

ABSTRACT OF THESIS

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STANDARDS FOR TEACHING HOME ECONOMICS  
TO NEGRO GIRLS  
WASHINGTON HIGH SCHOOL, LUTHER, OKLAHOMA

Submitted by  
Clara E. Ballard

August, 1941

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## ABSTRACT OF THESIS

By Clara E. Ballard

The purpose of this study was to find the daily living conditions of the families, to find their money income and how they supplement the income with produce, to find the housing situations in regard to the condition and size of the homes, to find the type of equipment used in the homes of the girls, and to recommend a program which will provide learning experiences based on the level of the home equipment and the home conditions.

### The problem

How should the economic standard and housing conditions be used as a basis for teaching home economics to Negro girls in Washington High School?

Problem analysis.--1. What is the economic status of the Negro families?

2. What are their housing conditions?

3. What standards should be used in teaching home economics?

Delimitation.--The study was limited to 50 Negro girls representing 50 families in the Negro consolidated district number 3, Washington High School,

Oklahoma County, Luther, Oklahoma, during the year 1939-1940.

Description of situation in  
which the study was made

Washington High School is a senior high school located in Oklahoma County, Oklahoma. It is served by two railroads and one highway. In the community are eight stores, one bank, one cotton gin, six churches and two high schools, one for the whites and one for the negroes, operated on the same basis.

There were no community recreations for the Negroes in Luther when this study was made. Extra activities in school provided recreation during the school term and included basketball, softball, football, glee club, 4-H Club, N.F.A. Club, girls homemaking club, boy scout organization and the girls reserve.

Procedure

The study was made by selecting 50 girls enrolled in the home economics courses in Washington High School and represent 50 families in the community.

To gather the data needed the following techniques were used:

1. Conferences with the girls.
2. Conferences with the county home demonstration agent, farm demonstration agents, and the county superintendent of schools.

3. Interviews with employers of wage earners.

4. Survey of homes.

The information obtained from the girls, county agents, employers, and the county superintendent of schools along with the home visits and observations of the writer, determined the recommendations for modifying the home economics courses and for offering a more adequate program to help the girls solve their present daily problems as well as to meet the present requirements for domestic service.

### Summary of findings

#### I. The economic status of the families

Employment was limited from three to eighteen months.

The occupations were varied in kind and salary.

The salaries ranged from \$144 to \$1,035 annually per family except for the farm families whose cash incomes were not known.

Among the 50 families there were 19 home owners.

About 60 per cent of the families canned fruits and vegetables from home grown gardens and raised domestic animals to supplement the cash income.

#### II. The housing conditions

A majority of the families were housed inadequately.

The families ranged from three to 12 members each.

The size of the houses ranged from two to seven rooms.

Fifty-two per cent of the homes rated poor or very poor.

Only 28 per cent of the houses rated comfortable or modern.

Sixty per cent of the homes had unsatisfactory shades or no shades.

Thirty-eight per cent had no screens.

Eighty-four per cent had unsatisfactory toilets or no toilets.

Only six per cent had modern sanitary facilities, kitchen sink, indoor toilets, bath tubs, and lavatories.

The sources of water supply for the families were wells, springs, pumps. A large per cent of the families used unsanitary water from open wells and springs.

The type of equipment in the home economics department was much superior to that found in the homes.

Kerosene lamps, wood ranges, iceboxes, flat irons, washboards, and tubs were found in the homes where girls lived.

Gas ranges, a mechanical refrigerator and a washing machine, electric irons, toasters, waffle irons, a mixer and percolators were used in the home economics department.

The courses as taught in the home economics classes did not provide learning experiences for the girls which would help them solve their daily problems in the home.

#### Standards for teaching home economics

The standard for teaching home economics should be at a level that will compare with the average living standards of the families represented in the school. It was found in this study that the standards for teaching home economics in Washington High School was entirely too

high for 90 per cent of the families. Since it was found that the economic status and housing conditions were very low for a majority of the families, it would seem that the home economics courses should be based on these living conditions; but not entirely so for the school course should also provide for preparation for wage earning as maid servants in homes of high standard.

The course of study for homemaking in Luther, Oklahoma, should include short units on wise spending, meal planning for low incomes based on foodstuffs purchased or produced by the families, ways of supplementing the money income, care, use and making of equipment in the home, home improvement based on low incomes, home sanitation, water supply and better housing in small homes including provisions for privacy.

The course outline should be adapted to meet the needs of this particular group of girls, and therefore the usual course in home economics must be modified. This should be done by democratic planning since democratic planning provides and encourages individuals to put their thoughts in action with the guidance of the teacher and the class should be taught in a situation somewhat comparable to that of the average home.

### Implications

The following implications for the Luther High School have come out of the above findings:

1. The high school curriculum of Washington High School should stress home training for girls.
2. Low income diets for the family, home gardening, food preservation, dairy and poultry products, should receive increased emphasis.
3. Various units in the homemaking curriculum should be based on buying from low incomes.
4. Home and community sanitation should be stressed through the entire school curriculum.
5. Home improvement should be stressed with emphasis on homemade articles of low or no cost.
6. Adult education should be developed with emphasis on how to live a more satisfactory life on a low income.
7. The boys enrolled in the manual arts department should give demonstrations on how to make the well sanitary; how to build sanitary toilets; how to make the unsanitary toilet sanitary; how to make and repair screens; how to repair broken steps, repair leaky roofs and make small pieces of furniture.
8. The boys enrolled in the agriculture department, with the assistance of the instructor, should aid with gardening by demonstrating and giving instruction on when, how and what to plant and which plants would be most suited for particular types of soil.
9. With the aid of the county home demonstration agent the families in general should be able to increase produce to supplement the income by growing more and better vegetable gardens, raising domestic animals, improving sanitary conditions and aiding with some repairs of the house.
10. High school and adult classes should teach families to produce foodstuffs to meet the daily food requirements.
11. The equipment of the local home economics department should be increased to include the types of home furnishing which the high school girls must use in their own homes. It would

be advisable for the department to be housed in a small home comparable to the home of the average girl, but it should be maintained with a high standard of cleaning, sanitation, and efficiency.

Program recommended

Short units based on the day living of the families have been set up to be coordinated with the course as taught in Washington High School; these will provide learning experiences for home practices and demonstrate how to improve the immediate conditions by solving some of the daily problems. More equipment of the same type used in the homes should be put in use in the home economics department.

Course of study.--In the light of the findings reported in this investigation, the following course of study is recommended for use in Washington High School, Luther, Oklahoma.

Home Equipment  
Water Supply  
Sanitary Facilities  
Home Improvement  
Housing the Family  
Supplementing the Income  
Adequate diet on a low income.



T H E S I S

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STANDARDS FOR TEACHING HOME ECONOMICS  
TO NEGRO GIRLS  
WASHINGTON HIGH SCHOOL, LUTHER, OKLAHOMA

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Submitted by  
Clara E. Ballard

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

August, 1941

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..... August 1, 1941 .....

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY  
SUPERVISION BY ..... CLARA E. BALLARD .....  
ENTITLED ..... STANDARDS FOR TEACHING HOME ECONOMICS TO  
NEGRO GIRLS WASHINGTON HIGH SCHOOL, LUTHER, OKLAHOMA .....  
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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must be obtained from the Dean of the Graduate School.

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Chapter I  
INTRODUCTION

Only as the home economics teacher knows the community and is aware of its needs, its economic status and housing conditions, and the way in which the people earn a living, can she adequately serve her students. In their courses many home economics teachers are giving increasingly personalized instruction. In order to secure a background for this type of instruction they visit the homes of their pupils, become acquainted with the members of the family, and see the conditions under which the families live. This is particularly true in the case of the teacher relationships with the Negro girls enrolled in the home economics courses in Washington High School, Luther, Oklahoma.

Experience leads one to believe that a study of how to live is a necessity for people, not merely a matter of leisurely pursuing an interest for culture's sake. It is important for teachers of home economics to understand the economic and social background of their pupils in order that they may contribute to all-round development and guidance of individuals.

### The problem

How should family economic standards and housing conditions be used as a basis for teaching home economics to Negro girls in Washington High School?

Problem analysis.--1. What is the economic status of the Negro families?

2. What are their housing conditions?

3. What standards should be used in teaching home economics?

Delimitation of the problem.--The study was limited to 50 girls representing 50 families in the Negro consolidated district number 3, Washington High School, Oklahoma County, Luther, Oklahoma, during the year 1939-1940.

### Description of situation in which the study was made

Luther, Oklahoma, a small town with a population of 1,000, is located in district 3, Oklahoma County, Oklahoma, 27 miles from Oklahoma City. It is served by two railroads and is on United States Highway 66. In the community are eight stores, one bank, one cotton gin, and six churches representing four denominations. There are two senior high schools, one for the Negroes and one for the whites, both operating on the same basis.

There were no forms of organized community recreation or entertainment for Negroes in Luther, no playgrounds and no movies at the time the study was made.



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Washington High School has 16 Negro teachers under the administration of a white superintendent. There were 400 pupils enrolled during 1939-1940, and 78 girls were enrolled in the home economics courses. Extra-curricular activities in the school included basketball, softball, football, glee club, 4-H club, N.F.A. club, future homemakers club, and boy and girl scout organizations.

Observations, teaching experiences, and home visitations indicated to the writer that some of the home economics courses taught in Washington High School contributed little to the everyday problems of the girls, and did little to help them develop an enriched and more satisfactory family life. They also indicated that a sound philosophy of home economics education and a more accurate vision of the concerns and needs of the girls were needed to help teachers develop a more practical home economics program.

## Chapter II

### REVIEW OF LITERATURE

The study of family economics and housing conditions of the Negro race similar to the one presented here has been limited in the past; therefore for a broader interpretation it was necessary to make a survey of similar studies made of white family groups. A review of the findings follows:

In 1927, Rogers (6) in his report on housing of Mexican families in San Antonio, Texas, divided the types of homes he found in seven classes: modern, very good, good, fair, poor, very poor, and miserable. In this report 1,543 homes were classified. Only one house in the group was graded modern, while 107 were graded miserable. He also found that Mexicans lived in two-room houses, too small for the size of the family, inadequately ventilated, and without conveniences, yet they seemed to be well satisfied with that standard of living.

