

THE RESPONSIBILITIES OF HIGH SCHOOL HOME  
ECONOMICS TEACHERS IN KANSAS

by

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## INTRODUCTION

Life has become increasingly complex. Likewise the work of a teacher has become more involved. As the boundaries of everyday living extend, the limits of the teacher's realm also expand. Those familiar with the work of teachers realize that their responsibilities have increased rapidly during recent years. Their interests and expected contributions have gone beyond the classroom into the personal and home life of their pupils and into the community life in general. Education is now concerned with the whole of life. The teacher must deal with all phases of a child's life, with his future as well as present needs in mind.

This new direction in education results in more extensive demands and expectations of teachers. It also places a definite responsibility upon teacher training institutions to make possible preparation for prospective teachers which will adequately prepare them for the work which they will be required and expected to do. An insight into the lives of teachers aids in helping make possible the best plans for adequate preparation of teachers in training.

The home economics curriculum has a definite and vital relation to individual living and home life. Consequently,

the teacher of home economics has a special contribution to make in this new trend of education for the whole of living. She has an opportunity to help toward more successful personal living and improved home life such as no other teacher has. Because of this she has numerous opportunities to give counsel and assistance to various individuals and groups both in school and in the community. This makes doubly important the responsibility of institutions which plan for the training of home economics teachers. Definite information concerning what they have to do will help in making plans for their preparation.

#### PURPOSE

The purpose of this study is:

1. To secure and interpret definite information concerning the responsibilities of high school home economics teachers in Kansas at the present time.
2. To offer recommendations based upon the findings for the training and preparation of high school home economics teachers in Kansas.

#### STATUS OF STUDIES IN THIS FIELD

A review of the literature in this field shows that no study of exactly this type has been made in Kansas. A simi-

lar study has been made of home economics teachers in negro schools in Texas (May, 1933), and a number of studies dealing with certain phases of the life of teachers and their responsibilities have been reported. Among the most extensive is the "Commonwealth Teacher Training Study" by Charters and Waples (1928). This includes a detailed investigation of personality traits, trait actions and activities of high school, junior high school, intermediate, primary and rural teachers, and suggestions for the use of the findings.

Walker and Laslett (1929) attempted to find out the amount of time actually spent on various activities by teachers in a typical small high school. They concluded that a different distribution of the teachers' working hours would have made their working hours more profitable and pleasant. They felt, also, that the general outlook of the community was indicated by the heavy demands for participation in community work by the teachers. Time budgets were suggested as a valuable protection against excessive demands on teachers' time.

Abelow (1930) found that New York City Teachers did the following during their "leisure" moments: looked for new information about their subjects, directed dramatics, athletics, orchestra and other music, school bank, school

publications, and school social affairs.

Rufi (1931) reported that in one case 29.4 per cent of time, in a 44 hour week of a group of teachers, was spent in extra-curricular activities, conferring with parents, checking attendance, and advising students.

Ridgway (1931) made a comparative study of the training and teaching combination of Kansas high school teachers. Among the home economics teachers he found that 32 per cent taught home economics only; that 94 per cent had training in home economics; that 19 per cent taught home economics and English; that 17 per cent taught home economics and social science; and that 15 per cent taught home economics and science.

The Federal Board for Vocational Education, Washington, D. C. (1931) made a study of the responsibilities of greatest difficulty to home economics teachers. Those checked most frequently were

1. Helping pupils to realize the need for the problem.
2. Using best methods.
3. Discovering pupils' difficulties in their courses.
4. Adjusting work to meet needs of individual pupil.
5. Becoming acquainted with the pupil and the community.
6. Organizing subject matter in definite courses or units.
7. Dividing teaching units into daily lessons.
8. Preparing daily lessons.
9. Constructing, using, and analyzing objective tests.
10. Developing personal qualities in which I am weak.

Hoerner (1932) made a study of the married woman as a

home economics teacher. Her findings indicated advantages in favor of the married woman, because of her real interest in home making and a broader outlook on life as a result of her experience.

Young (1932) made a study of the responsibilities of the home economics teachers in Kansas in the serving of food for school and community functions. She found that a large majority of the teachers have the responsibility of preparing and serving from one to six school and community functions during the year with fewer than 30 girls to do the work. She discovered that the functions most commonly served are junior-senior banquets, athletic and football banquets, school board dinners, mother and daughter banquets, and teas. In most cases the home economics teacher and her classes have full responsibility for preparation and service. The numbers served ranged from 10 to 175. She found that in many schools the equipment for preparing and serving these meals was inadequate and frequently had to be borrowed or rented.

May (1933) in her study found that the activities of these negro home economics teachers in Texas covered a wide range, and that they had full teaching schedules as well as many other school and community responsibilities. She was also interested in their living conditions and leisure time

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activities. She found that the wise use of leisure time presented a difficulty to these teachers because of the inadequacy of recreational facilities in most of the communities. She also discovered that their living conditions were not ideal in many instances.

At the present time, Regier at the University of Kansas is making a study regarding the teaching loads of high school teachers. His findings and conclusions are not yet available. These findings, though valuable, have not been sufficient and further definite information is needed concerning the responsibilities and activities of home economics teachers in order that an adequate program for their training can be developed.

#### METHOD OF PROCEDURE

1. The data for this study were obtained as follows:

(a) Checking lists, consisting of various questions concerning the qualities, qualifications, responsibilities, and activities required of home economics teachers, were sent to school administrators in Kansas. (Appendix). To secure typical and general information the school administrators to whom the checking lists were sent were carefully selected so as to include different parts of the state and the various types of high schools. Those schools included



were community, vocational, rural, first, second, and third class city schools.

(b) Checking lists consisting of various questions concerning the actual situations, responsibilities, and activities were sent to high school home economics teachers in Kansas. (Appendix). These teachers were in the various sections of the state and in the different types of schools.

2. The data were classified, tabulated, summarized, and analyzed:

(a) Forty-one school administrators checked and returned checking lists. Due to the uniformity of the number returned within the various types of schools and to the uniformity of the information given, the tabulations were made from the lists as one group rather than according to the types of schools represented.

(b) One hundred seventy-five teachers checked and returned the lists. Tabulations were made for each one of the six types of high schools and a grand total was made from the totals of the six groups.

3. Findings were listed and conclusions made.

#### TABULATIONS AND RESULTS

##### Part I: Data From School Administrators

Figures used in tabulations and results are all given

in percentages. Lists are all arranged according to the frequency of the occurrence of the data.

TABLE I. PERSONAL AND PROFESSIONAL QUALIFICATIONS DESIRED

A. Personal qualities checked eight or more times are listed in the order of the frequency of their occurrence.

Neatness and cleanliness	Forcefulness
Good appearance	Industriousness
Pleasing personality	Good judgment
Good character	Good influence
Poise	Executive ability
Dependability	"Live what she teaches"
Cooperativeness	Adaptability
Refinement	Understanding of girls
Efficiency	Genuine interest in homemaking

B. Professional qualifications checked three or more times are listed in the order of the frequency of their occurrence.

Adequate knowledge of subject matter
Major in home economics
Professional attitude
Master's degree or some graduate work
Some teaching experience
Use of good methods

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TABLE II. SUBJECTS TAUGHT BY HOME ECONOMICS TEACHERS

A. Subjects actually taught.

Home Economics only	49
Social Science	15
Physiology	12
English	12
Psychology	11
Art	11
Physical Education	8
Typewriting	8

Biology	8
Latin	3
General Science	3
Bookkeeping	3

B. Subjects considered best to be taught with home economics.

Physiology	46
General Science	32
Social Science	29
English	16
Biology	16
Art	16
Psychology	11
Chemistry	11
Commercial Subjects	11
Physical Education	8
Vocational Guidance	3
Language	3

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TABLE III. EXTRA-CURRICULAR ACTIVITIES EXPECTED

Banquets and other meals	64
Class sponsor	56
Girl Reserve	40
Home Economics Club	27
Girls' Athletics	23
Costuming	8
Library	8
Home Economics contests and exhibits	8
Spelling Senate	8
Girls' Pep Club	8
4-H Club	4
School lunch	4
What she can do best	8
May choose one	4
Do not specify	4

Twelve per cent indicated that the ability and preference of the teacher should be considered in the placing of

extra-curricular activities. Fourteen per cent expressed the opinion that if the teacher sponsored the Junior Class including responsibility for the Junior-Senior banquet — which is usually the case — that she should have some assistance with that activity.

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TABLE IV. EXPECTED PARTICIPATION IN COMMUNITY,  
CHURCH, CIVIC AND SOCIAL ACTIVITIES

A. Community.

Active part and interest	22
Normal participation	16
Optional	16
Social functions	7
Help where food is served	5
Make herself a part of community	2
According to interests	2
Respond as called upon	2
All reasonable requests	2
4-H Club and Farm Bureau	2
Within her field	2
Same as other teachers	2
Leader of women	2
Advisory person to any woman in community	2
If time	2

B. Church.

Attendance	59
Assistance	42
Affiliation	12
Optional	9
Cooperation	5
Help support	5
According to interest	2
Protestant	2

## C. Social organizations.

Active participation	22
Reasonable participation	22
Optional	16
Several	7
If time and energy	7
Act with caution	2
Cooperation	2
According to interest	2
None	2

## D. Civic organizations.

Active participation	22
Reasonable participation	20
Optional	20
Some in her field	5
Cooperation	5
Several	5
None	5
Those helpful to her work	2
According to interest	2
If time and energy	2
Relief work	2
Parent-Teacher Association	2

Seven per cent expressed the opinion that participation in community affairs on the part of the teacher added to her prestige in the community.

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TABLE V. PROFESSIONAL ATTITUDES EXPECTED

## A. Yearly attendance at professional meetings.

Kansas State Teachers Association	95
Home Economics Association	43
County Teachers' Association	34
Kansas Vocational Association	14
District Teachers' Association	2

## B. Yearly professional reading.

Professional Home Economics Magazines	73
Recent Home Economics books	49

General women's magazines	42
General education magazines	10
Related magazines	2
Recent professional books	2

C. Membership in professional organizations.

Kansas State Teachers Association	76
Home Economics Association	42
National Education Association	29
County Teachers' Association	17
Kansas Vocational Association	45

TABLE VI. FURTHER PREPARATION EXPECTED

A. Summer school attendance.

Once in 3 years	39
Left to teachers' judgment	22
Once in 4 years	15
Once in 2 years	10
Occasionally	2
Once in 5 years	2
None under present conditions	2
Prefer her to travel	2
Those expecting some	63

Five per cent indicated that they expected more frequent summer school attendance of a teacher who did not have a master's degree than of one who did. Forty per cent of them stated that under the present economic conditions they expected summer school attendance only if the wages received would warrant it.

B. Work toward a master's degree.

Yes	66	Optional	2
No	7	Master's required	2
Not necessarily	7	If salary permits	2
Encouraged	7	Prefer courses pertaining to her actual work	2

C. Salary schedule provision for additional preparation.

None	37
None at present	34
Advance in salary normally	5
A gradual increase	2
\$100 increase for master's	2
Greater maximum	2
Additional compensation	2
Stated increases	2
The job itself is worth additional preparation	2
\$5.00 increase per month after master's received	2
\$50.00 annually for 15 hours of graduate work until master's received	2

Practically all of those replying "none at present" indicated that they were temporarily off schedule or something to the effect that likely provision would be made again for additional preparation when financial conditions improved.

TABLE VII. DIFFERENCE IN RESPONSIBILITIES OF THE INEXPERIENCED TEACHER

Yes	85
Employ only experienced	17
No	2
Yes, in community activities	2

TABLE VIII. SUGGESTED REASONABLE TEACHING LOADS

One free period daily	5
Classes or library or study hall supervision every period plus 1 activity	22
Classes or library or study hall supervision every period plus 2 activities	37
Classes or library or study hall supervision every period plus 3 activities	15
Classes or library or study hall supervision every period plus 4 or more activities	2

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TABLE IX. TIME FOR TEACHING AND PREPARATION

## A. Length of teacher's school day in hours.

	<u>Range</u>	<u>Median</u>
Community	7½-8	8
Vocational	6-8	7½
Rural	6-10	8
First Class	8	8
Second Class	6-9	8
Third Class	6½-9	7 2/3

## B. Time for lesson preparation.

Outside the school day	59
During the school day	27
Optional	30

## C. School work expected on Saturday.

Optional	42
One-half day	27
Some	15
None	15
Two hours	5



D. School work expected on Sunday.

None	59
Optional	41

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TABLE X. INCREASE IN RESPONSIBILITIES

A. Increased during past three years.

Yes	45
No	54
Decreased	5

B. Ways in which increased.

Heavier teaching load	15
Increased enrollment making larger classes	9
More extra-curricular activities	7
Teaching classes outside home economics department	5
Worked to earn money for home economics department	5
Gives more help in her line to individuals outside of school	2
More community responsibilities	2
Sponsors more home work	2
No assistant now in cafeteria	2
School day lengthened	2
New units added to courses	2

In two instances responsibilities had been decreased by the addition of one more instructor and by the shortening of laboratory periods.

