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Mississippi State University College of Agriculture Self-Study: Department of Home Economics

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MISSISSIPPI STATE UNIVERSITY COLLEGE OF AGRICULTURE SELF-STUDY

Department of Home Economics
1970

I. PURPOSE

1. Statement

The Department of Home Economics functions to promote "the well-being of individuals and of families, the improvement of homes, and the preservation of values significant in home life" ¹, as well as to prepare students for a variety of professions. These goals are obtained through research, begun in 1924, and educational instruction, begun in 1968. By means of an expanding range of our own courses, as well as those in the humanities, sciences, and arts, the department offers undergraduate and interdisciplinary graduate programs for home economics students and for non-majors of both sexes across campus.

2. Evaluation

The majority of the staff is of the consensus that our educational program, particularly the General Homemaking option elected by 65 percent of our students, lacked strength with respect to professional preparation. Accordingly, extensive work has been done to define minimum standard interdisciplinary and home economics requirements through: (1) a science, humanities and arts core, (2) a home economics core, and (3) required and elective courses with emphasis in one of eleven different areas of home economics. Faculty and students are of the opinion that the new requirements and additional areas of emphasis should enable students to obtain a firmer academic and professional foundation.

¹ McGrath, Earl J. and Jack T. Johnson, 1968. The Changing Mission of Home Economics, p. 84. New York: Teachers College Press, Columbia University.

With these revisions the program continues to fulfill the purpose for which it was conceived - meeting needs of students living in the surrounding area. Duplication of and competition with departments in this and other universities were purposely avoided. The 11 areas of emphasis were designed to be unique and innovative, and the program has met with acceptance and cooperation around the state. Currently it has been proposed by this department that committees be organized within the state for coordination of: (1) curricula in junior and senior colleges, (2) undergraduate programs, and (3) graduate programs. The results of this action should further cement relations among colleges and universities and strengthen the home economics program in the state.

Student enrollment has exceeded hopes or plans, and may be expected to increase rapidly in the future in number of majors as well as in service courses to non-majors. It is essential, therefore, that our present inadequate financial resources and physical space be expanded to meet the requirements of this growing program.

In the area of public relations, members of the department have joined others in the College of Agriculture on recruiting trips to high schools and junior colleges (to be done concurrently in the future) in the state at which time slides were shown and descriptive folders distributed. The plan to make these trips during the fall term should benefit those needing financial aid who must apply early for scholarships and loans.

Letters had previously been sent to a number of businesses across the country in an attempt to arrange cooperative education programs for students. Because of lack of interest on the part of companies

or students, location of the company, or time and experience involved, this has proved much less fruitful than had been hoped.

Efforts are being made to establish contact with people in the news media who might assist in making the general public across the state aware of our home economics program.

Because the program is new the placement of graduates has not yet been a problem. Information on job opportunities is posted on bulletin boards and is available in office files.