Woodhouse (9) in 1927 made a study including foods, housing conditions, furnishings and equipment, clothing, health development, and personal savings. He found that if families were careful in planning and recording, it was possible to reconcile more nearly needs and wants.

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Planning and recording the family expenditure is a part of the necessary education of the pupils. It helps to teach self-control, a sense of justice, a willingness to share, the ability to carry responsibility and to take part in confidential discussion. Each member of the family should have a clear understanding of what the family income is, what it will buy in terms of goods and satisfaction, what the necessary family expenditure must provide for before desires of individual members can be considered. Not only will a family and its individual members benefit in these varied ways by keeping records of the family expenditures and developing good habits of spending, but because they have more control over their way of living, because they are living better, the country as a whole is better off. Everyone has responsibilities not only to himself and family, but to society at large, and his actions as a consumer, the way in which he spends his money, the type of things which he buys, the amount of money he saves, all affect the manner in which he buys, and the manner in which the people of the country as a whole work and live. (9:22)

McAther (5) reporting in 1932 in home and family situations of white girls in Minnesota and South Dakota found that 77 per cent of the families owned their homes, one third lacked running water, three fifths lacked refrigeration, two thirds had electricity, 67 per cent listened to radio programs, 56 per cent rode in cars, two thirds ate meals in the kitchen, one fourth were given money allowances, two thirds earned their own money, and seven per cent had responsibilities for running the home.

Tinsley (8) in 1936 made a study of Economic Status of the Families in Freeport, Texas, and found that the families supplemented their salaries by keeping

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boarders, growing vegetable gardens, raising chickens, raising pigs, owning cows, and producing their own fruit by growing their own fruit trees, and that the crowded conditions of living lead to the prevalent use of combination rooms such as the kitchen-dining room and the bedroom-living room. In her conclusion she said:

Crowded living conditions must be solved under the supervision of a trained homemaker, or the county home demonstration agent might aid in promoting more garden instruction. (8:63)

Brown (2) in 1936, made a similar study of home practices and home facilities of Mexican girls and found that their needs were not being met by the home economics courses as taught. She found that they needed improvement of family relationships, better understanding of certain community relationships, home improvement for both convenience and attractiveness, better meals, better sanitation, better management of money and energy, better care and development of children. These findings provided the basis for recommendations designed to fit the girls better for everyday living.

Masters (4) in 1937 reported standards of living of white farm families in Alabama. He made his study by personal home visits. In comparison with other standards of living, he found that the living standards of the families he interviewed were very low and that many of them had no desire for a higher standard. In the conclusion it was stated that, although the families needed

larger incomes, they also needed more and better education to enable them to make the best use of what they had.

Bryden (3) reported in 1938 that girls could, with proper teaching, learn to use any kind of equipment. Care and use of equipment could be solved through working in the laboratory and going on field trips. Pupils should be led to see principles for more efficient working and their applications of the principles to home situations.

To obtain a better knowledge of the living conditions of the white people in Coffee County, Alabama, Bently (1) in 1939 found from a survey that tenants had smaller farms, moved more often, produced less, and had lower incomes than home owners and clients of the Farm Security Administration, and that their children had lower scholastic attainments in school.

The National Emergency Council (7) in its report, in 1938, to the President of the United States on economic conditions of the South included the following:

Ever since the War between the States the South has been the poorest Section of the Nation. The highest State in the South ranks lower in per capita income than the poorest State outside the region. In 1937 the average income in the South was \$314.00; in the rest of the country it was \$604.00 or nearly twice as much.

The South's industrial wages, like its farm income, are the lowest in the United States. In 1937 common labor in 20 important industries got 16 cents an hour less than laborers in other sections received for the same kind of work.

Moreover, less than 10 per cent of the textile workers are paid more than 52.5 cents an hour, while in the rest of the Nation 25 per cent rise above this level. A recent survey of the South disclosed that the average annual wage in industry was only \$865 while in the remaining States it averaged \$1219.

Since the South's people live so close to the poverty line, its many local political subdivisions have had great difficulties in providing the schools and other public services necessary in any civilized community. In 1935 the assessed value of taxable property in the South averaged only \$463 per person, while in the nine Northeastern States it amounted to \$1,370. In other words, the Northeastern States had three times as much property per person to support their schools and other institutions. (7:21-22)

The effects of bad housing can be measured directly in the general welfare. It lessens industrial efficiency, encourages inferior citizenship, lowers the standard of family life, and deprives people of reasonable comfort. There are also direct relationships between poor housing and poor health, and between poor housing and crime.

The type of slum most usual in southern towns consists of antiquated, poorly built rental quarters for working people. The rows of wooden houses without any modern improvements, without proper sanitary facilities, and often without running water, are usually in congested areas and in the least desirable locations. Often they are next to mills or mines where the tenants work, or on low swampy land subject to floods and no good for anything else. They usually are far removed from playgrounds and other recreation areas. The southern slum has often been built to be a slum. It is simply a convenient barracks for a supply of cheap labor.

Lack of running water and impure water supplies are common in southern slums. Bath tubs, sinks, and laundry tubs are among the bare necessities that are often lacking in slum dwellings. Sometimes city water supplied through a yard hydrant is shared by several families. Surface

wells are often contaminated on the farm and in the villages and small towns. Contaminated milk and contaminated water, frequently found, cause typhoid fever, which is becoming a widespread rural disease in the South.

Lack of sanitary flush toilets and sewer systems for waste disposal is characteristic not only for the great majority of farm and rural homes, but of a large proportion of homes in small towns and a substantial number in the cities. Twenty-six per cent of southern city or town households are without flush toilets as contrasted with 13.1 per cent for the city and town households of the country as a whole. In extensive rural districts there are not only no indoor flush toilets, but no outdoor privies even of the most primitive sort. Nearly a fifth of all southern farm homes have no toilets at all. It is in these regions that hookworm infection and consequent anemia have flourished as a result of soil pollution.

There is also extensive overcrowding in the southern town areas. In one-eighth of the dwellings there are more than one and one-half persons per room. In the United States as a whole only one-fourteenth of town houses are so crowded. In 19 southern cities recently studied over 40 per cent of all dwellings rent for less than \$15 per month or are valued at less than \$1,500, as opposed to 24.6 per cent for the 64 cities studied in the country as a whole. Only three of the southern cities had a smaller percentage of delapidated houses than the national average. Five of the 8 cities with over a quarter of their houses in bad condition were in the South; one of these had 4 out of 10 of its houses in need of repairs or unfit for habitation.

A study of blighted areas in New Orleans showed that their tuberculosis death rate was twice as high as the city's average, that their number of criminal arrests was 40 per cent higher than the average, and that syphilis and cancer rates were higher.

Houses of the rural South are the oldest, have the lowest value, and have the greatest need of repairs of any farm houses in the United States.

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That there are  $2\frac{1}{2}$  million below-standard houses would be a conservative estimate. Of three million farm houses in 14 southern states, including West Virginia, surveyed in 1930 only 5.7 per cent had water piped to the house and 3.4 per cent had water piped to the bath room. More than half of the farm houses are unpainted. More than a third of southern farm houses do not have screens to keep out mosquitoes and flies.

If we consider below-standard all nonfarm dwellings in the 14 States renting for less than \$10 a month, and all occupant-owned nonfarm dwellings valued at less than \$1,500, we find  $1\frac{1}{2}$  million below-standard houses. Recent studies by local housing authorities in many of the southern cities indicate that these assumptions are correct. In addition, many houses now renting for between \$10 and \$15 are definitely below standard. The average farm house in the South is worth about \$650. The average farm renter's house is worth about \$350, according to the Federal census of 1920. (7:33-35)

A low wage scale means low living standards, insufficient food for many, a greater amount of illness, and, in general, unhealthful and undesirable conditions of life. (7:44)

A check up on 46 scattered counties in the South in 1934 showed that one-tenth of the farm land was in the hands of corporations, mostly banks and insurance companies, which had been forced to foreclose their mortgages.

This process has forced more than half of the South's Farmers into the status of tenants, tilling land they do not own. Whites and Negroes have suffered alike. Of the 1,831,000 tenant families in the region about 66 per cent are White. Approximately half of the sharecroppers are White, living under economic conditions almost identical with those of Negro sharecroppers. (7:46)

The National Emergency Council (7) also found that most of the foodstuffs produced in the South could, and should, be absorbed by the very farm families



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producing it, and that the purchasing power of the southern family is very low. They wanted and could use many thousands of things, little and big, that men and machines make to bring health and good living to people, such as foodstuffs, clothes, building repairs and new houses, sanitary household equipment, a satisfactory water supply, and money enough to raise their purchasing power to a normal living standard.

From the review of literature of what others have found, it is evident that many of the families in various sections of the country have been living for years in very poor houses, many of which were overcrowded, and have had a limited supply of food, clothing, furnishings and equipment, and little or no money for the improvement of their conditions. Other writers indicated that girls' needs were not being met by the home economics courses as taught and that the living standards could be raised by giving more practical instruction on how to make better use of what was available.

## Chapter III

### METHOD AND MATERIALS

In the study of the housing conditions and the economic status of the Negro girls of Washington High School, 50 girls enrolled in home economics courses were selected to represent 50 families in the community. These girls were selected at random from the junior and senior high school during the 1939-40 school year.

Information needed concerning housing and economic status of the girls and their families was obtained by the following methods:

1. Conferences with the girls.
2. Conferences with the county home demonstration agent, farm demonstration agents and the county superintendent of schools.
3. Interviews with employers of wage earners.
4. Survey of homes.