C. Has it affected their efficiency?

No	30
Yes	15
Increased efficiency	12

## D. Effect on their efficiency.

They seem more tired	5
Less time for individual instruction	2
Less time for preparation	2

They also stated that efficiency had been increased in the following ways:

Increased perspective	2
Brought into closer contact with the homes thus increasing interest in the home economics department	2

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TABLE XI. AMOUNT OF HOME ECONOMICS TRAINING REQUIRED

## A. Would you employ a teacher who had no college home economics?

No	93
Yes	None

## B. One who had less than 15 semester hours?

No	75
Yes	None

## C. One who had only 15 semester hours?

No	66
Yes	None

## D. Only one who had a major in home economics?

Yes	93
No	None

TABLE XII. GREATEST DIFFICULTIES OF  
HOME ECONOMICS TEACHERS

- Being practical.  
 Adapting work to actual conditions and home needs.  
 Cannot do many of the things they teach.  
 Raising standard of work above level of existing home conditions.  
 Being prepared to teach one or more subjects in addition to home economics.  
 Less efficient and practical than mothers of the girls they teach.  
 Being an example of what they teach.  
 Adapting themselves socially.  
 Getting the viewpoint of rural and small communities.  
 Securing the cooperation of the mothers.  
 Not potentially teachers.  
 Discipline.  
 Too departmental in their views.  
 Keeping rooms and equipment in order.  
 Home projects.  
 No real interest in home economics.  
 Most deficient in sewing.  
 Too few can go beyond the textbooks.  
 Good discipline with socialized activities.  
 Getting things done in a systematic way.  
 Know too little about equipment, as sewing machines, oil stoves, electric appliances.  
 Planning work of department so it will not be too expensive for students or school.  
 Supervision of laboratory work.  
 Serving adequate hot lunches at a price within the reach of the average student.  
 Being thorough.  
 Recitation part of home economics.  
 Adequate financial support.  
 Lack business sense.  
 Dealing with backward students.  
 Making best use of space, equipment and budget -- all of which may be inadequate.  
 In keeping home economics department from becoming place for "left-overs and misfits" from other departments.
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TABLE XIII. ADEQUACY OF TRAINING

## A. In what is their training most deficient?

- In making home economics practical.
- In practical and "actual conditions" experience in what she expects to teach.
- Adaptability to social life.
- In ability to adjust to life in a rural or small town community.
- Experience in actual home and farm life.
- Adapting home economics to a particular community and to specific conditions.
- Thorough and practical preparation in sewing.
- Broad knowledge and outlook outside of own field.
- Practice house not real enough.
- Training for community leadership.
- In planning and systematizing work.
- Good taste in regard to styles and colors in dress.
- Skill in techniques.
- Making art applicable to actual persons and homes.
- Related information in home economics.
- Consumer education.
- Knowledge of cooking and foods practical for rural homes.
- Toward being a worthy pattern for girls.
- In understanding and care of equipment.
- Should have more courses in social science.
- In making good lesson plans and in organizing lesson materials.
- In business training.
- In stress on subjects other than foods and clothing in field of home economics.
- In handling and motivating recitation and textbook part of home economics.
- In formulating good tests and examinations.
- Should have more art.
- Should have more literature.
- In helping toward cooperativeness with other departments in school system.
- In institutional management.

## B. Suggestions for improvement in training.

- Greater practicability of all the training.
- More knowledge of actual home conditions.

- Do not certify girls to teach who are not the type for home economics teachers.
- Help them to "live" what they teach.
- Need more actual experience in a typical home.
- Ability to adjust themselves to life in a small town or rural community.
- Help them to keep up to date on fashions and dress neatly, becomingly and in stylish good taste.
- Preparation for social life such as the average person meets after college.
- Help them toward a higher standard of attainment in all phases of preparation.
- More experience in dealing with groups.
- Greater skill in techniques.
- More knowledge and skill in use, care and repair of equipment.
- More psychology, particularly adolescent.
- Ability to cooperate with other departments in a school system.
- More general education, as English, music, social science, art.
- Help them to realize that bettering home conditions is a gradual process.
- Home economics training should increase a girl's contribution to her present home.
- More actual experience in doing the things they will teach.
- More art applicable to homemaking.
- Ability to adapt home economics to various types of homes and conditions.
- More courses in family relations.
- Give more consideration to courses which they will actually teach and less to related subjects.
- More emphasis on selection of foods and clothing.
- In teaching participation have more observation and actual teaching.
- Ability to teach ways of economy for the home.
- Training for the business aspects of their job.
- More practice in actual cooking and sewing.
- Better methods of teaching teachers how to teach.
- Help them to be able to sell home economics to the public.
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Part I: Findings

1. Uniformity was shown in the personal qualities desired. Those most frequently mentioned were neatness and cleanliness, good appearance, pleasing personality, good character and poise.

2. Uniformity was also shown in the professional qualifications desired. Those ranking highest included adequate knowledge of subject matter, major in home economics, and professional attitude.

3. Forty-nine per cent indicated that their teachers taught only home economics; fifteen per cent, social science; twelve per cent, physiology; and twelve per cent, English.

4. Of the subjects considered best taught with home economics, forty-six per cent preferred physiology; thirty-two per cent, general science; twenty-nine per cent, social science; and sixteen per cent, English.

5. Extra-curricular activities expected were many and varied. Those listed most frequently were banquets and other meals, eighty-four per cent; class sponsor, fifty-six per cent; Girl Reserve, forty per cent; home economics club, twenty-seven per cent; girls' athletics, twenty-three per cent.

6. Seventy-two per cent expected interest and participation in community affairs. Fifty-nine per cent desired attendance at church, and forty-two per cent assistance in church work. Forty-five per cent expected participation in social organizations. Sixty-five per cent desired participation in civic organizations. That it is desirable for teachers to be interested in the affairs and progress of the community is the common opinion of these school administrators. Assistance, without much responsibility, appeared to be most desirable. However, it was emphasized repeatedly that the school and its work should occupy first place in the interests and efforts of the teacher.

7. These school administrators expect their teachers to be professional minded. Ninety-five per cent expected attendance at the Kansas State Teachers Association meeting, forty-eight per cent at the meeting of the Home Economics Association and thirty-four per cent at county teachers association meetings. Seventy-eight per cent desired their teachers to read professional home economics magazines; forty-nine per cent, recent home economics books; and forty-two per cent general women's magazines. Seventy-six per cent expected membership in the Kansas State Teachers Association; forty-two per cent in the Home Economics Association and twenty-nine per cent in the National Educa-

tion Association.

8. Sixty-eight per cent expected some summer school attendance ranging from once in two years to once in five years with the average once in three years. Seventy-five per cent expected their teachers to work toward a master's degree. Two per cent required a master's degree. The salary schedules of fourteen per cent provided for additional compensation for further preparation. Thirty-seven per cent had no such provision in their salary schedule. Thirty-four per cent stated that they either had no such provision at present or were temporarily off their schedule.

9. Eighty-five per cent made a difference between the responsibilities expected of inexperienced and experienced teachers. Seventeen per cent employed only experienced teachers.

10. Only five per cent stated that they desired a free period daily for teachers. Thirty-seven per cent had for their teachers each period in the day filled with classes or library or study hall duties and two activities. Twenty-two per cent had for their teachers a full schedule and one activity. Seventeen per cent had for their teachers a full schedule and more than two activities.

11. The length of the teacher's school day quite generally was approximately eight hours.



12. Fifty-nine per cent expect lesson preparation to be done outside the school day and twenty-seven per cent during the school day. Forty-seven per cent expect some school work to be done on Saturday. None indicated that they expected school work done on Sunday. It would appear that few actually demand work on Saturday and that they favor it only as it may be necessary in the case of teachers' meetings and school activities. Most of them do not favor school work being done on Sunday, some stating that it should be forbidden. Several ventured the opinion that week-end work would be unnecessary if teachers would plan and organize their work better. However, in view of the heavy teaching loads and additional hours spent in activities and outside work it appears that much school work would be necessary during the week end.

13. Fifty-four per cent stated that the responsibilities of their teachers had not increased during the past three years; forty-five that responsibilities had increased. Thirty per cent indicated that increased responsibility had not affected the efficiency of their teachers and fifteen per cent stated that it had decreased efficiency. Twelve per cent stated that it had increased efficiency.

14. Ninety-three per cent stated that they would not employ a home economics teacher who had no college work in

home economics; seventy-three per cent would not employ one with less than fifteen semester hours, and sixty-six per cent would not employ one with only fifteen semester hours. Ninety-three per cent indicated that they would employ only a teacher who had a major in home economics.

15. Throughout the checking lists it was indicated that the whole training for home economics teachers should be of a more practical nature. These school administrators seem to feel that home economics teachers need more insight and ability in thinking of their work in terms of actual situations and persons -- girls, classes, schools, families, homes, communities -- in varying circumstances and conditions. They believe that if there were more consideration given this aspect during their preparation for teaching, they would have less difficulty being practical when actually teaching.

Much emphasis was given the need of practical experience in a typical home as a part of the training of home economics teachers. The belief was expressed that many teachers have had little practical experience in their own homes. Several ventured the opinion that the practice house is not a typical situation and is too much like play in comparison with an actual home with its emergencies, unexpected guests, children, economical measures and problems. One

suggested that if a girl does not have a good practical situation at home, she might work during a summer in a representative home. One stated that the best home economics teacher he had known had formerly been a home demonstration agent. Another remarked that in his mind the ideal home economics teacher would be a woman with college home economics training and actual experience as a wife, mother, home-maker and housekeeper.

Twenty per cent indicated that home economics teachers need a better understanding of equipment and machines. They feel that teachers should not only be able to use equipment but also to give it good care and know something about repairing it. One said that a teacher should not be helpless when something goes wrong with a piece of equipment. Another remarked that teachers should be able to take sewing machines, oil stoves and such equipment apart (the important parts, at least) and put them together again.

Considerable comment was made regarding the inability of home economics teachers to adapt themselves socially, particularly in rural and small town communities. The opinion seemed to be that the four years of college life does little toward fitting students for adequate social life in the small town. Several indicated that often

teachers are helpless and hopeless socially unless dancing or playing cards, as if those were the only social experiences they had had in college.

Strong feeling was expressed concerning the type of girl who should be certified to teach home economics. Many believed that home economics courses can be and should be the best and most meaningful in the curriculum for girls, as well as valuable for the parents, and that this cannot be unless the teacher is the type who can and will "live" what such courses should teach. Many times the opinion was given that the type of home economics teacher desired was the home-loving, neat, attractive, refined girl with high ideals. One expressed himself rather strikingly by saying that the social stars and cigarette smokers need not apply at his school. They urged against certification of girls who are not potentially fitted to be home economics teachers; that no one should teach home economics to "make a living", because there is too much at stake, and there are other ways of making a living which are less costly to society.

## Part II: Data from Teachers

Figures used in the tabulations and results are percentages unless otherwise specified. Lists are all arranged according to the frequency of the occurrence of the data .