3. Projections

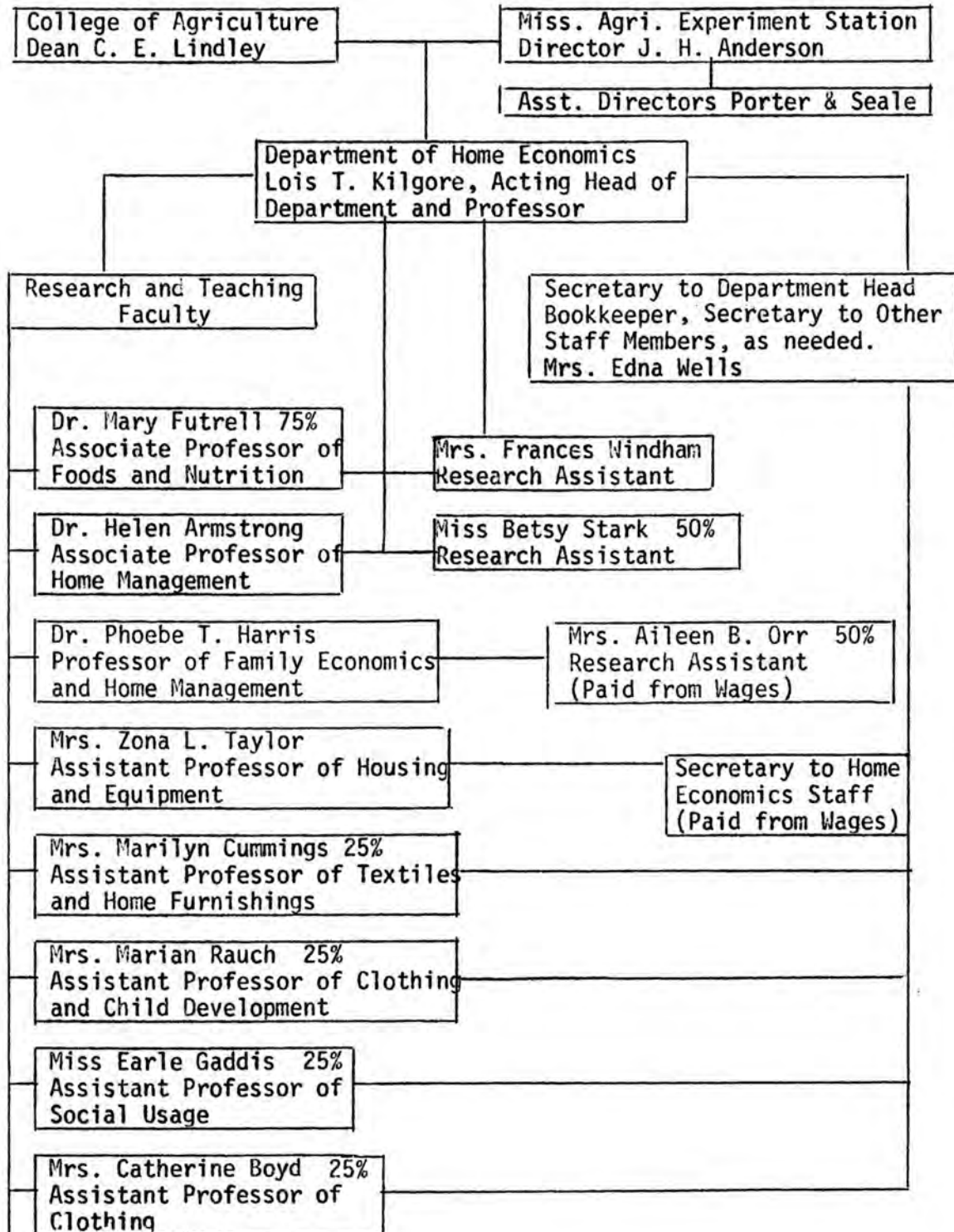
Future changes will undoubtedly occur in the interdisciplinary base, specific areas of emphasis, and individual courses, but the basic purposes of the department will remain the same. The interdisciplinary base will continue to prepare students to "comprehend contemporary social problems and those of family life."² Hopefully, the areas of emphasis will be expanded in depth and scope to become increasingly functional in preparing students for professions. Individual courses will be revised to meet changing human needs and environmental conditions. Strengths of the faculty will dictate future directions regarding new programs and degrees. Continuing-education off campus may become as important as education of student majors and non-majors on campus. The Cooperative Education Program may become workable for home economics students in the future.

We would hope that the department would continue to be funded and administered by the College of Agriculture. However, inasmuch as we offer service courses and want to increase the number of students we serve from other colleges on campus we should like this to be considered in the funding of our department.

2 Ibid., p. 88.

II. ORGANIZATION AND ADMINISTRATION

1. Administrative Organization



— Student Workers are responsible to Staff Members.

2. Methods of Policy-Making and Decision-Making

Policy-making is done at the administrative level above the department. Educational policy is reached by consensus at staff meetings. Funds for research projects are divided equitably among professional staff who make subsequent decisions regarding their particular projects.

III. EDUCATIONAL PROGRAM

1. Correlation of Program and Objectives

The goal of the Department of Home Economics is consistent with the stated purposes of the field, which are to promote "the well-being of individuals and families, the improvement of homes, and the preservation of values significant in home life."³ Efforts to improve the basic curriculum in the sciences, humanities, and arts are being made to enable students "to comprehend contemporary social problems and those of family life."⁴ In addition, students select an area of specialization, each with its own array of required and suggested courses, for the purpose of attaining professional proficiency.

2. Admissions

At the present time the Home Economics Department accepts all applicants accepted by Mississippi State University. However, in order to identify students' interests and aptitudes and give more appropriate guidance in selecting areas of emphasis, it seems advisable that a testing program, such as the Hildegard Johnson instrument, be set up to assist us.

3. Enrollment

In the first year of our undergraduate program 25 students elected to major in home economics; approximately 75 the second year. Already

3 Ibid, p. 84

4 Ibid, p. 88

we are crowded in our make-shift facilities and cramped in our educational budgets. If increased assistance is not forthcoming it will be impossible to increase our enrollment beyond the present 75 majors.

