

THE ACTIVITIES AND RESPONSIBILITIES OF A
SELECTED GROUP OF KANSAS HIGH SCHOOL HOME ECONOMICS TEACHERS

by

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INTRODUCTION

Secondary education began in Ancient Greece (Monroe and Weber, 1928) where strength, endurance and muscular coordination were important and were taught with music and gymnastics. With men trained for action there were many military victories and each conquest increased the importance placed upon the intelligent leader. The schools were then expanded to include grammar, logic, rhetoric, geometry, mathematics, and astronomy. In that form curriculums in secondary education remained through the Middle Ages and in some respects, to the present time.

Secondary education in the United States was greatly influenced by the prevailing patterns of this level of education in Europe. However, before long after the colonial period was over some developments in secondary education, definitely American, began to take place. Brown (1914) divided the growth of the secondary schools in the United States into three stages of development. These periods were never precise as one stage overlapped and merged with the previous stage. Nor were the divisions determined by history. The first stage was from the first secondary school in the United States in Colonial times until the end of the Revolutionary War. The schools of this period were known as Latin grammar schools and followed the pattern of similar schools in England. The second stage was from the close of the Revolutionary War to the beginning of the Civil War. The new secondary schools of this time were called academies and, they too, were patterned somewhat after the English academies. The third stage began near the close of the Civil War and still continues. In this period the American high school came into being and early in the present century

began changing toward the comprehensive high school that prevails today (Monroe and Weber, 1928).

The Latin grammar school in the United States was a tuition school and its principal purpose was to prepare men for admittance to college. An important aspect of the curriculum was the reading and writing of Latin. Greek, too, was often taught as were other of the old classical subjects. Though girls were sometimes admitted to the Latin grammar schools but at different hours, or to girls' schools patterned after these schools for boys, for a long time there was no college open to them.

With the growth and development of the new nation came the need for a more democratic type of secondary school and the academy came into being. Latin and some of the other subjects of the Latin grammar schools still offered, a number of new subjects were added, and in some of these schools teacher training work was introduced. Many of the academies were assisted financially by the state and were semi-public schools. Girls were admitted to the academies but at first to a special "female department". In the Latin grammar schools and academies school activities other than regular classroom and study activities were limited.

The American high school, a public supported institution, was an outgrowth of the American academy (Brown, 1914). The Latin grammar school, too, had its influence on the high school. The first high schools in general did not prepare for college, but gradually this became an important function and still is. Attendance at high school was quite limited until the last decade in the nineteenth century, according to Monroe and Weber (1928), when enrollment began to increase far more rapidly than population. Attendance laws, though early passed, rarely applied to the high school

attendance. Such requirements came later. For the most part high schools have been co-educational though in some parts of the United States separate high schools were provided girls and boys, a few of which still remain. The main purpose of the high school continued to be for a long time to prepare for college. In the first half of the twentieth century the purposes increased to include preparation for non-professional vocations, citizenship, and more recently, for personal and family living. General education, too, was given an important place in high school curriculums. Course offerings were many, varied and constantly increasing and the same pattern holds as the second half of this century gets underway.

As the American high school developed and grew, student activities other than in-class activities began to be a part of the school program. These increased both in number and importance until they became the amazingly complex extra-class activities of today.

The first known examples of student activities came from Ancient Greece. The athletes ate in public dining halls at tables seating about fifteen. These men organized into clubs and voted on others for admission. Other groups of students would gather around a favorite teacher for discussions. Younger boys were formed into companies under older boys to bring about the first student governing bodies. In Continental Europe during the Middle Ages there were a variety of monitorial types of authority and organization of students into groups. In England at this same time there were numerous groups in dramatics, student government, forensics, and clubs in connection with the secondary schools.

Before the beginning of the nineteenth century in the United States there was considerable interest of high schools in forensic and dramatic

clubs. Many were literary in character. School publications were an outgrowth of literary societies in public high schools. Several references have been made to student government in high schools in the United States during the first half of the nineteenth century. Forensic and dramatic clubs were present in the United States secondary schools before the Civil War.

Athletics were not popular in the early secondary schools. Terry (1930) stated that the first interscholastic football game between Exeter and Andover, Massachusetts, took place in 1878 and the first baseball club in a public high school was organized in 1859. Beginning with the twentieth century athletics began to have a more important part of the secondary school activities.

American secondary schools up until the latter part of the nineteenth century had few or no specific courses for women. However, it was during these last years that the home economics curriculum began its development in the form of cooking and sewing courses. Within the last 25 years these cooking courses became foods courses, the sewing courses changed to clothing courses, and home living and related art courses became a part of home economics curriculums. In these curriculums were included such phases of subject matter as: child development, clothing selection, consumer buying, food selection and nutrition, health home nursing, home management, and housing and family relationships. Though these phases were often offered as separate courses, increasingly now several phases are taught together in integrated home economics courses. In many high schools today the home economics curriculum has been extended to include the directing of home

experiences, the making of home visits, the teaching of adult classes, the advising of F H A, and the instructing of student teachers.

Extra curricular activities, school activities carried on outside of the classroom or sometimes outside of school, gradually grew in number and importance until they became recognized as extra-class in nature and a definite part of school curriculums. Classes began to organize and home rooms were formed. The YWCA changed to Girl Reserves and then to Y-Teens for girls and the YMCA to Hi-Y for boys. Pep clubs, FFA, FHA, NHA, and, in Kansas, the Kayettes, became a part of extra class activities. Dramatic clubs, debate teams, athletic clubs, musical clubs, and special groups publishing the school paper and yearbook continued to grow and keep pace in importance and size with the newer groups. School administrators were assisted in school government by a student council elected by the student body.