TABLE I. NUMBER OF TEACHERS IN SCHOOLS REPORTING

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
Equal number men and women	0	28	32	4	8	22	19
More men	75	36	31	0	36	37	29
More women	25	36	31	96	56	41	52

TABLE II. PUPIL ENROLMENT

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
1-50		11	14			3	6
51-100	12	25	60			32	26
101-150	25	21	23		3	39	20
151-200	37	25	3		14	17	14
201-250		11			9	7	6
250-300		7			18	2	6
301-350	13			4	10		3
351-400				8	13		3
401-450					8		2
451-500					3		2
501-550	13				5		1
551-700				16			1
701-750					3		.5
751-800					3		.5
801-850				8	3		1

851-900	8	5	1
901-950	8		1
1001-1050	8		1
1101-1150	8		1
1151-1200		3	.5
1301-1350	4		.5
1451-1500	4		.5
1751-1800	8		1
2451-2500	8		1

TABLE III. DEGREES HELD AND SCHOOLS  
FROM WHICH OBTAINED

	Com- mu- nity	Voca- tion- al	Un- der- grad	First Class	Sec- ond Class	Third Class	Total
<u>Bachelor's Degree</u>							
B. S.	75	100	77	88	92	78	87
A. B.	25	0	23	12	8	22	13
<u>School</u>							
Kansas State College	76	85	48	60	40	47	52
State Teachers Col- lege, Pittsburg		9		23	6	5	8
Hays State College	25		3		8	13	6
University of Kansas State Teachers Col- lege, Emporia		3	3	8	11	2	5
McPherson			13		3		4
Southwestern			8		2	3	4
College of Emporia	12		3		2		2
Kansas Wesleyan University	12	3	5				2
University of Wichita			3		2	2	2
Friends University			5			2	2
University of Iowa				4	2		2
Park College			3		2		1
Colorado State Teach- ers College						5	1
State Teachers Col- lege, Springfield, Missouri						5	1
Bethany College			3			2	1

Washburn						2	.5
Bethel						2	.5
Baker					2		.5
Sterling						2	.5
Missouri Wesleyan					2		.5
Iowa State College					2		.5
University of Oklahoma						2	.5

Master's Degree

M. S.	12	11	9	16	13	0	10
A. M.				12	4		2

School

Kansas State College	12	4	6	8	6		41
Columbia University		4		12	3		25
University of Illi- nois		3					5
University of Colo- rado			3				5
Colorado State Col- lege				4			5
Colorado State Teach- ers Colleges					3		5
University of Wiscon- sin					3		5
University of Iowa				4			5
State Teachers Col- lege, Emporia						2	4

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Ninety-five per cent obtained their bachelor's degrees in Kansas schools; seventy-five per cent in Kansas state schools; twenty per cent in other Kansas colleges and universities; and five per cent out of the state.

TABLE IV. UNDERGRADUATE AND GRADUATE MAJORS

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
<u>Undergraduate</u>							
Home Economics	75	100	97	100	98	96	96
English	25				2	2	2
Modern Languages			3				.5
Music						2	.5
<u>Graduate</u>							
Foods		66	34	28			25
Clothing and Textiles	100			14	34		20
Home Economics Edu- cation				43			15
General Home Eco- nomics					34		10
Education			33		16		10
Household Economics		34		15			10
English					16		5
Child Welfare			33				5

TABLE V. UNDERGRADUATE AND GRADUATE MINORS

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
<u>Undergraduate</u>							
English	25	21	42	20	18	39	29
Chemistry	12	28	40	12	31	26	27
Science	25	28	22	16	26	26	23
Social Science	12	7	25	8	16	16	15
Home Economics	25		2		2	4	4
Language		3	5	7	4		3
Biology		3		4	7	4	3
Art		3	5		5		2
Music		3			2	2	2
Mathematics					2	2	1



Physical Education	12	7				1
Psychology					2	.5
Dramatics					2	.5
Religious Education						2
						.5

Graduate

Education	66	33	42			30
Chemistry	33		28			15
Home Economics Education					50	15
Foods		33			16	10
Clothing			28			10
Family Relations					16	5
Science					16	5
Philosophy		33				5

TABLE VI. YEARS OF TEACHING EXPERIENCE

	Com- muni- ty	Voca- tion- al	Ru- ral	First Class	Sec- ond Class	Third Class	Total
First year	37	26	29			5	12
Second year	13	18	9		14	18	10
3-5 years	25	32	26	13	15	27	24
6-10 years	25	14	25	25	25	37	33
11-15 years		7	11	33	9	8	12
Over 15 years		3		29	15	5	9
<u>Years in present position</u>							
First year	13	47	43	20	5	24	27
Second year	13	18	18		15	22	16
3-5 years	25	25	29	20	39	32	30
6-10 years	12	10	8	44	36	22	22
11-15 years	25		2	12	5		4
Over 15 years	12			4			1



Home Living	35	100	17	4	21	26	32
Related Art	12	100					16
Junior High Home Economics		3			21	14	9
Homemaking				12	21		7
Boys' Home Economics		7		8	5	2	4
Cafeteria			2	16			3
Home Decoration				4	2		1
Home Planning				4			.5
Family Relations					2		.5
Home Management						2	.5
Etiquette						2	.5

TABLE IX. SCHEDULED NON-TEACHING PERIODS

	Com- muni- ty	Voca- tion- al	Ru- ral	First Class	Sec- ond Class	Third Class	Total
<u>Free hours</u>							
One	37	14	22	2	10	20	13
Two		7					1
<u>Home Room</u>							
One	12	14	11	36	52		21
Two				6		9	3
<u>Study Hall</u>							
One	36	21	45		10	34	24
Two		10	31		5	36	17
Three	12		9			7	3
<u>Occasional noon duty</u>							
	12	25	28	24	26	44	29
<u>Make-up periods or conference or li- brary supervision</u>							
	25	3	45	44	47	83	46

The majority of the teachers indicated that they have occasional hall duty or study hall which is not shown on

their regular schedule.

TABLE X. NUMBER OF SUBJECTS TAUGHT

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
<u>Home economics subjects</u>							
One			14			5	4
Two	36	32	6		5	34	29
Three	25	22	20		2	24	16
Four	13	26	2	8	23	17	16
Five	13			76	36	5	20
Six	13	20		16	26	5	12
<u>Total subjects taught</u>							
Three						7	1
Four	37	36	42		5	53	23
Five	37	32	42	80	60	27	47
Six	26	34	14	20	30	14	24
<u>Extra-curricular activities</u>							
None				32	2		5
One	12	14	5	40	26	17	19
One and assist with second			5			27	8
Two	50	21	57	12	50	56	43
Two and assist with third			8			12	4
Three	33	57	23	4	26	12	25
Four		3	8				2

TABLE XI. TIME FOR LESSON PREPARATION

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
<u>When lesson preparation is made</u>							
After school	37	53	69	43	63	53	57

Evenings	36	73	50	50	39	44	43
Before school		14	32		21	25	13
Free period		21	23	20	10	14	16
Study hall	12	7	23		21	25	17
Saturday	25			8			2
Week end		17	10		15	7	9

Adequate time for preparation

Yes	13	35	46	23	71	19	36
No	37	60	64	72	63	51	61

In two of the first class high schools reporting, school is dismissed at noon. These teachers indicated that they made their lesson preparation during the afternoon. One teacher reported that she prepared her lesson plans during the summer.

TABLE XII. TRAINING IN SUBJECTS TAUGHT

	<u>Com-</u> <u>mu-</u> <u>nity</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
No training	37	7	23	4	2	2	10
Less than a minor	75	70	89	16	18	56	44

TABLE XIII. RESPONSIBILITY FOR STUDENT ASSEMBLY

	<u>Com-</u> <u>mu-</u> <u>nity</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent having responsibility	88	72	62	32	81	73	67
Range (Yearly)	3-40	1-10	2-72	1-36	1-18	1-36	1-72
Average	9.5	4.1	10.6	6.7	3.0	7.5	6.9

TABLE XIV. FACULTY COMMITTEES

	Com- muni- ty	Voca- tional	Ru- ral	First Class	Sec- ond Class	Third Class	Total
Per cent having responsibility	62	43	68	60	55	46	55
<u>Committees listed</u>							
Refreshment and banquet Assembly Social Program Teachers' club Decorations Honor society Publicity Faculty play and programs Home room Girl Reserve Carnival Athletic Awards Finance Exhibits Student council Course of study Contests Year book Group study Art study					P. T. A. Proctor Student relief Parent relationships Vocational guidance Anniversary Governing board Special interest Social service Calendar Recreational Executive Lunch room Courtesy Clubs Flower Grade cards Junior High promotion Activity Dramatics Library		

Approximately ten per cent indicated that they had no permanent faculty committees, only temporary appointive committees. Slightly below half of the lower enrolment schools indicated that their faculties worked as a whole on such matters.

TABLE XV. HOME ECONOMICS CLUBS

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent reporting clubs	50	43	5	20	13	17	20

One stated that a club was impossible in her school because the girls left in busses immediately after dismissal. Two reported that home economics clubs were not permitted in their schools. Another indicated that Girl Reserve took all the time that was permitted for clubs.

TABLE XVI. OTHER SCHOOL CLUBS SPONSORED

Girl Reserve	42	Spelling
Pep club	12	Literary society
4-H Club		Boys' chef
Girls' athletic association		Hiking
Home room		National Honor Society
Dramatic art		Power and light
Girl Scout		Poster club
Pop corn		Dancing
Parents home economics		Hobby

One stated that clubs were not encouraged in her school. One reported that Girl Reserve had been discontinued in her school because of the depression and religious differences.

TABLE XVII. CLASSES SPONSORED

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent having responsibility	89	96	91	36	97	95	87
Senior		3	14		5	5	6
Junior	75	67	23	16	52	60	43
Sophomore		17	29		5	15	13
Freshman	12	3	17	8	5	3.5	12
Eighth Grade				4			.5
Seventh Grade				4	2		1
Home Room Grade				4			.5

One teacher who reported that she was not a class sponsor indicated that she was entertainment chairman for all of the classes. Four stated that they assisted in sponsoring classes, usually the junior class.

TABLE XVIII. DEAN OR ADVISER OF GIRLS

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent having responsibility	33	39	31	4	29	30	29

TABLE XIX. DIRECTION AND COACHING OF PLAYS

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent having responsibility	62	50	57	16	40	60	61
Range (Yearly)	1-4	1-4	1-14	1-2	1-4	1-6	1-14
Average	3	2	4	1.5	2	2	2.8



The following types of plays were listed:

Class (Particularly junior)	High School
One to three act plays	Vocational
Assembly	Home Room
Girl Reserve	4-H Club
Home Economics	

It appears that the teacher of home economics as sponsor of the junior class usually directs and coaches the junior class play. One stated that she assisted with the make-up for plays and operettas. Approximately ten per cent indicated that they assisted with plays.

TABLE XX. PLANNING AND PREPARATION OF PROGRAMS

	Com- muni- ty	Voca- tion- al	Ru- ral	First Class	Sec- ond Class	Third Class	Total
Per cent having responsibility	62	72	68	64	89	90	71
Range (Yearly)	2-8	1-36	2-40	1-36	1-36	1-25	1-40
Average	5	7.25	8.25	9.5	7.33	5.3	6.9

Assembly	Lodge
Girl Reserve	Clubs
Home Economics Club	P. T. A.
Dramatic	Community
4-H Club	Y. W. C. A.
All-School	Church
Banquet	Sunday School
Faculty	Chamber of Commerce
Home Economics Exhibit and Fashion Shows	County Teachers Association
Special days and occasions	W. C. T. U.
Vocational	League and Christian Endeavor
Specialties and stunts	Broadcasting
Commencement Week	Home Room
Boys' Forum	
Hi-Y	

TABLE XXI. CONTESTS IN WHICH PARTICIPATED

	<u>Com-</u> <u>mun-</u> <u>ity</u>	<u>Voca-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Participating in contests	87	50	62	40	47	34	49
State scholarship							
District scholarship							
Declamation							
County Home Economics							
Essay							
County fairs							
Star homemaker							
W. K. E. A.							
Weekly Kansas City Star							
Home Economics hospitality							
Dramatic							
Music Festival							
State music							
Meat contest							
State dental poster							
Meat essay							
Inter-class debate							
Literary							
Typing							
Local cake baking							
Spelling							

TABLE XXII. ATHLETIC TEAMS AND PHYSICAL EDUCATION

	<u>Com-</u> <u>mun-</u> <u>ity</u>	<u>Voca-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent coaching	12	29	20	0	5	22	15
One per cent indicated that they were sponsors of the girls' athletic teams. The kinds of athletic teams mentioned included class, intramural, volley ball, basket ball, baseball, soft ball, deck tennis, tennis, and track.							
Per cent directing girls' physical education	37	32	26	0	8	22	18

TABLE XXIII. RESPONSIBILITY TOWARD SCHOOL LIBRARY

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
Per cent having responsibility	12	29	20	24	8	41	24

Responsibilities listed: complete supervision, 12; departmental supervision, 8; checking books, assisting with supervision, cataloging, mending and repairing, supervision of magazines, supervision of traveling library.

TABLE XXIV. RESPONSIBILITY TOWARD SCHOOL PUBLICATIONS

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
Per cent having responsibility	0	21	6	0	2	7	7

Responsibilities listed: reporting school news for local and county papers, reporting departmental news for local papers, assistance with school paper, foods groups published etiquette books for the students. One mentioned that the home economics club had formerly put out a mimeographed news letter.

TABLE XXV. DIRECTION OF MUSICAL ACTIVITIES

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
Per cent directing	87	14	5	3	10	7	12

These activities included assistance with operettas, orchestra, vocal work, instrumental work, direction of a home economics club orchestra, glee clubs, group singing, preparation of music for various programs, helping prepare students for county music festival.