4. Curricula

This self-study has come at a particularly appropriate time for our department as we complete our second year offering an undergraduate major - long enough to discover weaknesses and formulate ideas for improvements. We have put into effect important conclusions from our self-study. New requirements were followed in pre-registering students for fall, 1970. The several curricula varying in sciences, humanities, and arts have been revised and one core of 66 hours has been defined for all students in eight ^{of the} areas of emphasis. These areas are:

- Art and design
- Clothing and textiles
- Communications
- Consumer economics and home management
- Early childhood studies
- Extension
- Family and community development
- Housing and equipment

The new basic core requirements in the humanities, arts, and sciences for the eight areas include:

- 3 hours mathematics
- 6 hours chemistry
 - Two semesters of a 3-hour lecture-laboratory course relating to home economics is under discussion with the head of the chemistry department.
- 3 hours biology elective
 - A no-prerequisite 3-hour course in human physiology is proposed.
- 4 hours general microbiology (lecture-laboratory)
- 15 hours social sciences (specified)
- 24 hours humanities (allowing some choices)
- 3 hours art (required)
- 3 hours art or music (elective)
- 3 hours first aid or health education
- 2 hours physical activity

We suggest that the Physical Education Department add courses

which would increase interest and ability in performing sports. The present teacher-training courses do not fulfill this requirement.

The new basic core in home economics requires individual and family nutrition of all, with choices of at least one course in each of the following areas: clothing and textiles; consumer economics and home management, housing, home furnishing and equipment; and childhood, family and community.

Three additional curricula in foods and nutrition are: dietetics, which meets the academic requirements of the American Dietetic Association and prepares students for internship programs; the science curriculum, preparatory to research and graduate work; and the service curriculum for students planning to work in nutrition services of social welfare agencies, public health departments, and as members of nutrition survey teams.

The student may specialize, primarily during her junior and senior years, in one of the above eleven areas of emphasis. Each of these areas has required and suggested courses from within and without the Department of Home Economics, capitalizing on course offerings throughout the university rather than duplicating them within our department.

Since 1960 the American Home Economics Association has been studying the question of accreditation of degree-granting programs in home economics. It is conceivable that results of their study would require fundamental changes in our curricula.

Although we feel that home economics has much to offer other majors at Mississippi State University, social usage is the only course at present that is taken primarily by non-majors. Provided funds and space can be made available, we suggest that:

- (1) All elementary education and social work majors be required to take HE 3213, Individual and Family Nutrition, since much of their work relates strongly to this field.
- (2) A course in effective parenthood be offered to non-home economics majors.
- (3) Other courses be developed, or additional sections added to existing courses, which would be available to non-majors in the areas of clothing, foods, housing, home furnishings, equipment, consumer economics, home management, family and community development.

5. Instruction

As the department grows in number of students and course offerings, we need additional staff. Findings from a questionnaire circulated to other departments of home economics in the state indicate that we have the fewest teaching equivalents of any department. Course offerings range from 12 to 52 in nine institutions, with our department offering 31 courses in 1969-70. In the School of Home Economics at the University of Southern Mississippi, 66 courses were offered. Already, clothing courses are requiring one full-time position even though very few people from outside the department are able to enroll due to class load and lack of facilities.

We feel that the staff makes good use of visual aids, such as slides and film strips, overhead and opaque projectors, first-hand experiences, etc., but more can always be done. A movie projector, slide camera, and polaroid camera would assist in obtaining goals of making the world of home economics come alive for students. Much more could also be done with field trips.

6. Departmental Effectiveness

We have been overwhelmed with the enrollment of home economics majors in the two years of existence of our educational program. Obviously we have something that Mississippi State University women

students want. To maintain the numbers we have and achieve gradual growth we must continue a high level of teaching effectiveness and counseling of students.

Making an impact on a university such as Mississippi State would be a challenge to any new department. Although we are reaching non-major students in several classes, few departments yet realize what we could offer their students. Home furnishings, developmental experiences for preschool children, and clothing construction are several of the courses which have been elected by non-majors who often come back for other courses. We hope to extend effectiveness and attract students by continually improving our teaching, and by contacting advisers in other departments, explaining what we have to offer.

7. Projections

We expect our course offerings to increase in order to fit a wide variety of needs, both for majors and non-majors. This will mean increased staff and facilities. We would also want to develop increasingly strong areas of emphasis to enable our graduates to make valuable contributions to home and family life through their chosen professions.

A graduate program in foods and nutrition has already been established in cooperation with animal science departments. Several new areas of emphasis could be expanded into graduate programs sometime within the next 10 years, again making extensive use of strengths in other departments. Among these areas are: housing and equipment, working with agricultural engineering; early childhood studies through coordination with educational psychology, special education, psychology, sociology, and social work; and family and community development through coordination with sociology, psychology, and social work.