When a school activity was organized it required a sponsor or sponsors for guidance and teachers were chosen by the administrator or students for such responsibility. Often teachers were wont to think of such duties as extra and outside of school responsibility and often were reluctant to accept such extra duties. Even so teachers were given these jobs. At first the teacher who was most willing to take over a sponsorship regardless of his or her fitness for the activity was chosen as sponsor. Gradually as these activities changed from being extracurricular to extra-class the teacher or teachers best fitted and prepared for directing a given activity or group was selected as sponsor or sponsors. The custom in most schools now is to inform the teacher at the time of employment the extra-class

activities he or she will guide and direct. Thus a high school teacher has more responsibilities than classroom teaching.

Because of the nature of the subject matter in home economics, many people have a fixed idea of the type of extra class activities which the home economics teacher will sponsor. The home economics teacher is always the FHA sponsor. Her preparation for becoming a teacher has included courses in foods and nutrition, and in some instances, food preparation and service for large numbers. This makes the home economics teacher a logical and expected sponsor for the Junior class which gives the annual junior-senior banquet, and for the club which earns most of its money from food concession sales. Sometimes the home economics teacher is an assistant or a consultant for the school lunch program. Many times this experience and training make her a valuable member of community food service committees. The training necessary for teaching home economics also includes work in home planning and furnishing, art related to the home, clothing construction and selection, and home management which enable the teacher to be of service to the school and community in many other ways related to her profession.

The activities of home economics teachers that are a part of their job and especially those other than their classroom teaching have for sometime been a concern of the writer. How home economics teachers use their time, what is expected of them in addition to their classroom teaching of home economics, and how the future home economics teachers should be prepared, present questions and problems, the answering and solving of which would be of value to many interested people.

This study was undertaken to ascertain the responsibilities of a selected group of Kansas high school home economics teachers that were

other than those of their classroom teaching of home economics. The information thus obtained would be especially helpful to those persons in Kansas responsible for preparing students to become high school home economics teachers.

REVIEW OF LITERATURE

A review of literature revealed that little had been reported relating to the duties and responsibilities of home economics teachers. Complete presentations of what home economics teachers must do in addition to their classroom teaching appeared to be lacking. Much had been written about extra-class activities of the responsibilities of teachers in general, but most of these had little bearing upon this study.

Brown (1914) who wrote fully of the American secondary schools prior to 1914 divided the development of the secondary schools in the United States into three periods. The first one began with the beginning of schools in this country and lasted until the beginning of the Revolutionary War. The second period lasted until the beginning of the Civil War when the third period began. He described fully the growth of school activities in the United States during these periods.

Monroe and Weber (1928) wrote briefly about the early beginnings of extra-class activities but devoted more time to the development of secondary schools in the United States. He began with the Latin grammar school and then added the academy and the high school. He traced the secondary school attendance in the United States and suggested that many more changes would come about in the next few years.

Terry (1930) devoted one chapter of his book to the origin and growth of student activities. He traced the origin of athletic sports in ancient Greece and only slightly later the beginnings of student government in the same country. In early English secondary schools athletic sports were

common. Before the beginning of the 18th century school publications were established in nearly all of the public schools. Dramatics and clubs began in the middle of the 17th century and were fairly common by the middle of the 18th century. The earliest student government was at Winchester College in 1383, but selected student supervisors and monitors were common in England by the middle of the 19th century. According to Terry, student activities in the early American schools began early in the 18th century and developed at about the same rate as in England.

Winder (1935) made a study of the responsibilities of a selected group of home economics teachers of Kansas. She obtained her data from 175 Kansas home economics teachers and 41 school administrators by means of check lists. The teachers indicated their actual situations, and the responsibilities and activities that were desired, expected, and required of their home economics teachers. She found that administrators desired most the personal qualities of neatness and cleanliness, good appearance, pleasing personality, good character, and poise. The professional qualities most desired were adequate knowledge of subject matter, major work in home economics, and good professional attitude. Nearly half of the administrators reported that their teachers taught only home economics but the subjects that they considered best taught with home economics were physiology, general science, social science, and English and their choices were in that order. Extra-class activities which were expected of the home economics teacher were, in order of their listing, serving of banquets and meals, sponsoring a class, sponsoring Girl Reserves (now called Y-Teens), advising the home economics club, and directing girls athletics. The administrators wished their teachers to participate in church, social, and civic community organizations, but assistance without responsibility seemed desirable. The teachers were expected

to be professional minded. Most of the administrators expected their teachers to go to summer school once every three years. Only five percent wanted a free daily period for their teachers and over half of the administrators expected lesson preparation to be done outside of the school day. Over 90 percent of the administrators indicated that they would employ only a teacher with a major in home economics. They also indicated that the home economics training should be more practical and that more care should be exercised in certifying only the girls who can and will live what they teach.

Winder found a slightly different picture of what the teachers were actually doing. She found the subjects most frequently taught with home economics were social science, physical education, physiology, general science, English, and commercial subjects. Over 80 percent of the teachers in this study had no free period during the day. Extra-class activities varied but included directing student assemblies, plays, programs, and school publications; sponsoring home economics clubs, Girl Reserves, music activities, and Girls Athletic Association; serving on faculty committees, campaigns, and drives, working with local or county relief work, PTA, YWCA, farm bureau, local clubs, and home projects, attending church, and making costumes.

In 1935, 42 percent of all the teachers in the Winder study were responsible for some janitorial work and 78 percent were expected to serve food to groups. The teachers averaged spending ten and one-third hours per day on school work and ten hours per week on recreation. Nearly a fourth were required to spend $\frac{2}{3}$ to $\frac{3}{4}$ of the week ends in the community. The range of professional reading was from two to 40 hours a month. Over 80 percent of these teachers stated that their preparation for extra-class

activities had been inadequate and nearly half of them considered that their teaching responsibilities were too great. Some of the difficulties the teachers experienced were lack of time for planning their school work, lack of time and opportunity for recreation and lack of time for professional advancement, grading students' work, and discipline.