TABLE XXVI. ASSISTANCE IN CAMPAIGNS AND DRIVES

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
Per cent assisting	12	25	31	20	23	27	26

These activities included Girl Reserve, Red Cross, sale of activity tickets, securing funds for athletic equipment, church, young people's organizations, securing funds for Home Economics Club, Y. W. C. A., community chest, Christmas seals, Benevolent Society, W. R. A. membership, city library fund, and milk fund for grade school campaigns and drives.

TABLE XXVII. PARTICIPATION IN RELIEF WORK

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
Per cent partici- pating	38	21	25	36	23	34	30

The types of relief work mentioned were assistance through Girl Reserve, home classes, Home Economics Club, Y. W. C. A., church, Sunday School, P. T. A., women's clubs and Ladies Aid; also Christmas and Thanksgiving baskets, community campaigns for funds, informing relief workers of things needed by students receiving relief, chairman of local nutrition committee, assisting students in securing materials for use in clothing classes, foods classes, canning food for Red Cross, clothing classes sewing for Red Cross, community family dinners for the poor, patronizing affairs sponsored by Home Relief Club, demonstrations, assisting county poor commissioner, planning menus and calculating food costs for relief cases, serving free hot lunches, teaching relief classes.

TABLE XXVIII. OTHER COMMUNITY ENTERPRISES

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
Per cent partici- pating	50	39	9	36	29	34	29

The activities mentioned were judging Girl Scouts progress in home economics projects, 4-H Club, judging food at cooking schools and fairs, Farm Bureau, Y. W. C. A., coaching plays, carol singing, manager of women's town basket ball team, city activity association, chairman of program committee of city Home Economics Club, community gardens, lyceum courses, Campfire Girls, library association.

TABLE XXIX. PARENT-TEACHER ASSOCIATION

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent partici- pating	50	32	26	48	66	66	50

Thirty-four per cent stated that there was no P. T. A. organization in their communities.

The responsibilities listed included member of committees, assistance with programs, home economics department programs, assistance with refreshments, chairman of study groups, secretary and treasurer.

Thirty-eight per cent indicated that their membership and attendance were expected.

TABLE XXX. CHURCH WORK

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
Per cent partici- pating	100	93	85	70	94	100	92

Eighteen per cent taught Sunday School classes. Ten per cent indicated that they thought teachers should not have the burden of teaching classes. Forty-one per cent stated that active attendance was expected in their communities. , One reported that there was no church in her community.

Four per cent indicated that they had formerly done more church organization work, but that during the last two or three years they had had no time or energy for it.

These types of church work were engaged in: young people's organizations; choir; programs, special music; refreshments for parties; Sunday School teacher; assistant teacher; sponsor young people's organization; pianist, Junior League, Altar Guild, Missionary Society, assistant Sunday School superintendent; and Young People's Forum.

TABLE XXXI. LOCAL CLUBS AND ORGANIZATIONS

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent partici- pating	100	42	91	83	79	80	78

These types were mentioned: Y. W. C. A., social clubs, study clubs, Little Theater, reading clubs, Red Cross, A. A. U. W., Farm Bureau, music club, art club, B. P. W. C., Junior Chamber of Commerce.

TABLE XXXII. APPEARANCE ON PROGRAMS

A.	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Talks given	50	60	60	60	74	80	68
Yearly range	3-4	1-35	4-12	1-25	1-10	1-10	1-35
Yearly average	3.5	10	7	8	6	6	6.7

The occasions for talks included Girl Reserve, P. T. A., assembly, study clubs, Y. W. C. A., missionary society, young people's organizations, church activities, Girl Scouts, Farm Bureau, 4-H Club, banquets, county teachers meeting, faculty meetings, Home Economics Club, Hi-Y, Federated Clubs, Campfire Girls, city teachers meeting, teachers' institute, rural P. T. A.'s, district teachers meeting,



state teachers meeting, home room, Rotary Club, and broadcasting.

B.

Other capacities	37	36	43	32	16	37	32
Yearly range	4-12	1-12	1-10	1-6	2-20	1-15	1-20
Yearly average	6	6	6	4	12	5	6.5

The other capacities in which they appeared on programs were readings, instrumental musical selections, vocal musical selections, plays, direct games, book reviews, pageants, demonstrations, papers, devotions, discussions, skits, broadcasting.

TABLE XXXIII. RESPONSIBILITY FOR JANITORIAL WORK

	<u>Com-</u> <u>man-</u> <u>ity</u>	<u>Voca-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent responsible	37	64	42	16	42	46	42

Seven per cent indicated that they were responsible for all of the janitorial work in the home economics class rooms. Those responsible for part of the work listed these types of work: general order and straightening of rooms, dusting, sweeping, all except floors foods laboratory, all the janitor fails to do, cleaning equipment, washing curtains and windows, locking windows, blackboards, building

fire in cook stove, girls' rest room, painting furniture.

TABLE XXXIV. FOOD SERVICE

	<u>Com- muni- ty</u>	<u>Voca- tion- al</u>	<u>Bu- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
In school	100	85	68	56	90	93	73
Out of school	50	39	45	44	66	51	50

Groups in school for which foods classes were expected to prepare and serve food included faculty, board of education, Hi-Y, F. P. A. classes, clubs, athletic association, Girl Reserve, all-school parties, visiting debate teams, visiting glee clubs, visiting athletic teams, track meets, carnival, vocational groups, honor society, various departments, student council, grade school health dinners.

Groups out of school for which foods classes were expected to prepare and serve food included Farm Bureau, Boy Scouts, lodges, chamber of commerce, Rotarians, County Schoolmaster's Club, Lions' Club, County Athletic Association, local clubs, county teachers meetings, mothers, county school superintendents, W. C. T. U., campaign speakers, elevator meeting, commercial club, P. T. A. refreshments, Y. W. C. A., any who may wish it, help in community dinners, Republican rally, alumni groups, Kiwanis, county 4-H Club, business men, B. P. W. C., charity drive workers, bridge

club, serve church dinners and community banquets, bankers' dinner.

TABLE XXXV. SCHOOL LUNCH

	Com- muni- ty	Voca- tion- al	Ru- ral	First Class	Sec- ond Class	Third Class	Total
Have school lunch regularly		3	8	16	5	2	6
During bad weather	25	9		8	2	5	5
Regular work				4	2	2	1
Added responsibility	25	12	8	8	4	5	8
Classes assist	25	12	8	8	4	5	8
Special help				12	2	2	2

One stated that the school lunch was not self-supporting, but that the Board preferred to make up the deficit rather than charge more for the lunches.

One remarked that they had formerly served noon lunch, but this year the pupils could not even pay ten or twelve cents for it.

TABLE XXXVI. BANQUETS

	Com- muni- ty	Voca- tion- al	Ru- ral	First Class	Sec- ond Class	Third Class	Total
Per cent planning and serving	88	86	77	20	71	86	72
Number served	50- 500	20- 300	30- 180	60- 300	20- 300	13- 200	13- 500
Number banquets during year	1-12	1-5	1-6	2-14	1-3	1-6	1-14

Eight per cent help plan and serve school banquets but have not room or equipment to prepare food.

Five per cent serve at local banquets.

Two per cent have not served during the last two or three years.

Junior-Senior, athletic, Hi-Y, Girl Reserve, Father-Son, Mother-Daughter, Dad-Daughter, booster club, faculty-board of education, senior-faculty, Hi-Y District Conference, Future Farmers District Conference, Farm Bureau, alumni, vocational, P. T. A. convention, Rotary, Honor Society, faculty, activity, French Club, School Master's Club, journalism, quill club, scroll club, county superintendents, chamber of commerce. From small banquets of around twenty to a Farm Bureau banquet of over five hundred persons. It was indicated that where the banquet is very large, there is help available from the outside.

TABLE XXXVII. OTHER TYPES OF SPECIAL MEALS

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Number serving	50	29	20	28	23	32	37
Approximate number during year	1-5	1-20	1-45	2-3	2-18	2-12	1-45
Usual number per- sons served	15-70	12-75	8-150	20-50	5-500	10-80	6-500

The meals were served in the home economics laboratories and rooms, school gymnasium, school cottage, cafeteria, and church basement.

One reported that she had charge of a Swift Packing Company luncheon at which 3,600 sandwiches and coffee were served.

The types of meals included teas, dinners, luncheons, lunches, receptions, stag dinners, buffet suppers, refreshments for county teachers association, refreshments for class parties, school picnics and food for sale at games.

TABLE XXXVIII. EXHIBITS

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent exhibiting	62	64	42	64	73	69	63
Number (Year)	1-4	1-5	1-2	1-3	1-4	1-2	1-5
Class time required (Hours)	2-3	2-16	0-6	1-18	4-10	2-20	2-20
Personal time re- quired (Hours)	4-40	6-40	6-60	4-60	4-20	5-60	4-60

Kinds of exhibits include all-school day, education week, open-house, P. T. A., store windows, for mothers, county fair, project day, junior fair, town, local fair, demonstrations at town fair, county, Southwestern Kansas Fair, Tri-State Fair, girls' independent fair exhibits, parents' night, cake exhibit, style shows, visiting week.

Approximately half of those reporting indicated that exhibits were very important in their communities, while the other half considered them of medium or lesser importance.

TABLE XXXIX. ALLOWANCE FOR LABORATORY EXPENSES

	Com- mun- ity	Voca- tion- al	Ru- ral	First Class	Sec- ond Class	Third Class	Total
Adequate	100	36	77	80	94	83	86
Not adequate		14	23	20	6	10	13
Requisition for additional equip- ment		50	52	44	52	35	43

Ways of helping support department:

- Canning food for persons in community.
- Expensive foods, such as meat, chicken, brought from home for class work and then taken back home.
- Preparing and serving dinners.
- Plays and programs.
- Sales at games.
- Sell food at cost.
- Sell jelly and canned foods.
- Girls bring some food when unit meals are served.
- Laboratory fee.
- Girls bring food for canning lessons.

Ways of obtaining funds for additional equipment:

- Food or candy sales.
- Prize money from fairs.
- Profit on noon lunch.
- Serving banquets.
- Selling candy and gum.
- Take orders for cakes, roasts, dressed chickens, etc.
- Food sales at games.
- Laboratory fees. Rental fee for books.
- Save from laboratory appropriation.
- Some from cafeteria fund.
- Home Economics Club projects.
- Vocational Agriculture Department built some.

Approximately ten per cent indicated that they would not ask now for additional equipment.

One of the two reporting the use of laboratory fees stated that it was not satisfactory.

Two per cent remarked that food sales were not very successful in their communities.

TABLE XL. HOME PROJECT WORK

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent including home projects	63	100	49	52	47	36	55
Extra time required (Semester) in hours	0	18-60	18-45	10-18	24-54	4-50	4-60

Twenty-one per cent depend on reports from home: during class time, after school, Saturday, during summer, evenings, free period, teas for mothers, before school.

One per cent remarked that it took all her extra time.

About ten per cent mentioned that they had no means of transportation for making home visitation.

TABLE XLI. RESPONSIBILITIES OF CLOTHING CLASSES

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Make costumes	62	53	45	44	32	40	54
School sewing and repairing	62	75	57	28	55	69	53

Twelve per cent of teachers are expected to advise and help regarding costumes.

Thirteen per cent of the departments are expected to assist in making costumes.

Costumes made:

Operettas  
 Plays  
 Glee clubs  
 Band costumes  
 Uniforms for commercial club  
 Help with grade operetta costumes  
 Girls athletic suits  
 For costume parties  
 Pageants  
 May Fete  
 Patterns for costumes  
 One made 40 band capes

Sewing and repairing done:

Do school laundry  
 Make curtains  
 Mend athletic garments  
 Make and repair typewriter covers  
 Dye operetta costumes.  
 Mend and repair costumes  
 Make tea towels  
 Repair flags  
 Repair shower curtains  
 Make a quilt to raise basket ball funds  
 Braid on athletic suits  
 Canvas bags for suits  
 Furniture covers  
 Furnish teachers' rest room  
 Stage curtains  
 Make bandages  
 Red Cross flags  
 Launder athletic suits and gymnasium clothes  
 Dye basket ball sweaters  
 Bags for band instruments  
 Cover screens  
 Couch pillows  
 Curtain trophy case  
 Make window shades  
 Ticket containers



One reported that the F. E. R. A. girls did the school repairing under her supervision.

One remarked that the making of costumes took far too much class time. Another said that it required so much time that she did much of it outside of school hours. Two remarked that the doing of the school sewing and repairing took entirely too much of their time.