Establishment of at least two child-guidance clinics with observation and testing facilities is strongly recommended. One could be a day-care center for two- to five-year-olds located in University Village and serving as a model in physical and educational standards. A second could be a nursery school on campus, perhaps in the present home economics annex, for three- and four-year-olds from several racial and cultural backgrounds, and perhaps including physically-handicapped children as well. A possible third center could be a kindergarten. Since other departments, including education, psychology, and sociology, could use these facilities as observation and testing centers, they would be of inestimable value for research and education.

IV. FINANCIAL RESOURCES

1. Organization and Administration (See Section II, page 4)
2. Budgets

Educational and General Funds for 1969-70:

Total salaries -----	\$25,385
Equipment -----	750
Wages -----	500
Supplies and expense -----	4,540
Total	<u>\$31,175</u>

Research Funds for 1969-70:

Project titles and source of funds follow on next page.

Project Titles and Source of Funds

Fund	Project Number	Project Title	Project Allotment	Total Salaries	Operation above Salaries
HATCH					
	3-206-1232	Nutritional Status of Preschool Children	\$16,714	\$16,714	
	3-206-1237	Characteristics of Fats and Oils	12,796	12,796	
	3-206-1267	Consumer Buying Behavior	15,050	10,750	\$4,300
			(44,560)		
REGIONAL					
	3-207-1267	Consumer Buying Behavior	13,500	13,500	
			(13,500)		
STATE					
	1-200-1201	State Projects & Supplements	23,600	286	23,314
			(23,600)		
SALES					
	4-209-1276	State and Federal Projects Supplement	6,000		6.000
			(6,000)		
TOTALS			\$87,660	\$54,046	\$33,614

3. Current Funds Expenditures

We spend all that is in the budget.

4. Management of Restricted Funds

This is done by the head of the department.

5. Purchasing, Storerooms, Inventory Control.

Purchasing is done by the department head; storerooms and inventory control are under the supervision of Frances Windham, research assistant.

6. Plans for Financial Resources

We need additional funds and assistance in obtaining these funds. For example, are we eligible for Title I, Title VI, or other funds? One of the greatest frustrations in our department is learning about funding sources after the sources are no longer available.

V. FACULTY

1. Recruitment and Selection

A staff member has served as acting head of the department for one year. Efforts to fill the vacancy with a home economist have been unsuccessful. If a home economist cannot be obtained in a relatively short time, we suggest seeking someone in the administrative, not professional, field.

2. Organization

See chart showing Organization and Administration

3. Academic Preparation

We desire and try to meet the following standards: (1) three graduate courses in the area in which the teacher will instruct; (2) a Master's degree.

4. Growth and Development

Since the teaching program was initiated in the fall of 1968, the

number of students has tripled, and one full-time teaching equivalent has been added.

5. Financial Provisions

Our financial resources are inadequate. The teaching curriculum was added with little additional space or equipment allotted, and with inadequate allowance for salaries.

6. Teaching Loads and Other Duties

Teachers are paid for actual teaching load with no provision for additional duties, such as committee meetings, club sponsorship, advising under-graduate and graduate students, nor for consideration of the fact that most courses are being taught for the first time.

7. Professional Security and Tenure

Only one person in the department has been granted tenure.

8. Faculty Evaluation (Productivity Criteria)

All Ph.D's in our department are on joint teaching-research appointments. Thus, we feel their continued employment should be contingent on a "publish or perish" criterion. Also, we feel student evaluation of instructors should be carefully studied by the Dean and department head in order to maintain quality and effectiveness in instruction.

9. Working Conditions

Some offices are adequate, while others are crowded. Laboratories and teaching areas are extremely overcrowded, making it impossible to handle the burgeoning number of students.

10. Leave Policy

The new leave policy, though adequate, has been disappointing to those who worked under the former 20-day leave policy.

11. Faculty Morale

Morale in the department has been extremely good considering our

crowded and inadequate working conditions and the fact that our staff members have been turned down recently on proposals for new projects.

12. Sabbatical Leave

Only one person in the department has had sabbatical leave. This was for nine months after serving the department for eleven years.

Staff will be encouraged to take sabbatical leave.

13. Projections

Because of the many opportunities present in this Land-Grant Institution, there is no limit to the number of young people who could be reached through our department if we were allowed adequate space and equipment. Home economics plays a vital role in people's lives, and the offering of home economics courses should not be restricted to majors only. Laboratories are too expensive to equip unless used to the maximum extent.