#### Conferences with girls

Individual conferences 1/ were held at school with each girl during the regular home-project conference hour. The following information was checked: number of wage earners in the family, occupation of wage earners in

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1/ See Appendix A-1 for "Conference Check Sheet."

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a family, and size of family at home. To save time and to provide valid data, the ages of the girls and family information were recorded on the conference sheet from the file in Washington High School.

Conferences with county home demonstration agent, farm demonstration agent, and county superintendent of schools

Conferences with the county home demonstration agent 2/ and the farm demonstration agent were held in their office in Luther. With their assistance it was easy to record from the material on file in their office the data required concerning the supplementary income, the economic status, and the housing condition of the group in this study. 3/ This material was recorded on a check sheet similar to Brown's (2) check sheet, but adapted to this study.

In order to obtain information regarding those families whose records were not on file in the above office, conferences were held with the county superintendent of schools in her office. The county superintendent had sent a minimum standard sheet 4/ to each rural home to be checked every four months and to be returned to the

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2/ See Appendix A-2 for record sheet on file in office of home demonstration agent.

3/ See Appendix A-3 for Supplementary Income Record.

4/ See Appendix A-4 for copy of minimum standard sheet on file in county superintendent's office.

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office at the end of each year. From these minimum standard sheets for Negro families some of the information concerning the supplementary income was secured.

Since some families had failed to file a record sheet both in the home demonstration office and in the office of the county superintendent, it was necessary during visits to obtain the information about the following things: fruit trees, canned and dried food preservation, vegetable gardens, other foods produced, chickens, cows, pigs, number of eggs daily, amount of milk and butter used daily and meat. This information was checked while the teacher was supervising the home projects carried on by the girls in the home economics classes.

#### Interviews with employers of wage earners

Since at the time of this study all the wage earners were working on Work Projects Administration road projects and on a school building which was being constructed, the employers were readily contacted. Information was received from the employers about the number of days each employee worked, the salary per month, and the number of months each wage earner worked in succession.

#### Survey of homes

Fifty homes were checked, using a modified form of Brown's check sheet for evaluation of homes, 5/ to

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5/ See Appendix A-5 for "Home Visit Check Sheet."

obtain information needed concerning the housing conditions, the type of house in which the family lived, size of the house the interior and exterior finish of the house, equipment, water supply, and sanitary facilities. This information was obtained by the writer during home visits some of which were made with the home demonstration agent.

Rating of Houses.--The rating scale used for evaluating these homes was constructed by the writer for this particular group and was an adaptation of the Brown (2) rating scale. The homes were rated as very poor, poor, fair, comfortable, and modern, depending on conditions. The homes which are considered fair homes in Luther may rate as poor homes in another community or the modern homes may rate as comfortable homes elsewhere because of the varying economic standards of different groups.

A copy of the rating sheet for evaluating homes and illustrations of the five types follow.

Rating sheet for Evaluating Houses

Rating	Conditions and descriptions of houses
Very Poor	<p>One or two rooms            Unpainted            Roof in bad condition, broken doors and windows            Holes in wall, cracks in floor            No screens or shades            Bare floor            No rugs or window shades            No yards            Un sanitary toilets            Very little furniture</p>
Poor	<p>Unfinished interior and exterior            Bare floor            Leaky roof            Ragged rugs            No yards            Window shades bad            Kitchen combined with bedroom</p>
Fair	<p>Interior may or may not be finished            Good roof            Partly screened            No dining room            Window shades good - fair            Rags rugs, worn linoleum            Vegetable garden</p>
Comfortable	<p>Interior and exterior finished with paper, or paint            Good roof, steps, screens and porch            Large enough to house the family adequately            Separate kitchen and dining room            Good water supply            Vegetable garden, domestic animals, poultry            Sanitary toilets            Yard</p>

Rating sheet for Evaluating Houses--Continued

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Rating	Conditions and descriptions of houses
Modern	Interior and exterior painted Floor waxed or covered All doors and windows screened Excellent roof Gas or electricity installed Running water Indoor toilets Sinks

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Illustrations of the five types of homes which housed the families follow, Fig. 1 to Fig. 5.





Fig. 1.--Illustration of "very poor home"



Fig. 2.--Illustration of "poor home"



Fig. 3.--Illustration of "fair home"



Fig. 4.--Illustration of "comfortable home"



Fig. 5.--Illustration of "modern home"

A majority of the home visits were made on work days and in many cases an appointment was not made because the writer wanted to see the natural conditions under which the families lived daily. The mothers were pleased to show what they had planned and what they had accomplished during the year. In many cases the head of the family volunteered freely to explain the conditions under which they were forced to live. School, Luther, Oklahoma. On most occasions when visits were made the members of the families were performing their daily routine work, thus presenting a real picture of family life under natural conditions. On the occasion of several home visits, the members of the family were busy at work and they were helped if no objection was offered. At one time a garment was cut and at another ice cream was made.

1. Description of the girls in terms of age, number in the family, and living arrangements.
  2. Economic status of families.
  3. Housing conditions of families.
  4. Comparison of equipment in school with equipment at home.
- and of vegetable gardens.

Since the writer had known the majority of the families, had worked with them on programs, and had met them at churches, Parent-Teacher Association meetings, and other public places a very friendly rapport was secured for the interviews. Although the ages of the girls used in this study ranged from 12 to 19 years, 30 per cent, the largest group at any single age level, were 16 years of age.

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Chapter IV  
ANALYSIS OF DATA

The data for this study were collected during the year of 1939-1940 from 50 girls enrolled in the home economics courses in Washington High School, Luther, Oklahoma, from the heads of the families and their employers, from county agents, and from the county superintendent of schools. These data were used for determining the living condition and economic status of the families represented in this study.

The analysis of data will be presented in the following order:

1. Description of the girls in terms of age, number in the family, and living arrangements.
2. Economic status of families.
3. Housing conditions of families.
4. Comparison of equipment in school with equipment in the home.

Description of the girls in terms of age, number in the family and living arrangements

Although the ages of the girls used in this study ranged from 12 to 19 years, 30 per cent, the largest group at any single age level, were 16 years of age

(Table 1). Twenty-eight per cent of the girls in the group were older than the legal age for leaving school which is 16 years.

Table 1.--Ages of 50 Girls Enrolled In Home Economics Courses, Washington High School, Luther, Oklahoma.

Age	Number of girls	Per cent
12	1	2
13	1	2
14	12	24
15	7	14
16	15	30
17	8	16
18	5	10
19	1	2
Total		100

The majority of the girls (86 per cent) lived in families which had not been broken by divorces or by death (Table 2). Only eight per cent were in homes without at least one parent in the family group, and this eight per cent lived with relatives.



Table 2.--Persons with Whom the 50 Girls Lived

With Whom Girls Live	Number of Families	Per cent
Mother and Father	43	86
Fathers	1	2
Mother	2	4
Grandmother	3	6
Uncle	1	2

In the 2- or 3-room houses the size of the family varied from 3 to 10 members (Table 3). Ninety-eight per cent of the families lived in homes of two to six rooms. The average size house for these families was four rooms, but in houses of this size the number in the family ranged from three to twelve. One of the smallest families lived in the largest home, 7 rooms, and the largest family, 12 members, lived in only a four room house. Obviously, there was no relationship between the size of the family and the size of the house.

Table 3.--Number in Family in Relation to Size of Home.  
(50 homes)

No. in Family	No. of Families	Size of home, in rooms					
		2	3	4	5	6	7
3	8	1	3	3			1
4	4		1	1	2		
5	9	2	2	5			
6	7	3		2	1	1	
7	9	2	2	3	1	1	
8	5	1	1		2	1	
9	4	1		2	1		
10	2	1		1			
11	1			1			
12	1			1			
Total	50	11	9	19	7	3	1

It is evident from a comparison between the farm families and the town families that the farm families were slightly larger (Table 4). However, six of the 32 families were composed of from nine to ten members.

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Table 4.--Number of Members in Family at Home, Tabulated According to Residence in Town or on Farm. (50 families)

No. in Family	Farm Families		No. of other Families	No. in other Families	Total No. of Families	Per cent
	No. of Families	No. in Families				
3	2	6	6	18	8	16
4	1	4	3	12	4	8
5	4	20	5	25	9	18
6	4	24	3	18	7	14
7	2	14	7	49	9	18
8	3	24	2	16	5	10
9	0		4	36	4	8
10	0		2	20	2	4
11	1	11		0	1	2
12	1	12		0	1	2
Total	18	125	32	194	50	100

Economic status of families

The occupations of the wage earners varied (Table 5). Two of the group studied were school bus drivers and received the highest annual salary, \$1035. Forty per cent were either on direct relief or on work relief, earning \$45 to \$55 per month. Four per cent were teachers earning \$100 per month for 9 months, \$135 less

than the salary received by the bus drivers. Eight per cent of these families earned only \$36 per month and worked on an average of four months per year; this means that the annual income was only \$144. None of the mothers in the group studied were wage earners. The number of days worked varied with the occupations. In some cases other members of the family worked, some during the cotton picking season, but no account was kept of the wages received.

Table 5.--Occupational Status of Wage Earners in Families in Luther, Oklahoma. (50 families)

Occupations	No.	Per cent	Salary per month	No. of months salary is earned	Average Annual Salary	Total Annual Salary
Railroad	1	2	\$80	12	\$ 960	\$ 960
CCC Camp	1	2	30	12	360	360
Teaching	2	4	100	9	900	1800
Clergymen	2	4	25	12	300	600
School bus drivers	2	4	115	9	1035	2070
Day Labor	4	8	Average 36	Average 4	144	576
No Occupations, Old Age Assistance	5	10	\$10-\$30	12	204	1020
Farming	18	36	Unknown	Unknown		
W.P.A. work	15	30	\$45-\$55	4 - 18	564	8460
<b>Total</b>	<b>50</b>	<b>100</b>			<b>\$4,467</b>	<b>\$15,846</b>

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In order that each family have adequate food-stuffs, the local home demonstration agent and farm adviser encouraged each family to produce foods at home by raising pigs, milch cows, and chickens, by growing a vegetable garden, and by canning foods. In the group studied 66 per cent of the families canned some fruits and vegetables from home gardens (Table 6). Foods were purchased, canned and dried, by 60 per cent. Sixty-two per cent produced other foods which could be grown on the farms, such as Irish and sweet potatoes, pumpkins, peanuts, corn, field peas, watermelons, and sorghum for syrup. About 76 per cent had domestic animals and chickens, but a relatively small per cent had meat, butter, eggs, and milk daily, with which to furnish some income to supplement wages. The amount of this supplemented income was not determined in terms of dollars.