TABLE XLII. ADULT CLASSES IN HOMEMAKING

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Schools offering adult classes	0	10	2	40	10	0	10

Teacher's responsibility:

Teaching, 3 per cent  
Publicity and enrolment, 1 per cent

When classes are taught:

Evening

Frequency of meeting:

Once a week  
Twice a week  
Daily

Number of weeks:

6 weeks  
9 weeks  
8 weeks  
10 weeks  
Throughout school year

TABLE XLIII. OTHER SCHOOL RESPONSIBILITIES

Plan refreshments for girls' home parties  
 Give information concerning home economics for  
 themes and talks in English classes  
 Chaperoning hikes, parties, etc.  
 Chairman of all food committees  
 Check out basket ball suits and see that they are  
 kept in good order  
 Supervise Girl Reserve and restrooms  
 Sell and take tickets at games  
 Refreshment stand at games  
 Give first aid  
 Do own typing  
 Try to improve health of girls  
 Help on school floats and class parades  
 4-H Club judging  
 Home economics supervision  
 Dispense milk for undernourished children  
 Home room activities  
 Personal adviser to thirty students  
 Do checking at noon at cafeteria  
 Assembly discipline  
 Help sponsor Junior-Senior carnival  
 Assisting in a curriculum study with several near-  
 by schools  
 Using car to transport students to games and con-  
 tests  
 Make and notify faculty of lunch room supervision  
 schedule  
 High school principal  
 Help juniors earn money for their banquet  
 Assist with class parties  
 Assist class and club reporter  
 Assist with school picnics  
 Help with principal's records every six weeks

TABLE XLIV. OTHER COMMUNITY RESPONSIBILITIES

Often asked for advice on foods and clothing  
 Assist various groups in sewing  
 Expected to attend church functions  
 Expected to participate in community affairs

Assist high school alumni banquet committee  
Help plan menus for group serving (as weddings)  
Broadcasting  
Assist when food is concerned  
Judging county fair exhibits  
Cooperate in cooking school  
Train a group of girls to do community serving  
Member of Library Board  
Teach dietetics to a nurses' training class

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TABLE XLV. GREATEST DIFFICULTIES AS A TEACHER

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(The first six occurred 25-75 times)

Lack of time for planning and preparation of school work  
Lack of time and opportunity for recreation and actual training  
Lack of time for professional advancement  
Grading  
Discipline  
Adapting work to both good and poor students  
Lack of time to prepare illustrative material and to plan work outside of texts  
Too many extra-curricular activities  
Too many community activities  
Classes too large  
Shortened periods  
Getting make-up work done  
Insufficient and poor equipment  
Lack of preparation in subjects other than home economics  
Care of equipment and class rooms  
Adapting home economics to varying needs and conditions  
Lack of preparation for extra-curricular activities  
Lack of reference materials  
Lack of a free period  
Making school work interesting and appealing  
Care of rooms when used by other groups  
Limited funds for department  
Inspiring students to high standards of work  
Trying to meet all demands and to please the public  
Developing and presenting lesson plans  
Planning work for such small groups  
Having professional attitude toward students

- Asking questions
- Finding good illustrative materials
- No mileage given for project supervision
- Using course of study
- Arranging usable files
- Judging time and projects needed for laboratory work
- Difficult family situations and poor background of students
- Dealing with peculiar personalities
- Balancing the budget
- Advertising
- Salary reductions
- Keeping on subject and work assigned in class
- Keeping students busy
- Fitting banquets in with everything
- Getting a better position
- Extemporaneous speaking
- Becoming familiar with everything the first year
- Lack of system in the school

TABLE XLVI. RECREATION

	Com- muni- ty	Voca- tion- al	Ru- ral	First Class	Sec- ond Class	Third Class	Total
Hours per week	0-25	0-30	1-25	1-30	4-30	2-30	0-30
Favor playing cards	25	53	26	24	50	30	30
Against playing	63	34	43	4	26	34	32
Indifferent	12	10	28	56	24	22	26
Favor dancing	12	25	1	20	17	7	13
Against dancing	75	64	96	24	67	61	60
Indifferent	13	11	3	56	13	27	24

Four per cent were asked not to dance.

Types of recreation engaged in:

- |                    |                 |                         |
|--------------------|-----------------|-------------------------|
| Reading            | Tennis          | Quilting                |
| Movies             | Basket ball     | Collecting poetry       |
| Walking and hiking | Swimming        | Shuffle board           |
| Bridge             | Skating         | Community chorus        |
| Sewing             | Golf            | Scrapbooks              |
| Social affairs     | Dancing         | Light housekeep-<br>ing |
| School affairs     | Writing letters |                         |

Athletic games	Teachers Club	Hunting
Lyceum numbers	Night school	Typing
Driving	Painting	Visiting
Collecting old glass and textiles	Trips	Picnics
Study club	Knitting	Radio
Sketching	Music	Refinish furniture
Lectures	Needlework	Roller skating
Care of home and children	Horseback riding	Concerts

Recreation offered by community:

None (40)	Movies	Dance halls
Social clubs	Public library	Bridge
Athletic games	School activities	Community affairs
Roller skating	Boating	Little Theater
Sports	College activities	Lyceum
Study clubs		

TABLE XLVII. TIME SPENT ON SCHOOL WORK AND ACTIVITIES

	Com- muni- ty	Voca- tion- al	Ru- ral	First Class	Sec- ond Class	Third Class	Total
Daily range (Hours)	7 $\frac{1}{2}$ -14	7-15	7-13	7-12	7-12	7-13	7-15
Average daily	10	12	10	10	10	10	10 $\frac{1}{3}$
Range for Saturday	0-6	0-10	0-8	0-10	0-6	0-6	0-10
Average for Saturday	3	4	3	4	3	2	3 $\frac{1}{3}$
Range for Sunday	0-5	0-10	0-6	0-8	0-3	0-3	0-10
Average for Sunday	1	2	2	1	1	3/4	1 $\frac{1}{6}$

TABLE XLVIII. WEEK ENDS SPENT IN COMMUNITY

	Com- muni- ty	Voca- tion- al	Ru- ral	First Class	Sec- ond Class	Third Class	Total
Required	12	36	29	8	15	32	24
Expected	12	3	-37	0	10	-29	13
Amount expected	3/4	2 $\frac{5}{8}$	$\frac{1}{2}$ - $\frac{3}{4}$	1/4	2/3- $\frac{5}{8}$	$\frac{1}{2}$ - $\frac{3}{4}$	$\frac{1}{2}$ - $\frac{3}{4}$

TABLE XLIX. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

	<u>Com-</u> <u>mun-</u> <u>ity</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Kansas State Teach- ers Association	37	43	71	76	66	49	59
County	13	17	57	4	8	27	23
Home Economics Association	13	5	35	64	9	29	40
Kansas Vocational Association		17			.05		3
American Vocational Association		7					1
National Education Association			6	28	25	7	12
City				56			8

TABLE L. SUBSCRIPTION TO JOURNAL OF HOME ECONOMICS  
AND PRACTICAL HOME ECONOMICS

	<u>Com-</u> <u>mun-</u> <u>ity</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Journal of Home Economics	25	36	40	40	27	15	30
Have access to it		7	3	40	8	5	10
Practical Home Economics	37	47	29	52	42	46	43

Other professional magazines taken:

General women's magazines:

Good Housekeeping  
Delinerator  
Vogue  
Household  
Better Homes and Gardens  
McCalls  
Women's Home Companion

American Home  
Ladies Home Journal  
Pictorial

Other magazines:

Hygiene  
Kansas Teacher  
American Cookery  
National Education Association  
Journal  
Social Hygiene  
Forecast  
Parents  
Readers Digest  
School and Society  
Clearing House  
School Life  
Journal American Dietetics  
Association  
Progressive Education

Approximately fifty per cent subscribe to various women's magazines. The per cent subscribing to the other magazines mentioned is comparatively small.

One mentioned that she has access to fifteen different magazines made possible through assessment of faculty members.

Some have access to the Journal at school or the public library.

TABLE LI. PROFESSIONAL MEETINGS ATTENDED YEARLY

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Kansas State Teachers Association	100	86	80	92	79	90	90
County	27	43	66			59	35
Home Economics Association	62	29	12	60	29	17	30
Northwestern Kansas Teachers Association	13				3		1
Kansas Vocational Meeting		53	2	4	9		12
American Home Economics Association				4	3		1

TABLE LIII. ADDITIONAL PREPARATION

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
A. Frequency of summer school attendance	2-6	1-7	1-6	1-4	1-6	1-10	1-10
B. Hours toward master's degree	6-15	6-40	6-24	8-25	3-57	2-32	3-57
None	50	57	54	20	26	50	35

One remarked that she thought travel in the summer time was just as helpful as summer school attendance.



TABLE LIII. PROFESSIONAL READING

	<u>Com-</u> <u>mun-</u> <u>ity</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Range of reading done, hours	4-10	2-33	3-30	2-30	4-40	2-30	2-40

What is read:

Practical Home Economics  
Journal of Home Economics  
Home Economics reference books  
General women's magazines  
Home Economics books  
Professional books  
Related books  
Newspapers  
Bulletins  
Professional magazines  
Reading Circle books  
Current events magazines

TABLE LIV. ADEQUACY OF PREPARATION

	<u>Com-</u> <u>mun-</u> <u>ity</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Per cent adequate	12	25	25	54	50	26	34

Respects in which inadequate and lacking: (The first six were mentioned by approximately 50 per cent. The others with less frequency).

Preparation for extra-curricular activities  
Preparation for subjects other than home economics  
Too impractical for use in small schools  
Inadequate preparation in clothing  
Inadequate preparation in art  
Impractical  
Clearer idea of the actual life of a teacher  
How to plan and organize class work

How to work with groups  
 Community problems  
 Preparation for subjects related to home economics  
 Home Economics Clubs  
 Social etiquette  
 Home project work  
 Exhibits, displays, demonstrations, judging at  
     fairs, etc.  
 More actual experience in doing things  
 Too much chemistry and such subjects  
 Had no practice teaching, methods or practice house  
 Care of clothing and dry cleaning  
 Program planning, stuns  
 Appearing before the public  
 More practice teaching  
 Banquets and decorations  
 How to correlate work of home economics department  
     with other departments  
 First aid and care of the sick  
 House furnishings, equipment and care of the house  
 Marketing and economics in foods  
 More remodeling in clothing  
 Serving large groups  
 Speech and dramatics, plays  
 Planning home economics programs and curriculum  
 Department publicity  
 How to deal with people  
 Home economics work in high school would have helped  
 More practical lesson plans  
 Style revues and fashion shows  
 Home rooms  
 Adult homemaking  
 More for homemaking and home living courses  
 Professional catering, cake decorating, boning  
     chicken, etc.  
 Methods of teaching  
 Quantity cookery  
 Child care  
 How to get along with minimum equipment  
 More on organization, systematizing, developing  
     executive ability  
 More social science  
 Practice house too impractical  
 Should learn how to teach from every home economics  
     class and not only from methods class

TABLE LV. SUGGESTIONS FOR MAKING THE COURSE IN METHODS OF TEACHING HOME ECONOMICS MORE HELPFUL

---

(The first nine were mentioned with greatest frequency - about fifty per cent.)

- More definite
- More practical
- More observation of good teachers actually teaching
- More on discipline
- Give a clearer idea of what teachers actually encounter and actual situation and experiences of teachers
- More illustrative materials and how to obtain them
- More nearly meet actual needs and situations
- More usable lesson plans (Simpler)
- More actual problems and situations to solve
- More actual methods
- More of it
- More on course organization
- Extra-curricular activities
- How to adapt work to both fast and slow students
- How to teach on a high school age level
- More use of state course of study
- More about textbooks
- How to be systematic
- Aims for teachers
- How to get along with poor and insufficient equipment
- How to get along without adequate reference materials
- Help student to view preparation with attitude of actually using it when teaching
- More about what to do on first days and how to start courses
- Projects
- Have some methods course before and after practice teaching
- Know more about high school students and various types of personalities
- More about junior high teaching
- How to get along with superintendent, principal and board of education
- More correlation of home economics materials
- More observation as methods were discussed
- Boys' home economics

Better course of study  
 How to make recitation period more interesting  
 How to teach design  
 A good text on methods  
 More on actual conducting of classroom

---

TABLE LVI. SUGGESTIONS FOR MAKING THE COURSE IN  
 PRACTICE TEACHING MORE HELPFUL

---

(The first nine were listed by approximately fifty per cent)

More than one subject  
 Longer period  
 More observation of good teachers actually teaching  
 Less elaborate lesson plans  
 Have less "practice" atmosphere  
 Situation too ideal and different from what is  
 actually encountered.  
 More about illustrative material  
 Do more actual teaching  
 More definite help from critic teacher  
 How to reach the level of high school students  
 Know more about what is expected of one while doing  
 practice teaching  
 More on grading  
 More on outlining and summarizing  
 Chance to teach in smaller school system  
 Have complete responsibility of a group  
 Too much time and energy spent on lesson plans and  
 too little on teaching  
 Teacher teaching it should have recent experience  
 with high school girls  
 More on working out specific problems with less  
 equipment  
 More constructive criticism and correlation of  
 criticism with planning  
 Practice in adjusting classes to disrupted school  
 program  
 Tell the student what is expected of her before, not  
 after, going into the classroom  
 Allow student to attack it in own way rather than  
 follow set form  
 Chance to teach in a vocational school

---

TABLE LVII. PREPARATION FOR EXTRA-CURRICULAR ACTIVITIES

	<u>Com-</u> <u>muni-</u> <u>ty</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Preparation ade- quate	12	17	8	20	10	7	12

Suggestions for more adequate preparation:

Approximately forty per cent suggested a course or unit on extra-curricular activities and opportunity for more actual experience in college.