The Research Committee of the Home Economics Section of the American Vocational Association (1948) undertook a study of the factors which influence home economics teachers to remain in or leave the teaching profession. This was a timely project since there was an acute shortage of home economics teachers at this time. All sections of the United States, State Departments of Vocational Education of 46 states, and approximately five thousand teachers cooperated in this study. The scope of the study was indicated by the factors affecting the teachers that were investigated. These include the profession, school conditions, teaching load, salary, community conditions, living conditions, and marriage and family responsibilities.

The teachers reported that being in a profession which they liked was important to them. Married teachers were on the whole more satisfied with their profession than were single teachers. Some school conditions which contributed to job satisfaction were vocational programs, adequate equipment for all phases of home economics, an adequate definite amount of money for the department, and helpful school supervision. The home economics teachers in this study had teaching loads comparable to other teachers in the school and load-size and job satisfaction did not seem related. A salary of \$2,500 at the time the lists were checked seemed to be the minimum salary which could be associated with job satisfaction. The size of the community made a difference with the teachers' satisfaction with the

community. The teachers in towns under 2,500 population were less satisfied than were the teachers who lived in the larger populated towns. The most satisfactory living conditions were for the teacher to live with her family or to live alone. The three factors most affecting the satisfactions of home economics teachers were the community and living conditions, the professional aspect of teaching, and the conditions existing in the schools.

The available literature indicated the need for a study at this time to ascertain the responsibilities and activities of the home economics teachers in Kansas. Though teacher education institutions would be the most helped by the findings, others, too, could make use of these.

METHOD OF PROCEDURE

The data for this study were obtained from a check list-questionnaire which was checked and answered by a selected group of Kansas high school teachers of home economics. The teachers were chosen because of the geographical location of the school, the size and kind of school, and the type of home economics department in which they taught. The schools were located in seventy-three counties well scattered throughout the state with no preponderance of schools in any one section. The schools in which the teachers of this study were located included rural, consolidated, community, private, first, second, and third class city high schools. Both vocational and nonvocational home economics departments were represented in the study. The nonvocational departments were those not receiving aid from federal and state funds for vocational education; the vocational departments were those that were reimbursed by these funds.

Letters asking their participation in the study were sent to the selected home economics teachers. The check list-questionnaire was then sent to those who indicated their willingness to participate. Seventy-four teachers in nonvocational home economics departments and 27 teachers in vocational departments took part in the study. This was a total of 101 teachers who represented 100 high schools. The data thus obtained were tabulated, analyzed, and summarized.

FINDINGS

One hundred and one teachers of home economics in 100 Kansas high schools participated in this study. Seventy-four of the teachers taught in nonvocational home economics departments and 27 taught in vocational home economics departments.

The schools with nonvocational home economics departments were located in Agenda, Alma, Alta Vista, Altoona, Andover, Anthony, Arlington, Ashland, Assaria, Atchinson, Auburn, Augusta, Barnard, Barnes, Basehor, Beattie, Bellefont, Beloit, Bently, Beverly, Bison, Bluff City, Brewster, Bucklin, Buffalo, Burden, Burdette, Burlingame, Burr Oak, Bushton, Byers, Canton, Carbondale, Caney, Centralia, Chanute, Claflin, Codell, Coldwater, Elk Falls, Ellinwood, Ellsworth, Elsmore, Englewood, Erie, Everest, Fontana, Fowler, Ford, Fulton, Gardner, Geneseo, Girard, Glenn Elder, Great Bend, Greeley, Grinnell, Haddam, Halstead, Hamilton, Hanston, Hartford, Havana, Haven, Havensville, Haviland, Hugoton, Kincaid, Lakin, Lebanon, Leoti, Leoville, Liberty, and Russell Springs. The schools with vocational home economics departments were located in Altamont, Alton, Atwood, Baxter Springs, Bazine, Bethel, Bird City, Blue Rapids, Bonner Springs, Burlington, Caldwell, Chapman, Cherokee, Cherryvale, Colby, Concordia, Ellis, Emporia,

Frankfort, Frontenac, Wakeeney, Wakefield, Wamego, Waterville, and Winfield.

This division of schools according to vocational and nonvocational home economics departments and likewise the teachers who taught in these departments was followed throughout the study. Because the number of nonvocational home economics departments represented was nearly three times the number of vocational home economics departments, percentages were used instead of numbers in most instances and unless otherwise stated.

The daily schedules of the home economics teachers in this study were varied and busy ones. Every teacher in this study taught from one to five classes of home economics each day and nearly half (43.56%) of them taught only home economics. Of the others, twenty-five teachers in the nonvocational home economics departments taught English also. Teachers who had classroom responsibilities other than home economics taught from one to five classes daily in addition to home economics. Subjects taught in these classes included English, library, biology, health, general science, physical education, mathematics, American literature, chemistry, American history, arts and crafts, psychology, physics, algebra, geometry, physiology, glee club, general business, bookkeeping, reading, world history, Spanish, world geography, journalism, citizenship, and American government. For all of the home economics departments the mean number of students per teacher per day was 76. There was little difference in the two types of departments in this respect. The school days were divided into from five to 9 periods. For the vocational home economics teachers the mean number of conference periods was more than one a day while only 23 or 31.05 percent of the nonvocational teachers had such periods. The nonvocational home economics teachers had a mean of more than one study hall

per day, with one teacher having charge of study hall three times each day. Of the vocational home economics teachers, 15 or 55.5 percent had charge of daily study halls.