Table 6.--Produce Supplementing Income for Families of  
Luther, Oklahoma. (50 families)

Foods Produced	Number of Families	Per cent
<b>Food Preservation:</b>		
<b>(Purchased)</b>		
Canned	30	60
Dried	20	40
<b>From Home Gardens:</b>		
Canned Vegetables and Fruits	33	66
Dried Vegetables and fruits	24	48
<b>Other Foods Produced     from Gardens:</b>	31	62
<b>Fruit Trees</b>	25	50
<b>Domestic Animals:</b>		
Cows	30	60
Chickens	38	76
Pigs	38	76
<b>Produce from Domestic Animals:</b>		
Milk	28	56
Butter	20	40
Eggs	10	20
Meat	11	22

A study of the homes of the 50 families (Table 7) showed that 38 per cent owned their homes and 62 per cent rented. Thirty per cent of the families lived in town and had less opportunity to supplement their incomes through gardens because of small lots. Seventy per cent lived on farms, but, as shown in Table 5, only 36 per cent were engaged in farming.

Table 7.--The Home in Respect to Ownership, Location and Type for Families of Luther, Oklahoma. (50 families)

Ownership Location	Number of houses	Per cent
Home ownership:		
Owned	19	38
Rented	31	62
Location of house:		
In town	15	30
On farm	35	70
Type of house:		
Frame	48	96
Native rock	2	4

Housing conditions of families

As stated previously, the houses were small in relation to the sizes of the families. When the data were analyzed in terms of number of rooms in the house,

it was found that thirty-six per cent of the families lived in two and three room houses (Table 8). Fifty per cent lived in four and five room houses. The number of rooms in a single house ranged from two to seven rooms with one family of 3 members living in the only seven room house.

Table 8.--Number of Rooms in the House. (50 families)

Number of Rooms	Number of Families	Per cent
2	10	20
3	8	16
4	18	36
5	7	14
6	6	12
7	1	2

Though the houses were the type which required interior and exterior finishes, from 38-86 per cent were in bad condition, with the exteriors unfinished, walls unfinished and no ceilings in the rooms (Table 9). Thirty-eight per cent had no screens at the doors and windows. That 62 per cent were listed as having screens



does not mean, however, that all doors and windows were screened, as some were only partly screened. Twenty-six per cent of these homes had no shades, and in the 34 per cent which had unsatisfactory shades, paper or paste board was used as a partial substitute in some cases.

Table 9.--Condition of Houses and Equipment of Luther, Oklahoma. (50 families)

Conditions	Number of houses	Per cent
Exterior:		
Finished	7	14
Walls:		
Finished	10	20
Ceiling:		
Ceiled	30	60
Screens:		
Screened	31	62
Window shades:		
Satisfactory	20	40
Unsatisfactory	17	34
None	13	26

The study of household equipment was made by personal interviews and observation. Table 10 gives the results. Forty-five per cent of the homes had linoleum rugs of some description; 30 per cent had other types of

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rugs ranging from poor to excellent, ninety per cent used kerosene lamps of which some were without globes and had wicks which were too short. A large per cent of the lamps had burners which were in bad condition. Wood being the chief source of fuel, 94 per cent used wood. A large per cent of these families did not have gas or electricity. Sixty-two per cent used the old fashioned icebox, and 30 per cent had no facilities for refrigeration. Ninety per cent used tubs for laundry purposes. It was found that 85 per cent of the families still used the old fashioned flat irons. Twenty per cent had treadle sewing machines, and 80 per cent had no type of machine although they did hand sewing frequently. Labor saving devices and storage places were too scarce to mention. The number of windows was not considered in this study, because both small and large homes had sufficient doors and windows. Cleaning equipment was limited. Twenty-two per cent used straw as a substitute in place of brooms and 60 per cent used rags as a substitute for mops.

Table 10.--House Equipment for Families of Luther, Oklahoma. (50 families)

Equipment	Number of houses	Per cent
Floors covered:		
Linoleum	20	40
Rugs	15	30
Lighting:		
Kerosene lamps	45	90
Electric	5	10
Fuel:		
Wood	47	94
Gas	3	6
Refrigeration:		
Mechanical	4	8
Ice	31	62
None	15	30
Laundry facilities:		
Tubs	45	90
Washing machine	5	10
Outdoor furnace	3	6
Irons:		
Sad irons	44	88
Gasoline	5	10
Electric	1	2
Cleaning equipment:		
Brooms	44	88
Vacuum	4	8
Mops	20	40
Sewing machine:		
Treadle	10	20
None	40	80

Water supply.--The data presented in Table 11 indicates that the water supply of a majority of the families was not protected and was therefore liable to be unsanitary. Forty-two per cent of the families had wells of which a large number were unsanitary, Fig. 6, as was found when the home demonstration agent had the water tested. Some wells were not protected to insure uncontaminated water; twenty per cent had pumps but only six per cent had sanitary pumps, Fig. 7. Four per cent used water from open springs. Twenty-eight per cent carried water for varying distances.



Fig. 6.--Open type unsanitary well.



Fig. 7.--Sanitary water supply.

Table 11.--Sources of Water Supply for Families of Luther, Oklahoma. (50 families)

Source of Water	Number	Per cent
Spring	2	4
Piped	3	6
Pumps	10	20
Carried	14	28
Wells	21	42

Sanitary facilities.--As is shown in Table 12, the standards for sanitation were very low. Only four per cent of the families had indoor or sanitary toilets, and 84 per cent either had unsanitary toilets similar to Fig. 8 and Fig. 9, or no toilets at all. Most of the families (92 per cent) used wash tubs for bathing purposes. Only 6 per cent of the 50 families had kitchen sinks.



Fig. 8.--Sanitary toilet.



Fig. 9.--Unsanitary toilet

Table 12.--Sanitary Facilities for Families of Luther, Oklahoma. (50 Families)

Sanitary Facilities	Number of Homes	Per cent
<b>Toilets:</b>		
Outdoor--Satisfactory	6	12
Unsatisfactory	38	76
None	4	8
Indoor	2	4
<b>Bath Facilities:</b>		
Bath tubs	2	4
Wash tubs	46	92
Lavatories	2	4
Kitchen sinks	3	6
<b>Garbage Disposal:</b>		
Fed to Animals	40	80
Given to Neighbors	10	20

Evaluation of homes.--Immediately following a visit to each home, the investigator checked the record sheet which was later used to evaluate the home according to the rating scale. Fifty-two per cent of the houses were found to be poor or very poor (Table 13). Only 28 per cent of the families were housed comfortably according to standards of the rating sheet (Chapter III). Although 20 per cent of the families lived in houses which

were rated as fair, many of those homes had broken steps, porches, windows, or doors, and leaky roofs.

Table 13.--Evaluation of Homes of Families of Luther, Oklahoma. (50 families)

Rating	Number	Per cent
Very poor	15	30
Poor	11	22
Fair	10	20
Comfortable	12	24
Modern	2	4

Description and comparison  
of equipment in school and  
home

On the following pages is a comparison by means of illustrations of the equipment used in the home economics department of Washington High School and equipment similar in nature found in the 50 homes in which the 50 girls lived.

It is easily seen that the type of equipment in school was much superior to that found in the homes of 90 per cent of the families. Different skills would then be necessary in using and caring for these two types of equipment.



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Gas ranges were used exclusively in the home-making department of the high school (Fig. 14A). Only wood ranges were found in 94 per cent of the homes, and many of these were in very poor condition (Fig. 14B). Skills needed in cooking on a gas range vary greatly from those needed in cooking on a wood stove.

Mechanical refrigeration was used in the home-making department, exclusively (Fig. 15A). Only ice boxes were found in 62 per cent of the homes (Fig. 15B), and 30 per cent of the homes had no refrigeration at all.

A mechanical washing machine was used for laundry purposes in the homemaking department at school. Here were no problems of heating, clearing, and softening the water, Fig. 16A. Ninety per cent of the families at home used the wash board and tubs for laundry, which involves problems of getting the water, heating, softening, and clearing the water, Fig. 16B. Only 6 per cent had outdoor furnaces, Fig. 16C, for heating water for outdoor laundry purposes.

An electric iron, a mixmaster, a toaster, a waffle iron, a percolator, and double boilers were used in the homemaking department (Fig. 17A). Figs. 17B and C represent the type of equipment found in 90 per cent of the homes. Labor saving devices of these kinds and others were too little used in the homes to deserve mention.

Built in cabinets and storage places were provided for foods and equipment in school (Fig. 18A).

Fig. 18B shows the type of kitchen equipment for storage found in more than one half of the homes.



Fig. 10A.--Gas stove used in the  
homemaking department.



Fig. 10B.--Type of wood stove used in the home.