More preparation was urged for these phases, which are listed in the order of frequency: play production; dramatics; public speaking; banquets - inexpensive ideas, menus, decorations, favors, programs; program planning; Girl Reserve; costuming; 4-H Club; (Home Economics Clubs, assemblies, home rooms, pep club); art; music; Girl Scouts; health; handcraft; etiquette; exhibits and displays; parliamentary law and drill; class sponsoring; carnivals; library work; physical education; adult education; Y. W. C. A.; chaperoning; appearing in public; organizing groups; parties for high school boys and girls; games; serving large amounts and large groups; sources for ideas and materials; practice in leading discussions; menus boys would enjoy; knowing more about what high school students need and like.

These suggestions were made: opportunity for more electives; more English and writing; broader cultural courses; observation of actual high school extra-curricular activities; preparation of files and scrapbooks of ideas and materials for various extra-curricular activities.

Approximately 25 per cent urged participation in every possible situation which might help in this preparation. It was suggested that freshman girls should be urged to begin participation

during the first year. It was emphasized that merely being in the audience is insufficient.

TABLE LVIII. TEACHING LOAD

	<u>Com- mun- ity</u>	<u>Voca- tion- al</u>	<u>Ru- ral</u>	<u>First Class</u>	<u>Sec- ond Class</u>	<u>Third Class</u>	<u>Total</u>
Responsibilities too great	75	39	51	36	34	47	43
Too much expected	87	39	43	32	45	44	43

Suggested reasonable teaching loads:

6 periods of home economics plus 1 free period plus 1 period for conference or activities plus 2 activities plus 1 community activity - 13.

2 home economics subjects plus 2 other subjects plus 1 free period plus 2 activities plus 1 community activity - 16.

6 periods of class or study hall or library plus 1 free period plus 1 conference or activity plus 1 or 2 activities plus 1 community activity - 30.

6 periods plus 1 free hour plus 1 activity - 21.

TABLE LIX. PHASES OF TEACHING MOST ENJOYED

(The first three listed were mentioned by approximately sixty per cent and the second three by about thirty per cent. The others were given with less frequency.)

- Contact with students
- Teaching home economics subjects
- Helping and watching students develop
- Working with girls
- Association with faculty members
- Community contacts
- Teaching subjects other than home economics
- Extra-curricular activities

Banquets and meal service  
 Supervision of home projects  
 Inspiring higher standards  
 Opportunities to study personalities  
 Trying to make home economics practical  
 Boys' home economics  
 Helping students with meager opportunities who want to progress  
 Opportunity to be of service  
 Experimental aspect possible in home economics  
 Helps one to keep mentally alert  
 Developing interest in appreciation corner  
 Opportunities afforded teachers  
 Regular work in pleasant environment  
 Being a confidant of students  
 Appreciation and friendship of students who have graduated  
 Vacation possibilities  
 Occasional free week ends  
 Helping girls prepare for homemaking

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TABLE LX. PHASES OF TEACHING MOST DISLIKED

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(The first five listed were mentioned by about seventy-five per cent and the next eleven by approximately forty per cent. The others were mentioned with less frequency.)

Grading  
 Study halls and home room  
 Discipline  
 Teaching subjects other than home economics in which not well prepared  
 Lack of time for everything  
 Routine part of teaching  
 Insecurity of position  
 Expectation of teachers to be "models"  
 Lack of time and opportunity for recreation and social life  
 Overcrowded classes and rooms  
 Low salaries. Lack of a free period  
 Examinations and tests  
 Indifferent and dull students  
 Lack of adequate equipment  
 Being a "boarder"  
 Hall and noon duty, detention period  
 Teacher seeming to be public property  
 Extra-curricular activities

Banquets and meal service  
 Long hours  
 Getting back work made up  
 Care of laboratories  
 Making costumes  
 Market orders  
 Lack of organization and system in the school  
 Teachers do not work well together  
 Lack of library and reference materials  
 Projects and supervision  
 Chapel programs  
 Being center of small talk  
 Having to attend community affairs because it is expected  
 Lack of understanding and cooperation of parents  
 Social life in a small town  
 Too few students  
 Community feeling that teachers need no recreation  
 Task of securing a position  
 Fighting mice in the laboratory  
 Keeping laboratory in good condition when other groups use it also  
 Short periods  
 Using cheap materials  
 Double standards of salary for men and women  
 Insufficient funds for department  
 Conference periods  
 Mondays  
 Recitation part of home economics  
 Teaching fundamentals (reading, arithmetic, etc.)  
 Having to do things with which one disagrees  
 Most administrators expect poor students to do good work in home economics  
 Cost of advancement  
 Have to take girls down town for physical education classes  
 Having to wait on salary  
 Future outlook  
 Aloofness of people toward teachers  
 Too few women on faculty  
 Nervous strain  
 Too much extra work near end of year  
 Never getting one's work done  
 Having to supervise the cleaning  
 Monotony of teaching

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TABLE LXI. EFFECT OF SALARY REDUCTION ON EFFICIENCY

	<u>Com-</u> <u>mun-</u> <u>ity</u>	<u>Voca-</u> <u>tion-</u> <u>al</u>	<u>Ru-</u> <u>ral</u>	<u>First</u> <u>Class</u>	<u>Sec-</u> <u>ond</u> <u>Class</u>	<u>Third</u> <u>Class</u>	<u>Total</u>
Lowered efficiency	62	29	17	60	53	44	41

Three per cent have had increase in salary during past two or three years.

Ways in which reduced salary has decreased efficiency: (The first four were listed with greatest frequency.)

Fewer magazines and books  
 Makes summer school impossible  
 Prevents working on master's degree  
 More to do in and out of school  
 Lowers importance of trying to please public  
 Takes time and worry to try to stretch one's budget  
 Cannot pay college debts  
 Lessens illustrative materials  
 Less comfortable living quarters  
 Lessened quality and quantity of recreation  
 Cannot travel  
 Cannot dress as a home economics teacher should dress  
 Lessens field trips and such activities  
 Have to do light housekeeping which limits time  
 Lessens professional meetings one can afford  
 Buy fewer supplementary things for department for which one would not ask allowance  
 Subconscious effect  
 Less equipment and supplies than ought to have  
 Mental attitude concerning future  
 Makes position more insecure  
 Must do more things (as sewing, laundry, cleaning) for self which limits time  
 Belong to fewer clubs  
 Less social life  
 Less reference materials  
 Causes financial insecurity  
 Cannot give financial aid to worthy projects

Increased efficiency: Put forth greater effort that home economics may seem most worthwhile to keep in the curriculum.

## Part II: Findings

1. Nineteen per cent of the schools had an equal number of men and women teachers, twenty-nine had more men, and fifty-two more women.

2. The average pupil enrolment was approximately 145.

3. Eighty-seven per cent of the teachers had a Bachelor of Science degree and thirteen per cent had a Bachelor of Arts degree.

4. Ninety-five per cent received their degrees from Kansas schools, seventy-five per cent from Kansas state schools, and fifty-two per cent from Kansas State College.

5. Ten per cent had a Master of Science degree and two per cent a Master of Arts degree.

6. Forty per cent received their Master's degree at Kansas State College.

7. Ninety-six per cent had undergraduate majors in home economics and four per cent had minors in home economics.

8. Of those having Master's degrees eighty-five per cent were in home economics.

9. In years of teaching experience twelve per cent were in the first year, ten per cent in the second year, twenty-four per cent three to five years, thirty-three per

cent six to ten years, twelve per cent eleven to fifteen years, and nine per cent over fifteen years.

10. In years in present position twenty-seven per cent were in the first year, sixteen per cent in the second year, thirty per cent three to five years, twenty-two per cent six to ten years, four per cent eleven to fifteen years and one per cent over fifteen years.

11. Thirty-three per cent taught home economics only. The six subjects taught most frequently with home economics were social science, thirty-three per cent; physical education, twenty-five per cent; physiology, twenty-three per cent; general science sixteen per cent; English, fifteen per cent; and commercial subjects, ten per cent. These findings are quite similar to those of Ridgway (1931).

12. One hundred per cent of the schools offered clothing and foods; thirty-two per cent, home living; sixteen per cent, related art; nine, junior high school home economics; and seven per cent, homemaking.

13. Eighty-one per cent of the teachers had no free period during the day; twenty-four per cent had home room; forty-four per cent had study hall duty; forty-six per cent had make-up, conference or library supervision periods. The majority indicated that they had occasional hall duty or study hall which did not appear on the regular schedule.

14. Four per cent taught one home economics class; twenty-nine per cent, two; sixteen per cent, three; sixteen per cent, three; sixteen per cent, four; twenty per cent, five; and twelve per cent, six.

15. In total subjects taught one per cent taught three; twenty-eight per cent, four; forty-seven per cent, five; and twenty-four per cent, six.

16. Five per cent of the teachers had no extra-curricular activities; nineteen per cent, one; forty-three per cent, two; twenty-five per cent, three; and two per cent, four.

17. Sixty-one per cent did not have adequate time for lesson preparation. Seventy-seven per cent of lesson preparation was done outside of the school day.

18. Ten per cent had no training in some subjects taught. Forty-four per cent had less than a minor in some subjects taught.

19. Sixty-seven per cent had responsibility for student assembly. The total range per year was 1 to 72. The average number per year was 6.9.

20. Fifty-five per cent served on faculty committees. Those occurring most frequently were refreshment and banquet, social, assembly, and Teachers' Club.

21. Twenty per cent sponsor home economics clubs.

22. Other school clubs sponsored occurring most frequently were Girl Reserve, seventy-four per cent; pep club, twenty-two per cent; and Girls' Athletic Association, six per cent.

23. Eighty-seven per cent of the teachers sponsor classes. Forty-eight per cent sponsor the Junior class.

24. Twenty-nine per cent were dean or adviser of girls.

25. Sixty-one per cent were responsible for directing and coaching plays. The range per year was 1 to 14 plays. The average number per year was 2.8. The kinds of plays occurring most frequently were class plays (particularly Junior), one and three-act plays, Girl Reserve, assembly and home economics.

26. Seventy-one per cent planned and prepared programs. The range per year was 1 to 40 programs. The average number per year was 6.9 programs. Those listed with the highest frequency were assembly, Girl Reserve, Home Economics Club, dramatic art and 4-H Club programs.

27. Forty-nine per cent prepared students for contests. The kinds of contests listed most frequently were state and district scholarship, declamation, county home economics, and essay.

28. Fifteen per cent coached athletic teams. Eighteen per cent directed girls' physical education.

29. Twenty-four per cent had responsibility toward the school library including complete as well as departmental supervision.

30. Seven per cent had responsibility toward school publications. The duties listed most frequently were reporting school news for local and county papers, departmental news for local papers, and assisting with the school paper.

31. Twelve per cent directed music activities. Those ranking highest were assistance with operettas, orchestra, all vocal music, all instrumental music and all solo work.

32. Twenty-six per cent assisted in campaigns and drives. The types listed most frequently were Girl Reserve, Red Cross, church, funds for athletic equipment.

33. Thirty per cent assisted in local or county relief work. The types listed most frequently were assistance through Girl Reserve and home economics department.

34. Twenty-nine per cent participated in various other community enterprises. Those listed most frequently were Y. W. C. A., Farm Bureau, and different kinds of judging.

35. Fifty per cent had responsibility toward the Parent-Teacher Association. The duties ranking highest were attendance, membership, assistance with programs and member of committee.

36. Ninety-two per cent engaged in church work. The activities listed most frequently were active attendance, assistance with young people's organization, music, and programs.