The holding of staff meetings was a general practice among all the schools involved in this study. Staff meetings once a month were the most common (Table 1). With the schools having vocational home economics departments, once a week was next most common while with the schools with nonvocational home economics departments once every six weeks was next most common. The only school with daily staff meetings was a school with a nonvocational home economics department. Here the staff met for five minutes every morning. Only one school had no regularly scheduled local staff meetings and met only as meetings were called by the administrator.

Table 1. Frequency of school staff meetings.

	: Vocational : Departments %	: Nonvocational : Departments %	: Total %
Once a month	44.4	31.05	34.65
Once every six weeks	7.4	21.60	17.82
Once a week	25.09	20.25	21.78
Twice a month	7.4	13.50	11.88
None during year	-	13.50	9.90
Once each semester	11.1	9.45	10.89
Twice a semester	-	2.70	1.98
Daily	-	2.70	1.98
When called by the administrator	3.70		.99

Time spent in school staff meetings was an expected part of the teachers' duties (Table 2) and regarded as a regular part of her job. The most common length of these staff meetings was one hour. Thirty minutes or less was the next most frequent length for these meetings. However, meetings longer than one and one half hours were not uncommon. The range of time spent in the school staff meeting was from five minutes in a daily meeting to from three to four hours in a meeting once a semester. The median for both groups of teachers was one hour.

Table 2. The length of school staff meetings.

Length	: Vocational : Departments %	: Nonvocational : Departments %	: Total %
30 minutes or under	26.9	25.65	26.73
1 hour	26.9	36.45	34.65
1½ hours	7.4	12.15	10.89
2 hours	14.8	6.75	8.91
3 hours	3.7	1.35	1.98
Over 3 hours	-	1.35	.99
No answer	14.8	16.20	15.84

The making of unit and lesson plans was a generally accepted responsibility of these home economics teachers. All except three of them spent some time each day making unit and lesson plans as is shown in Table 3. Almost 50 percent of the teachers in this study spent from one-half to one and one-half hours each day preparing unit and lesson plans. One vocational home economics teacher and five nonvocational home economics teachers spent from two and one-half to three hours daily making such plans

while only about nine percent of all the teachers spent 15 minutes or less making their unit and lesson plans. Two nonvocational home economics teachers reported that they did their planning by months.

Table 3. Time teachers spent daily making unit and lesson plans.

Time spent	Vocational	Nonvocational	Total
	Departments	Departments	
	%	%	%
15 minutes	14.8	6.75	8.91
30 minutes	18.5	25.65	23.76
1 hour	25.9	18.90	20.79
1½ hours	18.5	-	4.95
2 hours	14.8	10.80	11.88
2½ hours	3.7	5.40	4.95
3 hours	-	1.35	.99
Plan by months	-	2.70	1.98
No answer	3.7	-	.99

There was much similarity among all the teachers in when the planning of units and lessons was done (Table 4). More teachers used their vacant or planning period during the school day for making unit and lesson plans than any other one time. Evenings and immediately after school were the next most common times to do the planning. Only two teachers did their planning in the morning before school.

The teaching of home economics requires the purchasing of many supplies, both consumable and durable, and time must be scheduled for these purchases. According to Table 5, more teachers did their department purchasing after school hours than at any other one time. Teachers who

reported the purchasing of supplies during class hours also explained that the purchases were made by the students as a part of classroom instruction. Two teachers reported that the students were totally responsible for purchasing consumable supplies for the home economics department.

Table 4. Time of planning units and lessons.

Time of planning	: Vocational : Departments %	: Nonvocational : Departments %	: Total %
Vacant or planning period	70.3	71.55	71.28
Evenings	66.6	48.60	53.46
Immediately after school	62.9	40.50	46.53
Sundays	33.3	25.65	30.52
Saturdays	37.0	24.30	27.72
During class time	14.8	5.40	7.92
During study hall	-	5.40	3.96
Mornings before school	-	2.70	1.98

Table 5. Time of purchasing home economics supplies.

Time	: Vocational : Departments %	: Nonvocational : Departments %	: Total %
After school	66.6	59.40	61.38
Before school	33.3	47.25	43.56
Vacant or planning period	26.9	28.35	28.71
During class	7.4	6.75	8.91
Saturdays	26.9	5.40	11.88
Girls responsible for supplies	-	5.40	3.96

A financial budget for the home economics department is generally regarded as an important responsibility of a home economics teacher and such a budget should be made annually. However, these teachers as a group seemed not to be greatly aware of this. As indicated in Table 6 less than three-fourths of the vocational home economics teachers and less than half of the nonvocational teachers had definite figures for their budgets. In some instances these budgets were developed with cooperation between teacher and administrator and in some cases the teachers were informed of the ready-made budget. Over one-fourth of all the teachers knew of no existing budget. The remaining nearly 24 percent of the teachers gave various reasons for not knowing the home economics budget or did not answer.

Table 6. Budgets for the home economics departments.

	: Vocational : Departments %	: Nonvocational : Departments %	: : Total %
Budgets with definite figures	70.3	41.85	49.50
No budget	11.1	32.40	26.73
Within reason	-	10.80	7.92
No responsibility	7.4	6.75	6.93
"The least possible"	-	1.35	.99
"No time to check"	-	1.35	.99
Adequate funds for asking	7.4	-	1.98
No answer	3.7	5.40	4.95

Table 7. Amount of yearly budget for the home economics departments.