VI. LIBRARY

1. Library Support of Department

For the benefit of graduate students in nutrition, certain journals should be duplicated or moved from the Chemistry Library to Mitchell Memorial Library, since the latter is open longer hours. The library staff has been very helpful and cooperative in all we have asked. However, because of lack of time since the teaching curriculum was begun, we have been remiss in ordering books and journals.

2. Student Use of Library

Most of our faculty members require students to make considerable use of the library facilities.

3. Library Hours

Our department favors having the Library open longer hours throughout regular semesters and especially during examination week, as is now

being done.

VII. STUDENT PERSONNEL

The opinions of seven students form the basis for replies to questions 4, 5, 6, 7, 8, 9, 10, 13 and 14.

1. Objectives

This department assigns advisers to each student. The adviser shows interest in the total welfare of the student (notifies her of excessive cuts, suggests ways of making better grades, is concerned in case of illness, helps in selection of electives, etc.). Currently we have a good student-faculty relationship. All-out efforts will be made to maintain this relationship as the department grows.

2. Administration

Since the department has the only faculty at the University that is predominantly female, we hope the department can play a role in upgrading education for women on this campus. We have an active student membership in the American Home Economics Association; and as enrollment grows we will have an honorary home economics fraternity.

3. Academic and Personal Records - Registration

We plan to offer our majors interests tests during orientation. We also hope to devise method of pretesting students so that they can bypass elementary foods and clothing classes.

4. Orientation of students

Newer students report orientation most helpful. Would like to know results of tests taken during orientation. They feel information on location of buildings is insufficient.

5. Counseling, Guidance and Placement

- a. University - most aren't aware of this service. Two knew about it, heard it was all right.

- b. Department - feel free to talk with instructors and advisers about academic and personal matters.

6. Student Housing and Boarding Services

"Efficient". "Fine".

Health Services - Majority opinion represented by quotations:

"Usually treated by nurse"; "Doctor doesn't want to take time to see you even though you may be ill"; "The doctor is too busy with outside patients"; "Same medication is given for many different complaints"; "The doctor often calls complaints 'nerves', although another doctor later (at home or in town) gives another diagnosis."

7. Extra - Class Activities - Students Club Participation

Varied answers:

1. Department activities - "O.K."
2. "Too much going on."
3. "Good opportunities, e.g. 'Y' films and discussion groups; regret not taking advantage of them."
4. "Not enough parties for independents."

8. Student Government and Student Participation in Institutional Government

No strong opinions, not too familiar with student government. One student felt there was a great deal of participation in institutional government, e.g. the Dean invited presidents of clubs to breakfast, asked their opinions of the college.

9. Non-Academic Discipline

One student mentioned that she knew there was a Judicial Council. The majority interpreted the question as referring to rules for women students, felt "things are pretty good now." One questioned whether or not the administration had "gone off the deep end in liberalizing dormitory hours."

10. Financial Aid to Students

"Good set-up, with E.O.A., scholarships, and each department able to hire students."

Perhaps one of the most thought-provoking suggestions was that of making financial aid more lenient for students who are attempting to pay their educational expenses themselves. They are in effect penalized if their parents' financial status is high.

11. Alumni Affairs

As our department grows we will promote membership in the Alumni Association and have open house during homecoming.

12. Research and Planning

Through orientation and special problems we will introduce interested students to our active research program.

13. Student Morale

Good. One student spoke at some length of the way class discussions in sociology are helping students to "have respect for people of other races."

14. Student Publications

Reflector - "Too liberal, but believe it will improve next year."
"Not enough about MSU student activities in relation to news from off-campus."

Reveille - One student was disappointed in the last issue, feeling that pictures of "trash left in football stadium after a game and a wrecked car on Highway 82 didn't show outstanding parts of the campus, although the picture of the car might help to get the highway improved."

VIII. PHYSICAL PLANT

1. Existing Facilities

Existing facilities of 4,954 square feet for both teaching and research are extremely inadequate. Of this space, 4,316 square feet were planned for research only. At present, with 75 majors, 36 to 40 hours of lectures and laboratories per semester are being held in the space originally allotted to research. This retards both research and teaching.

In 1968 a residence at #19 President's Circle was converted to serve as laboratories for home furnishings and clothing classes. Teaching is done in this "Home Economics Annex" and in two other buildings. Space in the annex laboratories is crowded and four members of the teaching staff are extremely cramped in the one small office. Because of this, equipment is carried back and forth and sometimes damaged in the process. Labor must be hired for some of this hauling function. Two foods laboratories in the Experiment Station Building are widely separated. The dietetics laboratory in the annex could be used as a laboratory for meal planning classes if it were in the same building.