37. Seventy-eight per cent participated in local clubs and organizations. Those mentioned most frequently were social clubs, study clubs, and Y. W. C. A.

38. Sixty-eight per cent were asked to give talks. The range per year was 1 to 35 with an average of 6.7. The kinds of talks ranking highest were Girl Reserve, assembly, P. T. A., and church activities.

39. Thirty-eight per cent appeared on programs in other capacities. The yearly range was 1 to 20 with an average of 6.5 for the year. The types of activities listed most frequently were musical selections, readings, and plays.

40. Forty-two per cent were responsible for some janitorial work in their classrooms. The duties listed most frequently were general order and straightening of rooms, dusting, care of foods laboratory and sweeping.

41. Seventy-eight per cent were expected to prepare and serve food to groups in school. The groups listed most frequently were faculty, board of education, clubs, and school parties.

42. Fifty per cent were expected to prepare and serve

food to groups outside of school. The groups listed most frequently were teachers clubs, mothers, and civic clubs.

43. Six per cent served school lunch regularly and five per cent during bad weather.

44. Seventy-two per cent planned and served banquets. The yearly range of persons served was 18 to 500. The range of the number of banquets during the year was 1 to 14. The types of banquets listed most frequently were Junior-Senior, athletic, Girl Reserve, and various school clubs.

45. Thirty-seven per cent served other types of special meals. The yearly range was 1 to 45. The usual number of persons served ranged from 6 to 500. The types of meals listed most frequently were dinners, refreshments for parties, teas, and luncheons.

46. The findings of this study are similar to those of Young (1932). In this study the number of persons served and the number of meals prepared and served during the year were larger than those found in her study.

47. Sixty-three per cent prepared materials for exhibits and fairs. Thirty-two per cent indicated that these displays were considered very important in their communities.

48. Eighty-six per cent had adequate allowance for laboratory expenses. Forty-three per cent secured addi-



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tional equipment through requisition to the board of education.

49. Fifty-five per cent included home project or home practice work in their classes.

50. Fifty-four per cent made costumes and fifty-eight per cent were responsible for doing the school sewing and repairing. It would appear that this required far too much of the time and effort of the teacher and her classes.

51. Ten per cent had adult classes in homemaking offered in their schools. Three per cent were responsible for teaching these classes.

52. Thirty-one other kinds of school responsibilities were listed.

53. Thirteen other kinds of community responsibilities were listed.

54. Many teaching difficulties were listed. The five listed most frequently were lack of time for planning and preparation of school work, lack of time and opportunity for recreation and actual living, lack of time for professional advancement, grading, and discipline. Although stated in somewhat different form, these teachers listed most of the difficulties which were found to rank highest in the study made by the Federal Board for Vocational Education. Two of these difficulties -- the preparation of daily lessons

and the grading of tests - were included in those listed most frequently by the Kansas teachers.

55. The range of time for recreation per week ranged from 0 to 30 hours with an apparent average of about 10 hours. Sixty per cent of the communities did not favor dancing on the part of the teachers and thirty-two per cent did not favor card playing. Forty per cent indicated that their communities offered no types of recreation.

56. The range of time spent daily on school work and activities was 7 to 15 hours with an average of  $10\frac{1}{3}$  hours. The range of time spent on school work on Saturday was 0 to 10 hours with an average of  $3\frac{1}{3}$  hours. The range of time spent on school work on Sunday was 0 to 10 hours with an average of  $1\frac{1}{3}$  hours.

57. Twenty-four per cent were required to spend from  $\frac{2}{3}$  to  $\frac{3}{4}$  of the week ends in their communities. Eighteen per cent were expected to spend the majority of week ends there.

58. Fifty-nine per cent have membership in the Kansas State Teachers Association, twenty-three per cent in the County Teachers Association and forty per cent in the Home Economics Association.

59. Thirty per cent subscribed for the Journal of Home Economics and ten per cent had other access to it. Forty-

three per cent subscribed to Practical Home Economics. Approximately fifty per cent received various women's magazines.

60. Ninety per cent attended the Kansas State Teachers Association meeting, thirty-five per cent attended county association meetings, and thirty per cent the Home Economics Association meeting.

61. The frequency of summer school attendance ranged from attendance every summer to once in ten years. The range of hours held toward a Master's degree ranged from 0 to 57. Sixty-five per cent had done no work toward a Master's degree.

62. The range of professional reading done ranged from 2 to 40 hours per month.

63. Thirty-four per cent stated that their preparation had been adequate. The phases of preparation, which were most inadequate, listed with greatest frequency were preparation for extra-curricular activities; preparation for subjects taught other than home economics; impractical, particularly for small schools; inadequate preparation for clothing and for art, and in giving a clear idea of what the actual life of a teacher is like.

64. The suggestions listed most frequently for making the course in methods of teaching home economics more help-

ful were more definite, more practical, more observations of good teachers actually teaching, more on discipline, more definite picture of what teachers actually encounter.

65. The suggestions listed most frequently for making the course in practice teaching more helpful, were opportunity to teach more than one subject, longer period, more observation of good teachers actually teaching, less elaborate lesson plans, have less "practice" atmosphere, situation too ideal.

66. Eighty-eight per cent of the teachers stated that their preparation for extra-curricular activities had been inadequate. The suggestions listed most frequently for better preparation along that line were a course or unit on extra-curricular activities, opportunity for more actual experience in college and a public speaking course for teachers. Better preparation was urged, particularly for play production, dramatics, public speaking, banquets, program planning, Girl Reserve, costuming and exhibits.

67. Forty-three per cent stated that their teaching responsibilities were too great and forty-three per cent indicated that too much was expected of them.

68. The phases of teaching most enjoyed which were listed most frequently were contact with students, teaching home economics subjects, helping and watching students de-

velop, working with girls, association with faculty members, community contacts.

69. The phases of teaching most disliked which were listed most frequently were grading, study halls and home room, discipline, teaching subjects other than home economics and for which not well prepared, and lack of time for everything.

70. Forty-one per cent stated that their efficiency had been lowered because of salary reduction. The ways in which efficiency had been decreased listed most frequently were fewer magazines and books, impossibility of attending summer school, prevention of work on a Master's degree, more to do in school and out of school.

71. The findings of this study are similar to those of May (1933).

#### THE TYPICAL HOME ECONOMICS TEACHER

According to this study the typical high school home economics teacher in Kansas is a graduate of Kansas State Colloge with a Bachelor of Science degree in home economics and minors in English, chemistry or science. She teaches in a high school where the faculty is about equally composed of men and women and the pupil enrolment around 145. She has had approximately six years of teaching experience and

has been about four years in her present position. She teaches five subjects including foods and clothing, possibly one other home economics subject, and two other subjects likely either social science, physical education or physiology.

This teacher spend 10 to 12 hours daily during the week and half the day on Saturday on school work and activities. She has no free period during the school day for they are filled with study hall, make-up or conference period, or library supervision. She has occasional noon duty and hall supervision. She does most of her lesson planning and preparation after school and in the evenings, and feels that she does not have adequate time for it. (She teaches one subject in which she has had less than a minor in preparation.)

The typical home economics teacher is responsible for two extra-curricular activities and often assists with a third one. She serves on one or two faculty committees, probably the refreshment and banquet, assembly, social or program committees. She usually sponsors Girl Reserve and may have a Home Economics Club. She directs or assists with one or two other school clubs, probably 4-H Club, pep club or Girls' Athletic. She sponsors a class, usually the Junior Class. She may be girls' adviser.

This home economics teacher directs two or three plays during the year and may be responsible for as many as twelve. She plans and prepares about seven programs of various kinds during the year but may be responsible for as many as forty. She prepares students for contests and arranges exhibits and displays representing the home economics department. She may sponsor or coach girls' athletic teams. She may also have some responsibility toward the school library, musical activities and publications. She frequently assists in school and community campaigns and drives, participates in local relief work, as well as participating in various other school and community enterprises. She attends the meetings of the P. T. A. and has some active part in the organization. She attends church regularly and takes active part in some phase of church work. She participates in local clubs and organizations, particularly the Y. W. C. A. and social and study clubs. She is frequently asked to give talks, about seven, during the year and perhaps as many as thirty-five. She also appears in programs in other capacities such as musical selections, plays and readings.

This teacher has responsibility for some of the janitorial work in the home economics classrooms. She prepares and serves food to groups in school as well as to groups

out of school. She is responsible for preparing and serving banquets, perhaps twelve or more during the year, served to groups of from 13 to 500 persons. This usually includes the Junior-Senior, athletic and Girl Reserve banquets. She also prepares and serves many other meals of various types. She usually has adequate allowance for laboratory expenses, but not for additional equipment. She includes home project and home practice in her classes and has much difficulty in securing time and means of supervising the work. She and her clothing classes make the costumes for the school operettas, plays, and sometimes for the music groups. They also do the school sewing, mending and repairing, and occasionally the school laundry. She also has various other school and community responsibilities which she somehow finds time to do. For instance, she is asked many times for ideas and advice concerning foods and clothing by the girls in school and the women of the community.

This teacher of home economics has many difficulties and from among them she would likely mention these first: lack of time for planning and preparation of school work; lack of opportunity and time for recreation and social life; cost and lack of time for professional advancement; grading; and discipline. She may have from 10 to 15 hours per



week for recreation and spends most of it in reading, going to the movies, walking and hiking, and needlework. The community in which she teaches offers few recreational facilities, most of which have but little appeal to teachers. Her community is opposed to teachers dancing and playing cards. She is either required or expected to spend the majority of week ends in the community, mainly so that she can attend church there.

She is a member of the Kansas State Teachers Association and probably of the Home Economics Association and the County Teachers Association. She reads Practical Home Economics or the Journal of Home Economics, and one or two woman's magazines. She does 12 to 15 hours of professional reading per month. Each year she attends the meeting of the Kansas State Teachers Association, several county teachers association meetings, and perhaps the Home Economics Association meeting. If her salary permits, she attends summer school about one summer in three years and probably has completed six or eight hours toward a Master's degree.

This teacher feels that she is inadequately prepared for her job of teaching, mainly in extra-curricular activities; in subjects other than home economics; in clothing and art; and in practicability, especially for a small school. She feels that she lacks preparation for play pro-

duction, dramatics, public speaking, banquets, program planning, exhibits and all public appearances. She feels that her responsibilities are too great and that too much is expected of her in the school and community. She enjoys many phases of teaching and would list these first: contact with students; teaching home economics subjects; helping and watching students develop; and working with girls. She also dislikes many things about teaching and would mention these first: grading, study hall and home room, discipline, teaching subjects other than home economics, and lack of time for everything. She feels that salary reduction has decreased her efficiency as a teacher.

This teacher feels that she is overworked, underpaid, imposed upon, expected to be a model individual, and belongs to the public, yet she likes being a teacher and is eager to do her work well and to be of service.

#### CONCLUSIONS

1. The responsibilities of high school home economics teachers in Kansas are more numerous and varied than is generally supposed. The teachers apparently have more required of them than school administrators say they expect or desire their teachers to have. The number and range of responsibilities are so great that it is doubtful if an in-

dividual could be adequately prepared for what is generally expected of high school home economics teachers. It is also doubtful if even with adequate preparation an individual could do efficiently all that is required. Neither could the load required be carried without physical harm to the teacher.

2. The out-of-class responsibilities are given great importance by school administrators. These responsibilities, in most cases, appear to be of more importance than the in-class responsibilities. Administrators say they find their home economics teachers as a general rule quite adequately prepared for classroom teaching but markedly lacking in preparation and ability to carry the other responsibilities.

3. The out-of-class responsibilities present more difficulty than do in-class activities. Also, the home economics teacher finds that the teaching of home economics subjects is less difficult for her than the teaching of other subjects for which she may or may not have preparation.

4. Apparently the teacher training institutions in Kansas are not preparing home economics teachers adequately for their future responsibilities as teachers. Though adequate preparation for present responsibilities is probably

impossible, more adequate training could be provided than is now given. In this, both subject matter and education courses are involved, and each has a definite responsibility toward improving the preparation given prospective home economics teachers. Assistance should not end at graduation.

### RECOMMENDATIONS

The following recommendations are offered for improving the preparation of home economics teachers:

1. Give students in training a clearer and more accurate picture of the life and work of a teacher of home economics.
3. Organize subject matter courses to give practical and more nearly adequate information and techniques for teaching the subject; make the range of subjects wide enough to include the important phases of homemaking; and teach the subjects so as to exemplify the best teaching methods.
4. Reorganize the education courses to prepare teachers for the teaching situations in Kansas high schools; make the courses specific, practical, and less theoretical; teach the subjects so as to exemplify the best teaching methods; and include practice in making lesson plans that will be more practical and usable in a real teaching position.
5. Give each student adequate preparation for teaching

at least one subject other than home economics. Provide a longer period of practice teaching and in more than one phase of home economics.