	: Vocational : Departments %	: Nonvocational : Departments %	: Total %
\$ 45 - \$200	3.70	10.80	8.91
201 - 400	25.9	13.50	16.83
401 - 500	7.4	2.70	3.96
501 - 600	18.5	5.40	8.91
601 - 700	3.7	4.05	3.96
701 - 800	3.7	2.70	2.97
847	-	1.35	.99
1262	3.7	-	.99
1339	-	1.35	.99
1750	3.7	-	.99

The home economics departmental budget in this study included consumable supplies, equipment and upkeep, and furnishings and upkeep. As is shown in Table 7, the amounts of the home economics departmental budgets varied greatly. The lowest nonvocational department annual budget was \$45.00 and the highest was \$1339.00. The lowest vocational department annual budget was \$200.00 and the highest was \$1750.00. The median for the nonvocational departments was \$325.00 and for the vocational ones was \$415.00.

The annual budget for a home economics department should include such items as home economics library books, magazine subscriptions, various consumable supplies including foods for foods classes, patterns and swatches of fabrics for teaching clothing, paints, crayons, and paper,

objects for interest centers in the room as needed, replacement of equipment and new equipment to keep the department up-to-date. A minimum purchase of two sewing machines each year should be planned for until there is at least one machine for every two girls. Provision should be made in the budget for increasing enrollment and keeping all equipment in good order and up-to-date. It is most difficult to see how a home economics department even though a small one could operate effectively on \$45.00 a year or even several times that amount.

Table 8. Areas of home economics covered by the home economics budget.

	: Vocational : Departments %	: Nonvocational : Departments %	: Total %
Four areas	70.3	22.95	35.64
Foods	14.8	68.85	54.45
Clothing	14.8	56.70	45.54
Home living	11.1	41.85	33.66
Related art	3.7	25.65	19.80
No answer	11.1	18.90	16.83

A broad, comprehensive curriculum in home economics includes four general areas of subject matter which are foods, clothing, home living, and related art. The budget should provide adequately for all of these areas. Nearly three-fourths of the vocational home economics teachers included the four areas in their home economics budget (Table 8). This latter group of teachers had budgets including foods and clothing more often than any other area. Related art was seldom included in the budget. This seemed to suggest that in some schools a balanced program was not

being taught.

One very important responsibility of most of the teachers in this study was the serving of group meals and refreshments. Only three teachers in the entire study served neither group meals nor refreshments. The group meals included banquets, dinners, lunches, and breakfasts. The refreshments included teas and refreshments served after meetings, parties, and open house. A total of 23 vocational home economics teachers served 113 group meals with a mean of 4.2 meals per teacher per year, and a range of from one to 30 meals per teacher per year. They served 7,204 people with 100 people being the attendance at the median meal. The range of people served was from 12 to 865 per teacher per year. One vocational home economics teacher served 865 people during the year while another teacher served 826 people during the year.

Among the 56 nonvocational home economics teachers who reported fully, there were 192 group meals served with a mean of 3.5 meals per teacher and a range of from one to 16 meals per teacher per year. These teachers served meals to 15,050 people during the school year with 72.5 people in attendance at the median meal. The range of people served was from 15 to 1,243 people per teacher per year. One teacher served 740 people during the year and another served 1,243 people.

Refreshments were not served as often as meals by the teachers in this study nor was the total number of people served so high in either group. The 22 vocational home economics teachers who served refreshments during the year served these a total of 52 times. This was a mean of 2.3 times that refreshments were served by each teacher each year. The median sized group was 100 with a total of 5,225 people served. The largest number

of people served refreshments by one vocational home economics teacher during the year was 650.

The 38 nonvocational home economics teachers who served refreshments to groups had a mean of serving three times per year with a total number of 114 times refreshments were served. The range was from one to 12 times per teacher per year with a total of 12,497 people served. The median size group was 80. The largest number of people served by one teacher during the year was 3,300 people.

The vocational teachers served both meals and refreshments more frequently than did the nonvocational teachers and the groups they served tended to be larger. However, the range of times both meals and refreshments were served tended to be greater for the nonvocational than for the vocational home economics teacher.

Table 9. Participation in school lunch program.

Responsibility	Vocational	Nonvocational	Total
	Departments	Departments	
	%	%	%
None	74.0	58.05	63.37
All	3.7	4.05	3.96
Partial	11.1	27.00	22.77
No answer	11.1	10.80	10.89

Nearly all of the schools in this study had school lunch programs and over sixty percent of the home economics teachers had no responsibility connected with that program (Table 9). It was interesting to note that the three nonvocational home economics teachers who had full responsibility for

school lunch listed that work as the responsibility they liked the least in their present position. Partial responsibility included such duties as being cashier, punching tickets, furnishing girls to do cooking, making desserts, and enforcing discipline.

Table 10. Frequency of home projects.

Home projects	Vocational Department	Nonvocational Departments	Total
	%	%	%
Yes	96.2	9.45	32.67
No	3.7	83.70	62.37
No answer	-	6.75	4.95

Home projects are a required part of vocational home economics and a highly recommended part of any home economics curriculum. The one vocational home economics department not having home projects (Table 10) was already making plans for their inclusion in next year's program. Less than ten percent of the seventy-four nonvocational home economics departments carried classroom learning over into the home by means of home projects and in so doing had a total of 82 home projects. The 26 vocational home economics departments studied had a total of 1,128 home projects. The length of home visits made by all of the teachers was from fifteen minutes to one hour and each girl had a minimum of one visit in her home by her teacher each year. Home visits were made by all the teachers in both groups who had home projects. There was one nonvocational home economics teacher who made visits to the homes of all of her students, but she did not have home projects in connection with these visits.

Table 11. Frequency of adult classes.

Adult classes	Vocational	Nonvocational	Total
	Departments	Departments	
	%	%	%
No	85.1	83.70	84.15
Yes	3.7	-	.99
No answer	11.1	16.20	14.85

In all the home economics departments, only one home economics teacher taught adult classes. This teacher taught two classes with an enrollment of thirty-eight women. Each unit lasted fifteen weeks and the classes met weekly for a three hour session.

Table 12. Frequency of student teachers in high school home economics departments.