The department strongly recommends that further scattering of facilities would be false economy and that steps should be made immediately for housing the department under one roof with 16,000 to 25,000 square feet of space.

Present space includes:

<u>Agricultural Experiment Station (Part of 2nd floor)</u>	<u>Square Feet</u>
Nutrition and Food Research (Now used for teaching 23 hours per week)	1669
Family Economics and Home Management Research (Now used for teaching 18 hours per week)	444
Office Space	1251
	<hr/> 3364

Note: Because of lack of space a hall is being used as office space for 1 staff member and 3 student workers.

Home Economics Annex

Clothing Laboratory	688
Dressing Room	28
Sun Porch (Multi-purpose Room)	220
Home Furnishings Laboratory	364
Kitchen (Dietetics Laboratory)	180
Office	110
	<hr/> 1590

Note: The Home Economics Annex also has: two half-baths; a garage which can be used for some types of storage; and some stoop-and-crawl storage space.

TOTAL SPACE	<hr/> 4954
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2. Maintenance

Expense for repairs made through the Physical Plant Department is as much as it would be if done by outside workmen, in addition to being much slower.

The janitorial staff does not exercise enough care in the use of cleaning equipment with the result that deep scratches are found on new desks and other expensive office furniture.

3. Plant Development

A summary of space requirements are:

<u>Laboratories</u>	<u>Present Facilities</u>	<u>Minimum Needs</u>	<u>Adequate Needs</u>
Early Childhood Studies			
Teaching	0	450	2225
Research	0	-	-

Clothing			
Teaching	716	716	1200
Research	0	-	-
Food and Nutrition			
Teaching	180	2600	4577
Research	1669	1669	1669
Home Furnishings			
Teaching	364	800	1200
Home Management			
Teaching	0	(444	(1200
Research	444))
Housing and Equipment			
Teaching	0	1000	1250
Research	0	-	-
Textiles			
Teaching	0	800	950
Research	-	-	-
Multi-purpose Laboratory	0	1400	2400
Lighting Laboratory	0	120	192
	<hr/> 3373	<hr/> 9999	<hr/> 16863

Classrooms

Small Auditorium (40' x 50') (seating capacity of 100 for lectures, conferences, large classes - Social Usage, et. al)	0	2000	2000
Classroom (30' x 20') for Family and Community Development, Home Management, and Consumer Economics	0	600	1200
Small Classroom (12' x 22') for 14 people around a table.	0	264	480
	<hr/> 0	<hr/> 2864	<hr/> 3680

Office and Work Space

Office space (for professional staff). Eleven staff and faculty for research and teaching at present. Each needs office space of 10' x 12' or 132 sq. st. For future staff (approximately 15) 1980 sq. ft. is necessary.	1163	1452	1980
Work space for student aids of professional staff - 2 rooms (12' x 15') for 5 student aids.	0	432	600
Secretary office space (2 secretaries)	198	198	198

Work space for secretary (Mimeo, copier, storage space, files, etc. - a room 10' x 12')	0	132	132
Work space for graduate assistants (For 5 graduate assistants - 2 rooms 12' x 15' each)	0	432	600
	<hr/> 1361	<hr/> 2646	<hr/> 3510
<u>Multipurpose Room</u>			
Sunporch in annex	220		
	<hr/>	<hr/>	<hr/>
TOTAL SPACE	4954	15509	24053

A discussion follows of present situation and needs:

Early Childhood Studies

It is essential that at least one laboratory be established for teaching early childhood studies. The University Day Care Center could be used temporarily, provided an observation booth is built and a teacher hired. A more desirable arrangement would include: two laboratories with observation booth (approximately 1500 square feet); a workroom for preparing snacks, making toys, etc.; offices; and several small testing rooms.

Clothing Construction

The laboratory presently used for clothing construction has about 716 square feet and would have to be considered the minimum area for a class of twelve. It is adequate for some activities, but table space in other areas (kitchen, sun porch, and housing laboratory) must be utilized for layout and cutting. Two ironing boards are not adequate for twelve students, but space does not allow for safe placement of a third.

Future plans should include one laboratory for clothing construction classes and another for clothing classes not involving construction (family

clothing, clothing selection and costume design). A clothing construction laboratory of at least 1200 square feet could be planned to accommodate 16 students per section. A laboratory for clothing selection and family clothing would require much table space and storage space for a variety of items. Permanent and portable glass cases should be available for displays and sinks would be necessary. Both laboratories could be adjacent to a storage and workroom containing a washer, dryer, drying rack and other items not used daily.