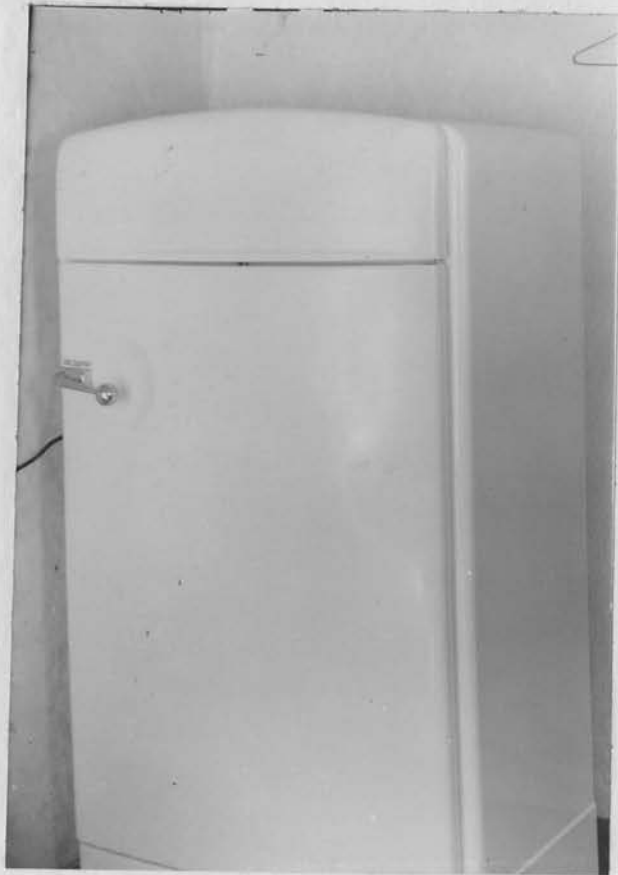


Fig. 11A.--Mechanical refrigerator used in the  
homemaking department



Fig. 12A.--Mechanical washing machine used  
in the school.



(1)



(2)

Fig. 12B.--Typical laundry equipment used in the home (1) and outdoor furnace used at the home (2).



Fig. 13A.--Equipment used in the homemaking department





Fig. 13B.--Types of equipment used in the homes.



Fig. 14A.--Type of built in cabinets for storage of foods and equipment at school



Fig. 14B.--Typical piece of furniture used in home kitchens.

Summary of findings

The findings of this study are summarized as follows:

The economic status of the families was very low.

The amount of money these families have was small.

The day labor jobs were often short and few.

Thirty per cent of the families depended upon W.P.A. jobs only.

The houses were usually too small for the number of persons in family.

The housing conditions were very poor for a majority.

The water supply was inadequate and unsanitary.

The sanitary facilities were very limited.

Sixty per cent of the homes were below the standard for living.

The facilities necessary for adequate family living were very limited.

The school equipment was considerably superior to home equipment.

Chapter V  
DISCUSSION

In answering the original question for this study, how should the family economic standards and housing conditions be used as a basis for teaching home economics to Negro girls in Washington High School? three minor questions were considered.

1. What is the economic status of the Negro families?
2. What are their housing conditions?
3. What standards should be used in teaching home economics?

To determine the economic status of the families of Luther, Oklahoma, a cross-section study of 50 girls representing 50 families in the school district was made during the year 1939-1940.

What is the economic status  
of the Negro families?

The study of the 50 families in Luther, Oklahoma compared with other studies indicated that the economic status of families in Luther is low, but no lower than the economic status of families in many other sections of the country, especially in the southern states.

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The economic status of the families in Luther was dependent upon four factors: occupation, salary per month, length of employment period, and produce to supplement income.

The earners were occupied as school bus drivers, workers in C.C.C. camps, school teachers, clergymen, farmers, day laborers, W.P.A. workers, and railroad workers; others were dependent upon old age assistance. The salaries of the families ranged from \$144 to \$1,035 annually. The two bus drivers ranked first in wage earning with salaries of \$1,035 annually. The teacher ranked second with an annual income of \$900, \$135 less than the school bus drivers received. Thirty-six per cent of the wage earners were farmers. It was surprising to know that these farmers could not state their income. Their economic status seemed to remain the same at all times, but since farm income was low, records were not kept and no reliable statements could be made. Thirty per cent of the families were on relief receiving salaries of \$45 to \$50 per month for the maximum of 18 months allowed a W.P.A. worker. When these families were dismissed from work, they were without income. Many of the families failed to grow gardens or domestic animals to supplement their incomes. The largest per cent of these were families on relief.

Ten per cent of the families were aided by the old age assistance which provided them from \$10 to \$30

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per month. These five families had to live on this low income. The total annual income for 32 families who earned their living in other ways than farming was about \$15,846. The 32 families represented 194 persons; this means that each person received an average of \$76.20 per year or \$498.10 per family. Obviously the economic status of these families was very low.

In the past many of these families had depended upon employment in the cotton seasons as a source of cash income, but changes in methods of farming have diminished the cotton production; therefore these people were left in a low economic status.

The fact that 15 of the families lived in town would not have prevented them from growing vegetable gardens and raising domestic animals to supplement their cash income because Luther is a small rural town with plenty of garden land about the homes. Only about one-half of the 15 families however grew gardens and raised domestic animals. Even though thirty families had cows, only twenty had butter. A similar situation was shown where 38 families had chickens but only ten had eggs for table use. Even all the families who had domestic animals did not have milk, butter, eggs and meat which were needed daily. Since 20 to 30 purchased fruits and vegetables to can, it could be said that a large number of the families grew very small gardens or none at all.

There were only 19 home owners, some living in town and some living on farms. Living standards for both groups were about the same. From observation there was nothing to indicate home ownership. Living standards for a majority of the home owners were as low as and in some cases lower than, the living standards of the tenants.

What are their housing conditions?

Housing conditions were very poor for a large percentage of the families. Most of the families were large. These families of from three to twelve members each lived in houses of from two to seven rooms. Some large families lived in small houses, some of which were almost too dilapidated for habitation. A majority of these homes which rated as poor or very poor were really unfit to live in. Some could be repaired; others were too bad to be repaired. Parts of the windows and doors were missing on some; cracks were very large; the roofs did not protect them from rain; some had no steps and screens at all.

On the basis of home visits, it is the opinion of the writer that privacy was very much needed, especially in the small homes in which lived large families with teen age children. The main pieces of furniture were beds, stoves, tables, and some chairs. The crowded

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conditions led to such combination rooms as kitchen-dining room and bedroom-kitchen. A majority of the houses were not only crowded, but in bad condition. The interiors and exteriors were not finished in 18 per cent of the homes, and there were no overhead ceilings in 20 homes. Thirty-one homes had screens, but not all doors and windows were screened. Some of the homes had the kitchen doors screened, others had all doors screened but no windows screened. The screens needed repair in many instances. More than 50 per cent of the homes needed shades badly. Thirteen families had no window shades or curtains, and old garments or bits of paste-board were used to cover broken windows or large cracks in the windows.

From observations, interviews, and home visits, the writer decided that the economic standards of these families will be much lower in the future unless some different provision is made for them, as the farm lands were being bought by able individuals to be converted into cattle and sheep ranches or to be planted in grain for market. Tenant houses were not being constructed. In some instances the tenant houses were taken down and large barns were constructed instead. Large scale farming, ranching, and modern machinery were forcing these families to look for new home locations which were sometimes hard to find. It was noted that some families had



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been forced into old dilapidated buildings which otherwise had been discarded.

Equipment.--A large majority of the homes were poorly equipped. All the common types of floor coverings were represented from one small handmade rag rug to good rugs.

Kerosene lamps were used by 90 per cent of the families. The lamps, especially the wicks and globes, were not cared for properly. Although there were as many as four lamps in some homes, others had only one lamp for a whole house. In the school, however, electricity was used for lighting, and the girls had no practice whatever in caring for the lighting equipment which many of them used daily at home. It would seem clear that some instruction in the proper care and use of common lighting equipment should be given in the home economics department.

Wood being the chief fuel, woodboxes were used by a few families. Wood ranges were found in 94 per cent of the homes. The general appearance of some of the stoves was poor. On the other hand the school used only gas ranges. Observations made on home visits indicated to the writer that instruction was needed in operating wood stoves in order to obtain the best results as well as in daily care and polishing.

Although only 20 per cent of the families owned treadle sewing machines and 80 per cent owned no machines

at all, both electric and treadle sewing machines were used in the school. This would seem to indicate that more emphasis should be placed on hand sewing in school instruction.

There was no type of refrigeration in 30 per cent of the homes, and in these homes water or ice in a tub was used for food preservation. The home economics department used a modern electric refrigerator.

Only 10 per cent of the homes had gas or electricity; thus very few of the homes had mechanical equipment or electrical appliances. Modern electrical appliances were used in the school.

Ninety per cent of the families did laundry work outdoors in the sun, dust, and wind, and quite a number had to carry water for laundry purposes. There were problems of heating, clearing, and softening the water, but frequently the laundry was done without any adequate attempt to solve these problems. In the school, however, there was an electric washing machine.

Flat irons were still used by 88 per cent of the families. Here were problems of heating, cleaning, and providing proper pads for handling and storing. In the school the girls used an electric iron.

It would seem, then, that in order to provide more adequately for meeting daily home situations, the girls should be instructed in iceless refrigeration, in hand laundry work, and in the proper use of flat irons.

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There was also evident the need for instruction in methods of devising household equipment which many of the families lacked.

Even in homes where there was some equipment, the equipment was often inadequate. In some instances, the cook stoves, the iceboxes, and other equipment were too nearly worn out to be improved very much.

Cleaning equipment was not found in all the homes. Thirty families had no mops, but used rags tied to worn brooms or scrubbed on their knees. In the six homes where brooms were not found, straw or grass was used as a substitute. Of the forty-four brooms many were worn too much to give service. A lack of cleaning equipment or poor cleaning equipment led to unsanitary conditions. However, some of these conditions could be solved by using better methods of cleaning.

Sanitation should be stressed in school, home and community. These families needed screened homes for the protection of health. There were 19 families who had no screens at all for protection from bugs, flies and mosquitoes. Since 46 of the 50 families used wash tubs for bathing purposes a special tub should be provided for bathing and kept sanitary. At least two large dish pans should be provided for sanitary dish washing for each family, since only three had sinks. The outdoor furnace which was used by only three families was needed

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for the other families, because it serves as an incinerator where waste materials can be destroyed, and would mean much from a health standpoint.