	Vocational	Nonvocational	Total
	Departments	Departments	
	%	%	%
No	44.4	86.40	75.24
Yes	40.7	8.10	16.83
No answer	14.8	5.40	7.92

Student teachers are increasingly being sent to Kansas high schools for various periods of time as a part of college teacher training programs. According to Table 12, over 40 percent of the vocational home economics teachers and over eight percent of the nonvocational home economics teachers had student teachers in their departments sometime during the year. The length of time for the student teacher to be in the high school varied from one to sixteen weeks with the median of seven weeks. The number of

Table 13. Activities and clubs sponsored by home economics teachers.

Club or activity	: Vocational	: Nonvocational	: Total
	: Departments	: Departments	
	%	%	%
Junior class	48.1	52.65	51.48
Pep club	7.4	20.25	16.83
Kayettes	3.7	20.25	15.84
F H A	77.7	16.20	32.67
Home room	25.9	14.85	17.82
Y-Teens	7.4	13.50	11.88
Senior class	7.4	12.15	10.89
Freshman class	7.4	10.80	9.90
Sophomore class	7.4	9.45	8.91
Concessions	-	4.05	2.97
Party committee	-	2.70	1.98
School year book	-	1.35	.99
Jr-Hi sponsor	-	1.35	.99
Student librarians	-	1.35	.99
Cheer leaders	-	1.35	.99
Student council	-	1.35	.99
Jr-Hi sewing club	-	1.35	.99
Study Hall	3.7	-	.99
Horizon club	3.7	-	.99
Bus to game	3.7	-	.99
Snack bar	3.7	-	.99

student teachers in the high school during the year varied from one to sixteen with the median of four. In most instances the colleges gave instructions to the home economics teacher before the student teachers arrived for their training.

Sponsoring activities and clubs was an accepted part of these home economics teachers' responsibilities. Most often the home economics teacher was sponsor of the junior class (Table 13) and along with this was the fact that the junior-senior banquet was the one large group meal served most often by the home economics teacher. Except that the vocational home economics teachers more often sponsored F H A clubs than did the nonvocational teachers, there was much similarity in the clubs and activities sponsored by the vocational and nonvocational home economics teachers. However, the vocational home economics teachers sponsored more clubs and activities although the variety of groups sponsored was smaller than the nonvocational home economics teacher.

Sometimes home economics teachers are expected to be responsible for janitorial work in the department. This may be due to the nature of some of the subject matter of home economics. When this is the case, cleaning and other housekeeping activities must become routine class procedure subtracting from the class periods or be a burden after school hours. Slightly more than one-third (Table 14) of all the home economics teachers in this study had no responsibility for janitor work. Nearly 12 percent did all the janitor work and the remaining over 50 percent did part of the janitor's work. It might seem that the standard of cleanliness varied somewhat between the janitor and the home economics teacher and thus accounted for the large amount of additional partial work performed by the teacher.

Certainly such activities as daily dusting, arranging chairs, keeping the floor reasonably free of scraps, threads, and pins, washing the windows of display cases, and other similar light housekeeping duties are not too much to be expected of a home economics teacher and her students.

Table 14. Frequency and type of janitor work required by home economics teachers.

	: Vocational : Departments %	: Nonvocational : Departments %	: Total %
None	25.9	40.50	36.63
All	7.4	13.50	11.88
Partial	66.6	45.90	51.48
Dusting	66.6	32.40	41.58
Sweeping	25.9	10.80	14.85
Washing windows	25.9	6.75	11.88
Clean blackboards	25.9	12.15	15.84
Laundry-home economics	-	5.40	3.96
Scrubbing-waxing	-	2.70	1.98
All but the floor	-	2.70	1.98
Venetian blinds	-	1.35	.99
Girls' rest room	-	1.35	.99
Equipment and supplies for Science, Library and Home Economics	-	1.35	.99

Table 15. Membership in professional organizations.

	: Vocational		: Nonvocational		: Total	
	: Departments		: Departments		: Member- Re-	
	: Member- Re-		: Member- Re-		: Member- Re-	
	: ship quired		: ship quired		: ship quired	
	%		%		%	
Kansas State Teachers Association	92.5	44.4	75.60	43.20	80.19	43.56
National Educational Association	85.1	37.0	62.10	33.75	68.31	34.65
County Teachers Association	55.5	22.2	47.25	25.65	49.50	24.75
Kansas State Home Economics Association	74.0	3.7	29.70	4.05	41.58	3.96
American Home Economics Association	92.5	3.7	27.00	-	44.55	.99
City Teachers Association	11.1	3.7	13.50	6.75	12.87	.99
Kansas State Librarians	-	-	4.05	-	2.97	-
National Catholic Home Economics Association	-	-	2.70	-	1.98	-
Kansas English Teachers	-	-	1.35	-	.99	-
City Home Economics Club	25.9	11.1	1.35	-	7.92	-
Johnson County School Lunch	-	-	1.35	-	.99	-
American Vocational Association	55.5	3.7	-	-	14.85	-
Kansas Vocational Association	14.8	-	-	-	3.96	-

Membership of teachers in certain professional organizations is a general indication of their professional standards. In all national and state educational, home economics, and vocational organizations except in the National Catholic Home Economics Association, the vocational home economics teachers had a larger membership percentage than the nonvocational home economics teachers. Except for county and city teachers associations, the school requirements for membership in such organizations were also greater for vocational home economics teachers. The difference in membership was most marked in the American Vocational Association and the Kansas Vocational Association. The vocational home economics teachers were the only ones who had membership in these two organizations.

Table 16. Total hours spent each week doing professional reading.