6. Give opportunity for elective subjects in order to broaden the training.

7. Include as a required subject one course in institutional management.

8. Provide well organized training, including participation, in conducting various extra-curricular activities.

9. Give some attention to preparation for participation in church work and community organizations and enterprises. This might be done cooperatively with the churches and other organizations in the town in which the college is located.

10. Help students toward making satisfactory adjustments to social conditions as they find them and to use their leisure time wisely. Prepare them to make a contribution toward improving the recreational and social life in their communities.

11. Give help on budgeting of time, and organizing and systematizing the work of a teacher.

12. Provide for continuation of teacher training program to assist teachers in the field.

## ACKNOWLEDGMENT

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## APPENDIX





9. (a) When do you prepare your lessons? \_\_\_\_\_  
(b) Do you have adequate time for it? \_\_\_\_\_
10. For which of the subjects that you teach have you had no training in high school or college? \_\_\_\_\_
11. For which subjects have you had some training, but less than a minor or 15 semester hours? \_\_\_\_\_
12. (a) Are you responsible for student assembly or chapel? \_\_\_\_\_  
(b) How often? \_\_\_\_\_
13. On what faculty committees do you serve? \_\_\_\_\_  
\_\_\_\_\_
14. Do you sponsor a Home Economics Club? \_\_\_\_\_
15. What other school clubs do you assist with or sponsor? \_\_\_\_\_  
\_\_\_\_\_
16. What class do you sponsor or assist with? \_\_\_\_\_
17. What other school organizations do you sponsor or assist with? \_\_\_\_\_  
\_\_\_\_\_
18. Do you act as dean or advisor of girls? \_\_\_\_\_
19. (a) Do you coach and direct plays? \_\_\_\_\_ (b) Kinds \_\_\_\_\_  
(c) Approximate number during year \_\_\_\_\_
20. (a) Do you help plan and prepare programs for various occasions? \_\_\_\_\_  
(b) Kinds \_\_\_\_\_  
(c) Approximate number during year \_\_\_\_\_
21. For what kinds of contests do you prepare students? \_\_\_\_\_  
\_\_\_\_\_
22. (a) Do you coach or sponsor athletic teams? \_\_\_\_\_ (b) Kinds \_\_\_\_\_
23. (a) Do you direct any form of physical education? \_\_\_\_\_ (b) Kinds \_\_\_\_\_
24. (a) Do you have any responsibilities toward the school library? \_\_\_\_\_  
(b) Kinds \_\_\_\_\_
25. (a) Do you supervise any student or school publication? \_\_\_\_\_  
(b) Kinds \_\_\_\_\_

26. (a) Do you have charge of any musical activities? \_\_\_\_\_  
(b) If so, what? \_\_\_\_\_
27. (a) Do you assist in campaigns or drives? \_\_\_\_\_  
(b) Kinds \_\_\_\_\_
28. (a) Do you assist in local or county relief work? \_\_\_\_\_  
(b) If so, how? \_\_\_\_\_
29. (a) Do you assist in other community enterprises or undertakings? \_\_\_\_\_  
(b) If so, what ones? \_\_\_\_\_
30. What responsibility toward P. T. A. do you have? \_\_\_\_\_  
\_\_\_\_\_
31. In what types of church work do you engage? \_\_\_\_\_  
\_\_\_\_\_
32. In what local organizations or clubs do you participate as a member? \_\_\_\_\_  
\_\_\_\_\_
33. (a) Are you asked to give talks? \_\_\_\_\_ (b) For what occasions? \_\_\_\_\_  
\_\_\_\_\_ (c) Approximate number during year \_\_\_\_\_
34. (a) Are you asked to appear on programs in other capacities? \_\_\_\_\_  
(b) If so, in what? \_\_\_\_\_  
(c) Approximate number during year \_\_\_\_\_
35. (a) Are you responsible for any of the janitorial work in your class rooms? \_\_\_\_\_  
(b) If so, how much? \_\_\_\_\_
36. For what groups in school are your Foods classes expected to prepare and serve food? \_\_\_\_\_  
\_\_\_\_\_
37. For what groups outside of school are your Foods classes expected to prepare and serve food? \_\_\_\_\_  
\_\_\_\_\_
38. (a) Are you responsible for serving regular noon lunch? \_\_\_\_\_  
(b) Is this a part of your regular teaching load or an added responsibility? \_\_\_\_\_  
\_\_\_\_\_

- (c) Do your classes assist you in this, or is special help provided? \_\_\_\_\_  
\_\_\_\_\_
39. (a) Do you plan and serve banquets? \_\_\_\_\_ (b) Kinds \_\_\_\_\_  
\_\_\_\_\_
- (c) Usual number served \_\_\_\_\_ (d) Approximate number of banquets during year \_\_\_\_\_
40. (a) What other types of special meals do you prepare and serve? \_\_\_\_\_  
\_\_\_\_\_ (b) Where? \_\_\_\_\_
- (c) Usual number served \_\_\_\_\_ (d) Approximate number of meals during year \_\_\_\_\_
41. (a) Do you prepare materials for exhibits and fairs? \_\_\_\_\_ (b) Kinds \_\_\_\_\_  
\_\_\_\_\_ (c) Approximate number during year \_\_\_\_\_
- (d) How important are these in your school? \_\_\_\_\_
- (e) How much class time does this require? \_\_\_\_\_
- (f) How much of your personal time? \_\_\_\_\_
42. (a) Do you have adequate allowance for laboratory expenses or must the department  
be self-supporting? \_\_\_\_\_
- (b) If self-supporting, how is it done? \_\_\_\_\_
- (c) How do you obtain funds for additional equipment? \_\_\_\_\_
43. (a) Do you include home projects in your class work? \_\_\_\_\_ (b) How much time  
do the supervision and home contacts require in addition to your regular work?  
\_\_\_\_\_
- (c) When do you do this? \_\_\_\_\_
44. (a) Are you or your clothing classes responsible for costumes for school  
affairs? \_\_\_\_\_ (b) To what extent? \_\_\_\_\_
- (c) What other responsibilities do your clothing classes have? \_\_\_\_\_  
\_\_\_\_\_
45. (a) Are adult classes in homemaking offered in your school? \_\_\_\_\_
- (b) If so, what are your responsibilities to them? \_\_\_\_\_  
\_\_\_\_\_

- (c) If responsible for teaching them, when are these classes taught? \_\_\_\_\_
- (d) How often do they meet? \_\_\_\_\_ (e) For how many weeks? \_\_\_\_\_
46. List other responsibilities you have in your school \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
47. List any other responsibilities you have in your community \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
48. What are your greatest difficulties as a teacher? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
49. (a) What do you do for recreation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (b) Approximately how much time per week do you have for recreation? \_\_\_\_\_
- (c) What types of recreation does your community offer? \_\_\_\_\_
- (d) Is public opinion in your community in favor of or against teachers playing cards? \_\_\_\_\_ Dancing? \_\_\_\_\_
50. (a) How much time do you spend daily on school work and school activities? \_\_\_\_\_
- (b) Average number of hours daily? \_\_\_\_\_ (c) On Saturday \_\_\_\_\_ (d) On Sunday \_\_\_\_\_
51. (a) Are you required to spend your week-ends in the community? \_\_\_\_\_
- (b) To what extent? \_\_\_\_\_
52. Of what professional organizations are you a member? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
53. (a) Do you subscribe for the Journal of Home Economics? \_\_\_\_\_ (b) What other professional magazines? \_\_\_\_\_
54. What professional meetings do you attend each year? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
55. How frequently do you attend summer school? \_\_\_\_\_

56. How much work have you done toward a Master's degree? \_\_\_\_\_
57. (a) How much professional reading do you do during the school year? (In hours per month) \_\_\_\_\_ (b) What do you read? \_\_\_\_\_  
\_\_\_\_\_
58. (a) Were your undergraduate training and preparation adequate for your job as a teacher? \_\_\_\_\_ (b) In what respects were they inadequate and lacking?  
\_\_\_\_\_
59. How could the course in Methods of Teaching Home Economics have been more helpful?  
\_\_\_\_\_  
\_\_\_\_\_
60. How could the course in Practice Teaching have been more helpful? \_\_\_\_\_  
\_\_\_\_\_
61. (a) Did you have sufficient preparation for all of your extracurricular activities? \_\_\_\_\_ (b) What would you suggest for better preparation along that line? \_\_\_\_\_  
\_\_\_\_\_
62. Do you feel that your responsibilities as a teacher are too great for you to do your best work? \_\_\_\_\_
63. Do you feel that too much is expected of you? \_\_\_\_\_
64. What do you consider a reasonable load for a Home Economics teacher? (Include subjects to be taught, and all school and community activities to be directed or assisted with.):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

65. What do you enjoy most in your work as a teacher?

- (a) \_\_\_\_\_ (e) \_\_\_\_\_  
(b) \_\_\_\_\_ (f) \_\_\_\_\_  
(c) \_\_\_\_\_ (g) \_\_\_\_\_  
(d) \_\_\_\_\_ (h) \_\_\_\_\_

66. What do you dislike most in your work as a teacher?

- (a) \_\_\_\_\_ (e) \_\_\_\_\_  
(b) \_\_\_\_\_ (f) \_\_\_\_\_  
(c) \_\_\_\_\_ (g) \_\_\_\_\_  
(d) \_\_\_\_\_ (h) \_\_\_\_\_

67. (a) Do you feel that the reduction in salary has affected your efficiency as a teacher? \_\_\_\_\_

If so, in what ways? \_\_\_\_\_  
\_\_\_\_\_

(List Sent to Superintendent and Principals)

KANSAS STATE COLLEGE  
DEPARTMENT OF EDUCATION

Checking List for Responsibilities of High School Home Economics Teachers

1. Name of school \_\_\_\_\_
2. What personal qualities do you desire for your Home Economics teachers?  
\_\_\_\_\_  
\_\_\_\_\_
3. What professional qualifications do you desire for your Home Economics teachers?  
\_\_\_\_\_  
\_\_\_\_\_
4. (a) What subjects in addition to Home Economics does your Home Economics teacher teach? \_\_\_\_\_  
(b) What do you consider the best subjects to be taught along with Home Economics? \_\_\_\_\_
5. What extracurricular activities do you expect your Home Economics teacher to direct or sponsor? \_\_\_\_\_  
\_\_\_\_\_
6. (a) What part do you expect your Home Economics teachers to take in community affairs? \_\_\_\_\_  
(b) Church? \_\_\_\_\_  
(c) Social organizations? \_\_\_\_\_  
(d) Civic organizations? \_\_\_\_\_
7. What professional meetings do you expect your Home Economics teachers to attend each year? \_\_\_\_\_
8. What professional reading do you think a teacher of Home Economics should do each year? \_\_\_\_\_



9. To what professional organizations do you expect your Home Economics teachers to belong? \_\_\_\_\_
10. (a) How often do you expect your Home Economics teachers to attend summer school?  
\_\_\_\_\_
- (b) Do you expect her to work toward a Master's degree? \_\_\_\_\_
- (c) What provisions does your salary schedule make for additional preparation? \_\_\_\_\_
11. Do you make a difference in the responsibilities of inexperienced and experienced Home Economics teachers? \_\_\_\_\_
12. What do you consider a reasonable teaching load for a Home Economics teacher? (Include subjects taught, extracurricular activities, and community activities.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. (a) What is the approximate length of your Home Economics teacher's school day?  
\_\_\_\_\_
- (b) Do you expect her to make her lesson preparation in the school day or outside? \_\_\_\_\_
- (c) How much time on Saturday and Sunday do you think a teacher should give to school work? \_\_\_\_\_
14. (a) Have the responsibilities of your Home Economics teachers been increased during the past three years? \_\_\_\_\_
- (b) In what ways? \_\_\_\_\_
- (c) Has it affected their efficiency as teachers in any way? \_\_\_\_\_
- (d) How? \_\_\_\_\_

15. (a) Would you employ for Home Economics a teacher who had no college work in Home Economics? \_\_\_\_\_

(b) One who had less than 15 semester hours? \_\_\_\_\_

(c) One who had only 15 semester hours? \_\_\_\_\_

(d) Only one who had a major in Home Economics? \_\_\_\_\_

16. What do you find are the greatest difficulties that Home Economics teachers have? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. In what respects do you feel that the training of Home Economics teachers is the most deficient? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What suggestions would you offer for improvement in this field? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_