These families obtained water from five different sources. As stated in Chapter IV, more than one-half of the water supply for these families was contaminated at the time the water test was made with the assistance of the county agents. Fourteen families carried water from open springs and open type wells that were not protected from animals and birds. The open type well is nothing more than a hole dug in the earth without a cover or any cement to keep out the surface water during heavy rainfalls. The school had a protected water supply with hot and cold running water.

Sanitation had not been stressed as much as it should have been. Only three families in the group studied had modern sanitary facilities which included indoor toilets, bath tubs, lavatories, and kitchen sinks. Outdoor sanitary toilets were found at only six of the homes, one of which was that of a 4-H Club boy, which shows what might be done by the proper teaching. The school had complete sanitary indoor toilets cared for properly.

What standard should be used  
in teaching home economics

The standard for teaching home economics should be at a level that will correspond with the average

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living standards of the families represented in the school. It was found in this study that the standards for teaching home economics in Washington High School were entirely too high for 90 per cent of the families. Since it was found that the economic status and housing conditions were very low for a majority of the families, it would seem that the home economics courses should be based on these living conditions; but not entirely so for the school course should also provide for preparation for wage earning as maid servants in homes of high standard.

The course of study for homemaking in Luther, Oklahoma, should include short units on wise spending, meal planning for low incomes based on foodstuffs purchased or produced by the families, ways of supplementing the money income, care, use and making of equipment in the homes, home improvement based on low incomes, home sanitation, water supply, and better housing in small homes including provisions for privacy.

The course outline should be adapted to meet the needs of this particular group of girls, and therefore the usual course in home economics must be modified. This should be done by democratic planning since democratic planning provides and encourages individuals to put their thoughts in action with the guidance of the teacher, and the classes should be taught in a situation somewhat comparable to that of the average home.

## Implications

The following implications for the Luther High School have come out of the above findings:

1. The high school curriculum of Washington High School should stress home training for girls.
2. Low income diets for the family, home gardening, food preservation, dairy and poultry products, should receive increased emphasis.
3. Various units in the homemaking curriculum should be based on buying from low incomes.
4. Home and community sanitation should be stressed through the entire school curriculum.
5. Home improvement should be stressed with emphasis on homemade articles of low or no cost.
6. Adult education should be developed, with emphasis on how to live a more satisfactory life on a low income.
7. The boys enrolled in the manual arts department should give demonstrations on how to make the well sanitary; how to build sanitary toilets; how to make the unsanitary toilet sanitary; how to make and repair screens; how to repair broken steps, repair leaky roofs and make small pieces of furniture.
8. The boys enrolled in the agriculture department, with the assistance of the instructor should aid with gardening by demonstrating and giving instruction on when, how, and what to plant and which plants would be most suited for particular types of soil.
9. With the aid of the county home demonstration agent the families in general should be able to increase produce to supplement the income by growing more and better vegetable gardens, raising domestic animals, improving sanitary conditions and aiding with some repairs of the house.
10. High school and adult classes should teach families to produce foodstuffs to meet the daily food requirements.

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11. The equipment of the local home economics department should be increased to include the type of home furnishings which the high school girls must use in their own homes. It would be advisable for the department to be housed in a small house comparable to the home of the average girl but it should be maintained with a high standard of cleanliness, sanitation, and efficiency.

### Recommendations

The investigator has made recommendations to the Board of Education for the necessary equipment to provide learning experiences based on the living standards of the girls. This will include a wood range, flat irons, a kerosene lamp, a washboard and tubs for home laundry, and the necessary kitchen utensils such as are found in the homes. Provisions have been made for the location of the wood range.

Since the aim of the homemaking class is to help these people improve their living conditions with what they have, by providing adequate learning experiences, it is further recommended by the writer that a study be made to find how these families lived on a low income.

Course of study.--In the light of the findings reported in this investigation, the following course of study is recommended for use in Washington High School, Luther, Oklahoma.

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COURSE OF STUDY

I.

A. Home equipment

Wood stove  
Care  
Operation  
Fuel

B. Home Laundry

Equipment  
Supplies  
Water  
Techniques  
Ironing  
Care of equipment  
Management for ease of work

C. Lamps

Types  
Globes  
Burners  
Wicks  
Care of  
Safety

D. Cooking Equipment

1. Real

Pots  
Skillets  
Pans

2. Improvised

Double boilers--stew pots and pans  
Strainers--sifters  
Egg beaters--forks  
Rolling pins--bottle  
Casseroles--sauce pans  
Roaster--double pans  
Candy thermometer--cold water

3. Care of cooking equipment

Daily cleaning  
Weekly cleaning  
Occasional cleaning



E. Cleaning equipment

Brooms  
Mops  
Scrubbing brushes  
Cleaning agencies

II. Water Supply

Source  
Sanitation  
Importance  
Use

III. Sanitary Facilities

Bathing  
Screening  
Toilets  
Garbage disposal

IV. Home Improvement at low cost

Furniture (boxes, inexpensive cretonnes)  
varnish, enamel

Curtains (sacks, muslin)

Waste Paper baskets

Rag. (stockings, rags, old clothes)

Screen (oil cloth)

Canister sets (cans, buckets, enamel)

Dish towels (sacks)

Storage places for clothing

- (a) Large boxes
- (b) Enamel
- (c) Inexpensive cretonnes

Window shades

Old window shade sticks  
Twill sacks  
Oil cloth  
Unbleached muslin

Table cloth

Large Feed sacks  
Oil cloth

Garbage pail  
Lard can  
Enamel

Provision for privacy:

Folding screens  
(a) Oil cloth  
(b) Cretonne

Draw curtains  
(a) Cretonne material  
(b) Attach across one corner of the room

V. Housing the family

Size of home  
Number in the home

Discussion

Need for privacy  
Need for cleanliness  
Need for adequate storage  
Need for proper lighting  
Need for sanitation

Water  
Toilets

Need for safety  
Broken steps  
Broken furniture  
Broken proches  
Broken doors and windows  
Fire hazards

Using room space to better advantage  
Arrangement of furniture  
Sleeping arrangement  
Work unit  
Storage  
Relation of rooms

Minor repairs  
Steps  
Windows  
Doors  
Screens  
Floor

VI. Supplementing the diet

Food preservation  
Gardens  
Canning  
Use of commodities  
Poultry

Domestic Animals  
Produce from domestic animals

VII. Adequate diet on a low income

- A. Daily nutritional requirements:
  - Building foods
  - Fuel or energy materials
  - Regulating foods
  - Foods high in minerals
  - Foods for growth and protection
- B. Classification of foods
- C. Menu making
  - Variety
  - Texture
  - Color
  - Flavor
  - Cost
- D. Adjustment and Planning
  - Amount of money to be spent
  - Special diet, if any
  - Number to be served each day
  - Number of meals daily
  - Activity
  - Available foods other than
- E. Foods purchased
  - Planning balanced meals at a low cost
  - Planning balanced meals using home produced foods only
  - Planning meals using home produced foods and foods which had to be purchased to make a balanced meal
  - Calculating cost
- F. Estimate
  - Make a list of food needs for the family which can be produced at home
- G. Food preservation
  - Canning
  - Drying
  - Pickling

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## Chapter VI

### SUMMARY

The purpose of this study was to find the daily living conditions of the families, to find their money income and how they supplement the income with produce, to find the housing situations in regard to the condition and size of the homes, to find the type of equipment used in the homes of the girls, and to recommend a program which will provide learning experiences based on the level of the home equipment and the home conditions.

#### The problem

How should the economic standard and housing conditions be used as a basis for teaching home economics to Negro girls in Washington High School?

Problem analysis.--1. What is the economic status of the Negro families?

2. What are their housing conditions?

3. What standards should be used in teaching home economics?

Delimitation.--The study was limited to 50 Negro girls representing 50 families in the Negro consolidated district number 3, Washington High School,

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Oklahoma County, Luther, Oklahoma, during the year 1939-1940.

Description of Situation in  
which the study was made

Washington High School is a senior high school located in Oklahoma County, Oklahoma. It is served by two railroads and one highway. In the community are eight stores, one bank, one cotton gin, six churches and two high schools, one for the whites and one for the negroes, operated on the same basis.

There were no community recreations for the Negroes in Luther when this study was made. Extra activities in school provided recreation during the school term and included basketball, softball, football, glee club, 4-H Club, N.F.A. Club, girls homemaking club, boy scout organization and the girls reserve.

Procedure

The study was made by selecting 50 girls enrolled in the home economics courses in Washington High School and represent 50 families in the community.

To gather the data needed the following techniques were used:

1. Conferences with the girls.
2. Conferences with the county home demonstration agent, farm demonstration agents, and the county superintendent of schools.

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3. Interviews with employers of wage earners.
  4. Survey of homes.

The information obtained from the girls, county agents, employers, and the county superintendent of schools along with the home visits and observations of the writer, determined the recommendations for modifying the home economics courses and for offering a more adequate program to help the girls solve their present daily problems as well as to meet the present requirements for domestic service.

#### Summary of findings

##### I. The economic status of the families

Employment was limited from three to eighteen months.

The occupations were varied in kind and salary.

The salaries ranged from \$144 to \$1,035 annually per family except for the farm families whose cash incomes were not known.

Among the 50 families there were 19 home owners.

About 60 per cent of the families canned fruits and vegetables from home grown gardens and raised domestic animals to supplement the cash income.

##### II. The housing conditions

A majority of the families were housed inadequately.

The families ranged from three to 12 members each.

The size of the houses ranged from two to seven rooms.

Fifty-two per cent of the homes rated poor or very poor.

80  
Only 28 per cent of the houses rated comfortable or modern.

Sixty per cent of the homes had unsatisfactory shades or no shades.

Thirty-eight per cent had no screens.

Eighty-four per cent had unsatisfactory toilets or no toilets.

Only six per cent had modern sanitary facilities, kitchen sink, indoor toilets, bath tubs, and lavatories.

The sources of water supply for the families were wells, springs, pumps. A large per cent of the families used unsanitary water from open wells and springs.