Time spent reading	Vocational Departments %	Nonvocational Departments %	Total %
Less than 1 hour	-	2.70	1.98
1 hour	14.8	5.40	7.92
2 hours	22.2	20.25	20.79
3 hours	14.8	16.20	15.84
4 hours	7.4	16.20	13.86
5 hours	14.8	13.50	13.86
6 hours	-	1.35	.99
7 hours	-	2.70	1.98
8 hours	-	6.75	4.95
9 hours	-	-	-
10 hours	3.7	1.35	1.98

Reading professional journals, magazines and books is necessary to promote standards of professional advancement. The range of time spent by the vocational home economics teachers doing professional reading each week was, with one exception, between one and five hours. The nonvocational home economics teachers, with one exception, presented a range of from no reading at all to eight hours. For the most part it would seem as if these home economics teachers were spending an acceptable length of time doing professional reading.

The cross section of Kansas high schools in this study shows an amazing number of activities either related to home economics or delegated to the home economics teacher as a part of her job. Some of the nonvocational home economics teachers had daily duties such as supervising the halls, buildings, and libraries, and doing the athletic laundry. Twice a week others of these teachers led athletic groups, had charge of the libraries, did athletic and lunch room laundry, and administered first aid. Weekly activities for the nonvocational home economics teachers included the supervising of athletic groups, musical activities, libraries, and school publications, doing athletic laundry, administering first aid to students, and sponsoring bus trips. Their once a month activities included the supervising of athletic groups, music activities, and school publications, making costumes, having hall and building duty, doing athletic laundry, attending P T A, assembling exhibits, preparing demonstrations, administering first aid, and planning birthday parties. This same group of nonvocational home economics teachers had the largest number of extra duties occurring once a semester such as coaching plays, supervising athletic groups, music activities, and student assemblies, making costumes, giving

fashion shows, doing athletic laundry, attending P T A, assembling exhibits, preparing demonstrations, planning school parties, and working at music and speech festivals and debate tournaments. This group listed as yearly jobs coaching plays, supervising athletic groups, music activities, school publications, and student assemblies, making costumes, giving fashion shows, attending P T A and Hospitality Day at Kansas State College, assembling exhibits, and preparing demonstrations. Some nonvocational home economics teachers had charge of concessions at all athletic games held at the school and others sold tickets at all of the home games. Many teachers gave first aid when needed and made costumes upon request.

The vocational home economics teachers had almost as many activities delegated to them as had the nonvocational home economics teachers. The vocational home economics teachers reported that every week several of the teachers conducted student assemblies, arranged exhibits and demonstrations, administered first aid, and mended athletic clothes. Once a month they had charge of student assemblies, the school publications, and exhibits, attended P T A, did athletic laundry, administered first aid, had lunch room duty, and planned food for parties. Once a semester some of this same group of teachers had charge of student assemblies, prepared exhibits and demonstrations, gave fashion shows, had lunch room duty, attended P T A, made costumes, mended athletic clothes, and planned food for parties. The largest number of activities were delegated on a yearly basis to the vocational home economics teachers. They were conducting student assemblies, music activities, and fashion shows, supervising concessions for the season's athletic games, preparing demonstrations, coaching plays, leading athletic groups, making costumes, doing athletic laundry, planning exhibits, administering first aid,

selling tickets, and planning all-school parties.

There was no noticeable difference in the kind or number of these extra-class activities assigned to the vocational and nonvocational home economics teachers. By the wide variety of activities listed by the teachers in this study it is easy to understand why these home economics teachers spent so many hours each day doing the work assigned to them (Table 18).

Teachers who become a part of the community participate in community organizations. Table 17 shows church and other religious group meetings were the most attended of all community gatherings by the home economics teachers in this study. Red Cross, YWCA, and the American Association of University Women were next most attended organizations. Some of the organizations which the home economics teachers attended in smaller numbers were Daughters of the American Revolution, missionary society, P T A, Home Economics Unit, Cancer Committee, Alpha Delta Kappa, Phi Upsilon Omicron, Alpha Omega Pi, Commercial Club, Grange, Community Club, Tab'n Jab'm, Community Concert Association, Philomathean Club, Bridge Club, Sienna Club, Service Club, Art Club, American Legion Auxiliary, Kansas State Teachers College Faculty Club, and 4-H Advisory Councils.

People not associated with schools usually do not realize how many hours a day a home economics teacher must devote to her school work. Over 75 percent of the vocational home economics teachers spent nine, ten, and 11 hours each day doing the work required of them as home economics teachers. The largest group of nonvocational home economics teachers spent ten hours each day on total school work, that is, teaching and other activities. Extremes were listed by the nonvocational home economics teachers with a minimum of six hours a day and a maximum of 14 hours a day. One teacher did not give her hours numerically, but stated she "was busy all the time."

Table 17. Participation in community organizations.

	: Vocational : Departments %	: Nonvocational : Departments %	: : Total %
Church	88.8	75.60	79.20
Sunday School	25.9	45.90	40.59
Refreshments for church parties	25.9	37.80	34.65
Sunday School teacher	7.4	11.55	14.85
Y W C A	11.1	13.50	12.87
Farm Bureau	-	13.50	9.90
Choir	2.59	13.50	16.83
Church programs	7.4	13.50	11.88
Special church music	7.4	12.15	10.89
Young peoples organization	7.4	10.80	9.90
Reading clubs	-	9.45	6.93
Red Cross	14.8	8.10	9.90
Wesleyan Service League	-	8.10	5.94
Pianist for church	-	8.10	5.94
Study Club	-	8.10	5.94
Eastern Star	7.4	6.75	6.93
Business Professional Women's Club	7.4	6.75	6.93
Delta Kappa Gamma	7.4	6.75	6.93
Federated Women's Club	-	5.40	3.96
American Ass'n. of University Women	14.8	4.05	6.93

Table 18. Hours required each school day to perform duties required of a home economics teacher.