Family and Community Development

A room of 322 square feet is needed for lecture-discussion classes. A seminar room, approximately 30' x 40', with modular tables is recommended.

Consumer Economics

Consumer economics can be taught in a lecture room. At present 20 students are considered a maximum, as the discussion method of teaching is often used. A space of 322 square feet in the room designed for consumer economics and home management research is now being used for this and four other classes. This space is entirely too small and inconvenient.

A space of at least 600 square feet is needed. A room 30' x 40' would be better for comfortable seating of students and space for the instructor to work with teaching aides. Storage space for teaching aides is also a necessity. Blackboard and visual aid space is needed.

Foods and Nutrition

Foods and meal management classes require 4,577 square feet of laboratory space divided into 10 two-person units arranged uniquely and each equipped with different makes and types of ranges, refrigerators,

sinks, and dishwashers.

Quantity Cookery

A quantity cookery laboratory for 10 students requires 6,000 square feet of space and institution-size equipment.

Home Furnishings

A 20' x 40' home furnishings laboratory to accommodate 15 to 20 students should include: drawing tables with T-squares; horizontal storage for illustration boards; an adjacent closet for storage of tote trays holding samples of fabrics, carpets, tiles, flooring, etc.; rod space for larger fabrics; and shelves for accessories.

A lighting laboratory for illustrating various types of lighting and effects on color is needed.

A space utilization laboratory in conjunction with home planning and home management should include tile-divided movable partitions, furniture or furniture-sized equivalents.

Home Management

In addition to a lecture room, a laboratory or laboratories is needed for teaching several concepts of home management. Laboratories used for food and nutrition, clothing, housing, equipment, and home furnishings can also be used for home management, provided there is no conflict in the timing of classes or with professional personnel over the use of this space. Also, a research and teaching laboratory (444 square feet) solely for home management is needed so that space would be available for students and teachers to work at any time.

Housing and Equipment

A minimum of 1,000 square feet for housing and equipment classes would include closets for storage, special lighting facilities for

teaching lighting, and combination drawing table-desk. Present classes between 20 and 25 are optimal. A maximum of 1250 square feet of well-arranged space could be put to good use should there be an adequate budget.

Multiple-purpose Laboratory

Teaching home planning, home furnishings, and home management offers certain challenges in the problems of space perception, application of color, design theories, meaning of rhythm in the flow of work, and achievement of creative solutions in interior design, house planning, and home management. Lectures with slides or other visual materials, supplemented by scale-drawn layouts of assigned problems, are not enough. There must be personal involvement in the design and use of full-scale living spaces and their furnishings and equipment in order to facilitate recognition and manipulation of the plastic elements (color, texture, line, form, and space) and to create successfully functional, expressive, and esthetic space.

A laboratory with a minimum of 1400 square feet is needed which has special features and facilities for teaching work arrangements, space arrangements, and motion and time studies. Movable partitions would enable students to visualize actual spaces; furniture and equipment would give experience in the use of space. For this type of experience, some schools or colleges of home economics provide a room 30' x 80' or 2400 square feet.

Textiles

The following are needed for teaching textiles:

Lecture room with adjacent storage closet for illustrative material.

Laboratory (20' x 40' - 800 sq. ft.) for 15 students; microscopes;

testing equipment; three chemical laboratory tables; outlets for water, gas, electricity; chemical hood for flammable chemicals.

A desirable addition would be a conditioning room for testing fabrics (controlled temperature, humidity) 10' x 15' or 150 square feet.

Use of Space in Dorman Hall

At present social usage and nutrition lectures are held in Dorman Hall. Visual aides must be carried back and forth between the annex, the Experiment Station Building, and Dorman Hall. Professional and student time and energy would be saved if these and other home economics classes could be held in one building.

Work and Office Room

A place for students to use the personal library of staff members and where both students and staff can read periodicals and informative materials which come to the department is needed very much. A workroom for student workers is also needed. These functions could be combined in either one large multi-purpose room or two smaller rooms in which no classes are held, thus allowing free access to the area. A space of 600 square feet should be adequate for these purposes.

Office Space for Graduate Assistants

Two rooms (12' x 15' each or 360 square feet) should be provided for five or six graduate assistants.

Seminar, Conference Room and Small Classroom

A small, multi-purpose room is needed for holding staff conferences, for seminars, and for small classes. Space (about 12' x 22' - 264 square feet) is needed for 12 to 15 people to be seated at a conference (possibly modular) table.

Storage Space

Space for storage is critically short in the Department of Home Economics. In the Home Economics Annex every available "crawl" space has been utilized. In the Experiment Station Building storage cabinets have had to be put in the hall. Large areas for storage of equipment and furniture are very important. (In some instances reported "laboratory space" includes storage space.)

