gloster	1	1	0	1	0	1	3	1	0	1	0	0	0	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	0	1	0	0	30	60	12	8	12		
Humphrey	1	1	0	1	0	1	2	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	2	0	0	1	1	0	0	1	0	0	12	48	10	6	8		
Itta Bena	1	1	0	1	0	1	3	1	0	2	0	1	1	0	0	1	0	0	1	0	0	1	2	1	1	1	0	1	0	0	1	0	28	24	12	12	12		
Mages Creek	1	1	0	1	0	1	2	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	1	0	3	30	48	8	10	7	
Magnolia	1	2	0	1	0	1	2	1	1	1	0	1	1	1	0	0	2	1	1	1	1	0	2	1	1	1	2	0	1	1	2	1	1	1	24	50	13	8	10
Monticello	1	1	0	1	0	1	3	1	0	1	0	0	0	0	0	1	0	0	1	0	1	1	0	1	2	0	1	1	0	1	0	0	1	46	31	10	7	12	
Moorhead	1	1	0	1	0	1	3	1	0	1	0	1	0	0	1	1	0	0	1	0	0	1	1	1	0	1	1	1	0	0	1	0	1	40	24	12	10	15	
Mound Bayou	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	1	2	1	1	1	0	1	0	0	1	0	0	20	35	8	8	8	
Okolona	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	0	0	1	1	0	1	1	2	1	1	1	0	1	0	1	1	0	3	15	24	12	8	8	
Port Gibson	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	12	24	10	6	8		
Prentiss	1	1	0	1	0	1	1	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	0	1	1	0	1	0	0	1	0	15	24	10	8	8		
Rubville	1	1	0	1	0	1	3	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	1	0	0	0	0	0	0	24	24	8	6	6		
Sidon	1	1	0	1	0	1	2	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	0	1	1	0	1	0	0	36	48	12	6	8			
Sunflower	1	1	0	1	0	1	3	1	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	1	0	1	0	0	1	0	18	24	8	5	6		
Tylertown	1	1	0	1	0	1	3	1	0	1	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	9	21	8	6	5		

Equipment Found in Homes Representing  
20 Rural Communities in Mississippi 1942-43

Homes	Glasses	Cereal Bowls	Salad Plates	Knives	Forks	Wasspoons	Robert Sauces	Saladspoons	Tea kettle	Vegetable dishes	Large skillet	Mixing bowls	Measuring bowls	Measuring cup (nut)	Wire egg beater	Rotary egg beater	Canister set	Blender	Cream and Sugar Set	Salt and Pepper Set	Rolling pin and board	Large Platter	Pie tin	Larger plate	Shrimp platter	Muffin pans	Double pans	Baking pans	Baking tools	Bread maker (small)	Bread maker (large)	Tray	Sauce pans	Clock	Stone	Vase			
Boque Chitto	10	3	2	6	6	10	4	3	1	0	3	1	0	0	0	0	1	1	0	1	1	0	2	2	2	2	1	1	0	1	6	2	0	3	1	1	1		
Clarksdale	20	6	6	8	8	16	12	6	1	1	3	2	1	1	1	1	1	1	1	1	1	3	3	2	2	1	1	0	2	6	2	0	3	1	1	2			
Columbia	12	5	6	6	8	9	6	4	1	0	3	1	1	0	1	0	1	1	1	1	1	2	2	1	1	1	0	0	2	5	1	0	2	1	1	4			
Delta Institute	16	4	0	8	8	10	10	4	1	1	3	2	1	0	1	0	1	0	1	0	1	1	3	2	2	2	1	1	0	2	4	2	0	1	1	1	2		
Globe Academy	15	5	6	8	6	6	12	4	1	0	3	1	0	1	1	1	0	1	1	1	1	2	3	2	1	1	1	1	0	1	6	2	0	3	1	1	3		
Glover	15	5	3	7	8	12	10	4	1	0	4	1	0	0	1	0	1	0	1	1	1	1	2	2	1	1	1	1	0	2	5	2	0	1	1	1	3		
Humphrey	10	3	0	6	8	10	12	3	1	0	2	1	0	0	1	0	1	0	0	0	1	0	1	2	2	1	0	1	1	0	1	3	1	0	1	1	2		
Itta Bena	20	5	8	12	12	12	12	6	1	1	3	1	0	1	0	0	1	0	1	1	1	1	2	3	2	1	1	1	1	0	2	6	2	0	1	1	4		
Magee's Creek	9	0	5	8	7	10	6	3	1	0	3	1	0	0	1	0	0	0	1	1	0	1	1	3	3	1	1	1	1	0	1	2	1	0	1	1	2		
Magnolia	15	6	6	8	8	12	9	6	1	1	4	1	0	1	0	1	1	0	1	1	1	2	3	1	2	3	2	1	1	2	2	6	3	0	6	1	5		
Monticello	14	6	6	11	8	12	5	6	1	0	3	1	1	0	1	1	0	1	1	1	1	1	3	2	1	1	1	1	0	2	6	1	0	3	1	1	2		
Moorhead	12	4	3	9	6	10	9	3	1	0	3	1	0	1	0	1	1	0	1	1	1	1	2	3	1	1	1	1	0	1	3	1	0	2	1	1	3		
Mound Bayou	20	16	6	12	8	8	10	6	1	1	4	1	1	0	1	1	1	1	1	1	1	1	2	3	3	1	1	1	1	0	1	4	2	0	3	1	1	4	
Okolona	10	5	6	9	8	13	6	4	1	1	4	1	0	1	0	1	1	0	1	2	2	1	1	2	2	2	1	1	1	0	2	4	2	0	2	1	1	3	
Port Gibson	15	6	12	8	8	12	10	3	1	1	4	2	0	1	0	1	1	0	1	1	1	1	2	2	1	1	1	1	0	2	3	2	0	3	1	1	3		
Prentiss	11	5	7	9	8	11	6	4	1	0	3	1	0	1	0	0	0	1	0	1	0	1	2	2	1	1	1	1	1	0	1	3	1	0	2	1	1	2	
Ridgely	10	3	0	6	6	12	6	3	1	0	3	1	0	1	0	0	1	0	1	1	1	1	3	3	1	1	1	1	0	2	5	2	0	2	1	1	1		
Sidon	8	4	4	6	6	8	6	3	1	0	2	1	0	1	0	0	1	0	1	1	1	1	1	2	1	1	1	1	0	2	4	2	0	2	1	1	3		
Sunflower	8	4	6	8	8	10	8	3	1	0	2	1	0	0	1	0	0	0	0	0	0	1	2	1	1	1	0	0	0	1	3	1	0	2	1	1	1		
Tylertown	10	3	2	6	6	10	4	3	1	0	3	1	0	0	0	0	0	0	1	1	0	1	0	2	2	2	2	1	1	1	0	1	6	2	0	3	1	1	1



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