The type of equipment in the home economics department was much superior to that found in the homes.

Kerosene lamps, wood ranges, iceboxes, flat irons, washboards, and tubs were found in the homes where girls lived.

Gas ranges, a mechanical refrigerator and a washing machine, electric irons, toasters, waffle irons, a mixer and percolators were used in the home economics department.

The courses as taught in the home economics classes did not provide learning experiences for the girls which would help them solve their daily problems in the home.

#### Standards for teaching home economics

The standard for teaching home economics should be at a level that will compare with the average living standards of the families represented in the school. It was found in this study that the standards for teaching home economics in Washington High School was entirely too

high for 90 per cent of the families. Since it was found that the economic status and housing conditions were very low for a majority of the families, it would seem that the home economics courses should be based on these living conditions; but not entirely so for the school course should also provide for preparation for wage earning as maid servants in homes of high standard.

The course of study for homemaking in Luther, Oklahoma, should include short units on wise spending, meal planning for low incomes based on foodstuffs purchased or produced by the families, ways of supplementing the money income, care, use and making of equipment in the home, home improvement based on low incomes, home sanitation, water supply and better housing in small homes including provisions for privacy.

The course outline should be adapted to meet the needs of this particular group of girls, and therefore the usual course in home economics must be modified. This should be done by democratic planning since democratic planning provides and encourages individuals to put their thoughts in action with the guidance of the teacher and the class should be taught in a situation somewhat comparable to that of the average home.

#### Implications

The following implications for the Luther High School have come out of the above findings:



1. The high school curriculum of Washington High School should stress home training for girls.
2. Low income diets for the family, home gardening, food preservation, dairy and poultry products, should receive increased emphasis.
3. Various units in the homemaking curriculum should be based on buying from low incomes.
4. Home and community sanitation should be stressed through the entire school curriculum.
5. Home improvement should be stressed with emphasis on homemade articles of low or no cost.
6. Adult education should be developed with emphasis on how to live a more satisfactory life on a low income.
7. The boys enrolled in the manual arts department should give demonstrations on how to make the well sanitary; how to build sanitary toilets; how to make the unsanitary toilet sanitary; how to make and repair screens; how to repair broken steps, repair leaky roofs and make small pieces of furniture.
8. The boys enrolled in the agriculture department, with the assistance of the instructor, should aid with gardening by demonstrating and giving instruction on when, how and what to plant and which plants would be most suited for particular types of soil.
9. With the aid of the county home demonstration agent the families in general should be able to increase produce to supplement the income by growing more and better vegetable gardens, raising domestic animals, improving sanitary conditions and aiding with some repairs of the house.
10. High school and adult classes should teach families to produce foodstuffs to meet the daily food requirements.
11. The equipment of the local home economics department should be increased to include the types of home furnishing which the high school girls must use in their own homes. It would be advisable for the department to be housed in a

small home comparable to the home of the average girl, but it should be maintained with a high standard of cleaning, sanitation, and efficiency.

Program recommended

Short units based on the day living of the families have been set up to be coordinated with the courses as taught in Washington High School; these will provide learning experiences for home practices and demonstrate how to improve the immediate conditions by solving some of the daily problems. More equipment of the same type used in the homes should be put in use in the home economics department.

Course of study.--In the light of the findings reported in this investigation, the following course of study is recommended for use in Washington High School, Luther, Oklahoma.

Home Equipment

Water Supply

Sanitary Facilities

Home Improvement

Housing the Family

Supplementing the Income

Adequate diet on a low income.

A P P E N D I X

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## CONFERENCE CHECK SHEET

( For girls )

1. Name \_\_\_\_\_
2. Age \_\_\_\_\_
3. Father's name \_\_\_\_\_
4. Occupation \_\_\_\_\_
5. How many days does he work each month? \_\_\_\_\_
6. Does mother earn money away from home? \_\_\_\_\_
7. Does anyone else earn money in your home? \_\_\_\_\_
8. With whom do you live? \_\_\_\_\_
9. Number in your family \_\_\_\_\_
10. Number at home \_\_\_\_\_
11. How many families live in your home? \_\_\_\_\_
12. Total number in home \_\_\_\_\_

## A-2

## A CLOCK WITHOUT HANDS

IS LIKE A FARM PROJECT WITHOUT RECORDS

(On file in Home Demonstration Office)

Name \_\_\_\_\_ Club \_\_\_\_\_

No. meetings you attended \_\_\_\_\_ No. bulletins you read on  
project \_\_\_\_\_ Do you take a paper? \_\_\_\_\_ Magazine? \_\_\_\_\_Have you a telephone \_\_\_\_\_ radio? \_\_\_\_\_ How many members  
in your family? \_\_\_\_\_ Were you a 4-H Club member \_\_\_\_\_

How many projects did you complete this year \_\_\_\_\_

Are there any 4-H Club members in your home? \_\_\_\_\_

How many boys? \_\_\_\_\_ girls? \_\_\_\_\_ How many ladies  
living near you who are not Home Demonstration Club mem-  
bers? \_\_\_\_\_ How long have you been a club member? \_\_\_\_\_HOME GARDENSDid you grow a garden large enough for your family  
needs? \_\_\_\_\_ Did you enter the garden contest? \_\_\_\_\_Did you raise a fall garden? \_\_\_\_\_ What kind of vegetables  
did you grow? \_\_\_\_\_

Did you build a new fence? \_\_\_\_\_ or did you repair one? \_\_\_\_\_

Did you sell any vegetables? \_\_\_\_\_ Give value \$ \_\_\_\_\_

Was your garden irrigated? \_\_\_\_\_ Did you raise the follow-  
ing: Pecan Blackberries, Dewberries, Young berries,  
Boysenberries, Black walnut? \_\_\_\_\_

A-2  
SANITATION

Has your water supply been tested? \_\_\_\_\_ Was it safe for drinking? \_\_\_\_\_ Did you make the following improvements around your well: water tight casing or curbing \_\_\_\_\_ water tight platform \_\_\_\_\_ water tight seal at pump base \_\_\_\_\_ drainage away from well \_\_\_\_\_? Are your windows and doors screened? \_\_\_\_\_ Do you have cover for your garbage pail? \_\_\_\_\_ Do you have a fly trap? \_\_\_\_\_ Have you a drainage around your yard and lot? \_\_\_\_\_ Do you have a toilet? \_\_\_\_\_ Is it sanitary? \_\_\_\_\_ Did you repair any buildings? \_\_\_\_\_ steps? \_\_\_\_\_ Did you paint \_\_\_\_\_ Did you build any new fences? \_\_\_\_\_ Repair any? \_\_\_\_\_ Did you build a new gate? \_\_\_\_\_ Did you clean your premises? \_\_\_\_\_ Do you have a lawn mower? \_\_\_\_\_ Have you made walks and driveways around your home? \_\_\_\_\_ Is your yard graded? \_\_\_\_\_ sodded? \_\_\_\_\_ seeded? \_\_\_\_\_ mowed? \_\_\_\_\_ Do you have any shade trees? \_\_\_\_\_ shrubs? \_\_\_\_\_ vines? \_\_\_\_\_ flowers? \_\_\_\_\_ rose gardens? \_\_\_\_\_ Do you have a hanging flower garden? \_\_\_\_\_

HOME DAIRY

How many cows do you have? \_\_\_\_\_ How many are milking? \_\_\_\_\_ How much milk do you get? \_\_\_\_\_ How much butter do you make? \_\_\_\_\_ How much cream, buttermilk and milk do you sell? \_\_\_\_\_ gals. \_\_\_\_\_ lbs. \_\_\_\_\_ How many pounds of cheese have you made? \_\_\_\_\_ Do you have a milk house? \_\_\_\_\_ a sterilizer? \_\_\_\_\_ sanitary milking vessels? \_\_\_\_\_ Have your cows been tested for bang's disease? \_\_\_\_\_ Do you have a beef calf? \_\_\_\_\_

A-2  
KITCHEN IMPROVEMENT

Do you have a washing machine? \_\_\_\_\_ sink? \_\_\_\_\_ kitchen stool? \_\_\_\_\_ refrigerator? \_\_\_\_\_ Gas? \_\_\_\_\_ Electric \_\_\_\_\_ or ice? \_\_\_\_\_ Do you have a carpet sweeper? \_\_\_\_\_ Electric or gasoline iron? \_\_\_\_\_ Have you improved your kitchen with lights and ventilation? \_\_\_\_\_ Have you a good stove? \_\_\_\_\_ Have you bought new equipment for your kitchen? \_\_\_\_\_ Did you buy new curtains or make them? \_\_\_\_\_ How many new kitchen cupboards have you made? \_\_\_\_\_ How many non-club members did you help with kitchen work? \_\_\_\_\_ Do you have a wood box with legs? \_\_\_\_\_ Do you use a wood stove or a gas stove? \_\_\_\_\_

HOME FURNISHINGS

Did you refinish any furniture? \_\_\_\_\_ Do you have any new furniture? \_\_\_\_\_ rugs? \_\_\_\_\_ Did you make a rug this year? \_\_\_\_\_ Have you a new closet? \_\_\_\_\_ or a place to store your clothes? \_\_\_\_\_ Did you make a mattress? \_\_\_\_\_ Do you need a mattress? \_\_\_\_\_ Would you be interested in furnishing material to make one in your community? \_\_\_\_\_ What date would you want? \_\_\_\_\_ Do you have good bed springs? \_\_\_\_\_

FOOD PRESERVATION

Did you can for your school lunch pantry? \_\_\_\_\_ How many jars? \_\_\_\_\_ Did you can for the homepacked lunch? \_\_\_\_\_ How many jars? \_\_\_\_\_ Did you complete your canning requirement for the family? \_\_\_\_\_ Give number of quarts canned.