IX. SPECIAL ACTIVITIES

The Department of Home Economics will hold a graduate workshop on maternal, infant, and child nutrition June 10 - 19, 1970, on the MSU campus. The workshop is being conducted at the request of the Nutrition Council and the Foods and Nutrition Committee of the Mississippi Home Economics Association for the purpose of upgrading and updating professional people in Mississippi who are working in the area of nutrition. Because of the importance of perinatal nutrition, such a workshop will be of inestimable value to nutritionists. The success of this effort will determine whether or not the department will continue the workshop.

The Cooperative Extension Service has invited the department to plan and execute five or six radio broadcasts each year for the program, "Home Economics and the Homemaker." This gives the department an opportunity to reach people throughout the state and to acquaint them with our research and rapidly-developing teaching program. We appreciate the opportunity to cooperate in this endeavor, and plan to continue this activity.

Research done in this department indicates that the nutritional status of children parallels the education of the mother. Accordingly, we want to hold a free nutrition workshop for the benefit of mothers of

young children from low-income levels. Sources to finance such a workshop will be sought for next year.

We would welcome the opportunity to plan educational television programs, should a station be established on the Mississippi State University campus.

X. GRADUATE PROGRAM

We are cooperating in an interdisciplinary program in nutrition described elsewhere in this report. This program is being coordinated by Dr. H. W. Essig of the Animal Science Department.

7. Graduate Faculty

Four members of the department are members of the graduate faculty.

8. Projections

Faculty of the Home Economics Department hope to develop a graduate program in one or more areas of home economics within ten years.

XI. RESEARCH GENERALLY REPORTED TO MISSISSIPPI AGRICULTURAL EXPERIMENT STATION

In the last five years the Home Economics Department has published the following in the areas of Foods and Nutrition and Family Economics - Home Management:

<u>Type Publication</u>	<u>Number</u>
Journal articles	7
Mississippi Agricultural Experiment Station reports	5
Mississippi Farm Research articles	15
Home Economics Series	3
Chapter in Yearbook of Agriculture	1

We have proposed a new project, "Nutritional Status: An Interdisciplinary Approach." If growth failure of the child could be shown to correlate with social characteristics of his family, including a distinction between characteristics related to protein or calorie under-nutrition, the connection between problems in the fields of nutrition

and sociology would be clarified and simplified. Furthermore, if these nutritional and/or sociological measures could be shown to predict levels of calculated nutrient intakes, the measures would be interchangeable and the most easily obtained measure could be used to predict the others.

We hope: to continue study of factors related to various aspects of decision-making in families; to continue studies pertaining to strategies in the management of resources such as money, space, time, energy; to test the effectiveness of various methods of teaching improved food practices, money management practices, etc.; to study the effect of different types and levels of sound on working efficiency and level of irritability of the homemaker.

Funds are equitably divided among four professional staff members, each of whom supervises particular projects. Each is free to decide how the amount for the project is to be spent after salaries have been allocated.

Projects in this department are funded by Hatch, Regional, and State Support funds. Project titles and funding for the period 1969-70 may be seen on page 11 of this report.

XII. PLANNING FOR THE FUTURE: SUMMARY, RECAPITULATION AND RECOMMENDATIONS

The growth of the Department of Home Economics in the next ten years will be limited by lack of facilities and space. The renovations of sections of existing buildings though imperative at this time is not the ultimate answer to the needs of the Home Economics Department. Home economics departments in all other universities, colleges, and junior colleges in the state have their own buildings. This department, in order to attract students, needs to be attractively arranged under one roof. We should plan immediately for facilities to work with preschool children. This should be done in cooperation with the departments of education, psychology, and sociology.

Home economics courses should be open to all students at the university. It is economically ludicrous to run a home economics department primarily for majors. Courses that prepare students for living happily with others; managing time, money, and leisure effectively; establishing and maintaining an attractively furnished and functional home; and being a relaxed, successful parent need to be a part of the over-all university program. With emphasis on helping low-income families in the state, continuing-education should become an important portion of the home economics program.

Since we are a new department, we are continually examining our program. Changes undoubtedly will occur in the interdisciplinary base, specific areas of emphasis, and individual courses, but the basic purposes of the department will remain the same. This purpose, briefly stated, is to prepare students to manage intelligently contemporary social problems and those of family life. The areas of emphasis will be

expanded in depth and scope to become increasingly functional in preparing students for professions. Individual courses will be revised to meet changing human needs and environmental conditions. Strengths of the faculty and interests of the students will dictate future directions regarding new programs and degrees.