A-2

\_\_\_\_\_ fruits, \_\_\_\_\_ vegetables, \_\_\_\_\_ meats, \_\_\_\_\_ preserves, \_\_\_\_\_ jellies and jams, \_\_\_\_\_ pickles \_\_\_\_\_

How much canning did you help others do? \_\_\_\_\_ Give the number of pounds of meat canned \_\_\_\_\_ vegetables dried, \_\_\_\_\_ fruit dried, \_\_\_\_\_. Name the kinds \_\_\_\_\_

Do you have a cellar? \_\_\_\_\_ if not, a storage house? \_\_\_\_\_ Do you have a pressure cooker? \_\_\_\_\_ or hot water canner? \_\_\_\_\_ Is it in good working order? \_\_\_\_\_ Did you have much spoilage of corn this year? \_\_\_\_\_ of other vegetables? \_\_\_\_\_

CLOTHING

Give the number of garments you made for adults \_\_\_\_\_ coats, \_\_\_\_\_ dresses \_\_\_\_\_ undergarments \_\_\_\_\_ remodeled coats, suits and dresses \_\_\_\_\_ Garments for children \_\_\_\_\_

coats \_\_\_\_\_ dresses \_\_\_\_\_ Number of sack articles made \_\_\_\_\_

Number of garments dry cleaned \_\_\_\_\_ Do you have a sewing machine? \_\_\_\_\_ Did you repair your machine? \_\_\_\_\_ Did you buy a new machine this year? \_\_\_\_\_ Did you enter the appropriate dress review? \_\_\_\_\_ County? \_\_\_\_\_ State? \_\_\_\_\_

How many clothing exhibits did you make at the fair? \_\_\_\_\_

How many women did help with clothing work? \_\_\_\_\_ Did you improve your storage space? \_\_\_\_\_

FOOD PREPARATION

How many times have you served the following foods:

milk? \_\_\_\_\_ vegetables? \_\_\_\_\_ salads? \_\_\_\_\_ eggs? \_\_\_\_\_

meat? \_\_\_\_\_ How much ice cream did you make? \_\_\_\_\_ times served \_\_\_\_\_ Did you buy any fruit jars this year? \_\_\_\_\_

how many? \_\_\_\_\_

GENERAL

Is your home wired for electricity? \_\_\_\_\_ Do you have a washing machine? \_\_\_\_\_

If there is something which you wish to add to this report you may write on the back of your paper.

POULTRY

How many hens do you have on the yard? \_\_\_\_\_ How many are laying? \_\_\_\_\_ What breed are they? \_\_\_\_\_

How many eggs have you gotten this year? \_\_\_\_\_ doz.

How many turkeys? \_\_\_\_\_ ducks? \_\_\_\_\_ geese? \_\_\_\_\_

guinea? \_\_\_\_\_ Has your flock been culled? \_\_\_\_\_ Did you send in your report for growing healthy chicks? \_\_\_\_\_

BEDROOM IMPROVEMENT

Are you in the county contest? \_\_\_\_\_ Have you painted your wall? \_\_\_\_\_ Did you paper them? \_\_\_\_\_ Give the

pieces of bed linen you have made this year \_\_\_\_\_

quilts \_\_\_\_\_ sheets \_\_\_\_\_ pillowcases \_\_\_\_\_

spreads \_\_\_\_\_.

A-3

SUPPLEMENTARY INCOME RECORD

Value \_\_\_\_\_ Date \_\_\_\_\_

PRODUCE-SUPPLEMENTARY INCOME

- 1. Fruit trees.....
- 2. Food preservation.....canned.....dried.....
- 3. Vegetable garden.....canned vegetables.....  
dried vegetables.....
- 4. Other foods produced.....
- 5. Domestic animals.....chickens.....  
cow.....pig.....
- 6. Milk.....butter.....eggs.....meat.....  
.....
- 7. Total amount.....
- 8. Total value.....

A-4

MINIMUM STANDARD SHEET FOR RURAL FAMILIES

Each rural Negro family should have and own at least the following property to be known as thrifty citizens.

(Check your standard in March and September and return to county superintendent's office November 15, 1941.)

PRODUCE SUPPLEMENTARY INCOME

(March)	(September)	
( )	( )	..... 50 laying hens
( )	( )	..... 3 hogs
( )	( )	..... 2 milch cows
( )	( )	.....300 quts. of fruits and vegetables canned
( )	( )	..... 1 acre vegetable garden planted early, sowed in black-eyed peas or other legumes in mid-summer and spaded deep in winter.
( )	( )	..... Fruit trees

EQUIPMENT AND OTHER SUPPLIES

(March)	(September)	
( )	( )	..... 1 lamp with globe for each room
( )	( )	..... 18 tea towel and 6 dish towel, kept clean
( )	( )	..... 3 sheets and 4 pillow cases for each bed
( )	( )	..... 4 quilts and comforts for each bed
( )	( )	..... 1 bed for each two persons in the family
( )	( )	..... Beds made each morning
( )	( )	..... 3 sets of underwear for each member of the family and other necessary clothing
( )	( )	..... All clothing clean, neatly patched and mended when needed
( )	( )	..... 1 bath tub or substitute--a large wash tub

EQUIPMENT AND OTHER SUPPLIES

(March)	(September)	
( )	( )	..... 2 wash rags and two towels for each member of the family
( )	( )	..... 1 tooth brush for each member of the family
( )	( )	..... 1 knife, fork, spoon and plate for each member of the family
( )	( )	..... Cup and saucers, glasses and extra large spoons and bowls
( )	( )	..... 1 chair for each person in family.
( )	( )	..... A table to eat on
( )	( )	..... Screens on doors and windows
( )	( )	..... House underpinned so that chickens and hogs will not sleep under it.
( )	( )	..... 1 trash bin
( )	( )	..... 1 covered garbage pail
( )	( )	..... Grass over yard and free of rubbish each day
( )	( )	..... Sanitary toilets and a good well with pump
( )	( )	..... Meals on time and children in school each day on time

Thrift means to use wisely not only money and other materials but also your time.

Sincerely yours,

Ethel Fowler Dowell  
County Superintendent of Schools

A-5

HOME VISIT CHECK SHEET

(For families)

Name \_\_\_\_\_ Date \_\_\_\_\_

HOME

- 1. Rent.....own.....
- 2. On farm.....in town.....
- 3. Kind of house you live in: Frame...Rock...Brick...
- 4. Number of rooms....bedrooms....L. room....dining room....hall....kitchen....bathroom....porch.... closets....

HOUSE AND EQUIPMENT

- 1. Floor wood.....covered: linoleum.....rug.....
- 2. Wood work: finished.....unfinished.....
- 3. Interior walls: finished.....unfinished.....
- 4. Exterior: finished.....unfinished.....
- 5. Ceiling: ceiled.....not ceiled.....
- 6. Number of windows.....outside doors.....
- 7. Screens: screened.....unscreened.....
- 8. Window shades: number.....good.....bad.....
- 9. Lighting.....kerosene lamp.....electric light..
- 10. Fuel used for heating....wood....coal....gas.....
- 11. Fuel used for cooking....wood....coal....gas.....
- 12. Refrigeration: none.....ice....mechanical.....

13. Laundry facilities....tub....washing machine.....
14. Irons: sad.....gasoline.....electric.....
15. Cleaning equipment.....brooms.....vacuum.....
16. Sewing machine.....
17. Other labor saving devices.....
18. Storage place for clothing.....

WATER SUPPLY

1. Water supply for house: pump.....lift pump.....

SANITARY FACILITIES

1. Outdoor toilet.....unimproved.....improved.....
2. Indoor toilet.....
3. Bathroom.....tub.....lavatory.....
4. Kitchen.....sink.....
5. Garbage disposal.....fed to animals.....  
thrown out.....burned.....buried.....

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B-1

CONFERENCE CHECK SHEET

1. Name
2. Age
3. Father's name
4. Occupation
5. How many days does he work each month?
6. Does mother earn money away from home?
7. Does anyone else earn money in your home?
8. With whom do you live?
9. Number in your family
10. Number at home
11. How many families live in your home?
12. Total number in home



B-2

PRODUCE-SUPPLEMENTARY INCOME

- 1. Fruit trees.....
- 2. Food preservation.....canned.....dried.....
- 3. Vegetable garden.....canned vegetables.....  
dried vegetables.....
- 4. Other foods produced.....
- 5. Domestic animals.....chickens.....  
cow.....pig.....
- 6. Milk.....butter.....eggs.....meat.....  
.....
- 7. Total amount.....
- 8. Total value.....

## B-3

## HOUSING FACILITIES

HOME

1. Rent.....own.....
2. On farm.....in town.....
3. Kind of house you live in: Frame...Rock...Brick...
4. Number of rooms.....bedrooms.....L. room.....  
dining room.....hall.....kitchen.....bathroom...  
porch.....closets.....

HOUSE AND EQUIPMENT

1. Floor wood....covered: linoleum.....rug.....
2. Wood work: finished.....unfinished.....
3. Interior walls: finished.....unfinished.....
4. Exterior: finished.....unfinished.....
5. Ceiling: ceiled.....not ceiled.....
6. Number of windows.....outside doors.....
7. Screens: screened.....unscreened.....
8. Window shades: number.....good.....bad.....
9. Lighting.....kerosene lamp.....electric  
light.....
10. Fuel used for heating....wood....coal....gas.....
11. Fuel used for cooking....wood....coal....gas.....
12. Refrigeration: none....ice....mechanical.....
13. Laundry facilities....tub....washing machine.....

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- 14. Irons: sad.....gasoline.....electric.....
- 15. Cleaning equipment.....brooms.....vacuum.....
- 16. Sewing machine.....

WATER SUPPLY

- 1. Water supply for house: pump.....lifted in.....

SANITARY FACILITIES

- 1. Outdoor toilet.....unimproved....improved.....
- 2. Indoor toilet.....
- 3. Bathroom.....tub.....lavatory.....
- 4. Kitchen.....sink.....
- 5. Garbage disposal.....fed to animals.....  
 thrown out.....burned.....buried.....



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