	: Vocational : Departments	: Nonvocational : Departments	: : Total
	%	%	%
6 hours	-	2.70	1.98
7 hours	-	2.70	1.98
8 hours	7.4	8.10	7.92
9 hours	25.9	12.15	15.84
10 hours	25.9	40.50	36.63
11 hours	25.9	14.85	17.82
12 hours	14.8	9.45	10.89
13 hours	-	-	-
14 hours	-	1.35	.99
"Busy all the time"	-	1.35	.99

Table 19. Residence in community.

	: Vocational : Departments	: Nonvocational : Departments	: : Total
	%	%	%
Reside in community	81.4	63.45	68.31
Commute	18.5	29.70	26.73
No answer	-	6.75	4.95

Although it is not a custom commonly followed, some schools require the teachers to reside in the community. Over 18 percent of the vocational home economics teachers and over 29 percent of the nonvocational home economics teachers commuted from their homes to the schools where they taught.

The shortest distance for the vocational home economics teachers was seven miles and the longest distance was 12 miles. For the nonvocational home economics teachers, the shortest distance was two miles and the longest distance was 60 miles. The vocational home economics teacher traveled a mean of 8.6 miles and the nonvocational teacher traveled a mean of 15.6 miles. Traveling very many miles to school every day would add measurably to the energy and time spent by the home economics teacher.

Table 20. Years experience teaching home economics.

Years Experience	: Vocational : Departments %	: Nonvocational : Departments %	: Total %
3 years or less	37.0	25.65	28.71
4 to 7 years	18.5	25.65	23.76
8 to 11 years	14.8	18.90	17.82
12 to 15 years	14.8	6.75	8.91
16 to 19 years	7.4	4.05	4.95
20 and over	7.4	10.80	9.90
No answer	-	8.10	6.93

There is a wide variety of experience represented by teachers in this study. Their experience varied from the first year of teaching to thirty years. Both groups of teachers in this study had a mean of between eight and eight and one-half years of experience. Over one-third of the vocational home economics teachers had taught three years or less. Over 50 percent of the nonvocational teachers had taught seven years or less. Several teachers had taught as much as 30 years. It would seem among the teachers studied as

if there is a tendency to quit teaching after about 11 years and those who teach more than 11 years are most likely to be career teachers with long years of experience.

Table 21. Feelings toward inadequacy of preparation for various responsibilities.

	: Vocational : : Departments :		: Nonvocational : : Departments :		: Total : At grad- Present :	
	At grad- : uation	Present Time	At grad- : uation	Present Time	At grad- : uation	Present Time
	%	%	%	%	%	%
Teaching student teachers	44.4	14.8	44.55	40.50	44.55	33.66
Teaching adult classes	44.4	26.9	41.85	40.50	42.57	37.62
Food service	37.0	14.8	29.70	10.80	31.68	11.88
Home visits	51.8	-	28.35	22.95	34.65	16.83
School lunch	25.9	18.5	24.30	14.85	24.75	18.81
Sponsoring clubs	37.0	7.4	22.95	2.70	17.82	3.96
Sponsoring classes	44.4	3.7	22.95	8.10	28.71	6.93
Selling at concessions	-	-	12.15	1.35	8.91	.99
Teaching guidance	3.7	-	1.35	-	1.98	-
Boys' classes	-	-	1.35	-	.99	-
Home room	-	-	1.35	-	.99	-
Other teaching fields	-	-	1.35	-	.99	-
F H A	-	-	1.35	-	.99	-
Yearbook	-	-	1.35	-	.99	-
Department budgets	3.7	-	-	-	.99	-
Official reports	3.7	-	-	-	.99	-
Evaluating and grading	3.7	-	-	-	.99	-
Care and repair of equipment	3.7	-	-	-	.99	-

The home economics teachers in this study were given a list of activities and asked to check the ones in which they felt they were inadequately prepared when they left college and to check the ones in which they still felt inadequate. They were also asked to make additions to the list. The results were interesting for in some cases the feelings of inadequacy had almost completely disappeared, but in other instances the feelings of inadequacy still remained. Both groups of teachers checked most often the same four activities which were teaching student teachers, teaching adult classes, having charge of food service, and making home visits. School lunch ranked high also with both groups. Many of the vocational home economics teachers still felt more than any other the need of additional preparation for teaching adult classes, and having charge of the school lunch. Most of all the nonvocational home economics teachers needed more preparation before teaching student teachers and adult classes. Every teacher who answered the question still felt the need of preparation for responsibility.

Extra-class responsibilities which are enjoyed by the teacher help to increase teacher satisfaction with her work. The vocational home economics teachers enjoyed most of all the sponsoring of F H A and home visits which are both characteristic activities of the vocational home economics curriculum. The nonvocational home economics teachers most enjoyed sponsoring classes, sponsoring F H A, serving banquets, and sponsoring Kayettes in that order. Other responsibilities enjoyed by small numbers were guidance and counseling, teaching student teachers, school lunch, bulletin boards, teaching adults, banquets, assemblies, class sponsor, Y-Teens, library work, plays, style shows, clubs, concessions, special programs, cashier, special teas, pep club, Jr-Hi students, recreation, and sponsoring parties.

Of all the activities enjoyed the least, one activity stood out far

above any other. The activity least popular was having charge of concession stands. Other activities not enjoyed by several of the teachers of both groups in order of their being disliked were sponsoring clubs, having charge of school lunch, sponsoring a bus on athletic trips, and play coaching. A wide variety of activities were listed by only a few teachers as being the least desirable feature of their positions. Some of these were study hall supervision, working at all basketball games, doing janitor work, serving banquets, feeding the athletes after a game, selling tickets, P T A home visits, last minute requests for refreshments, serving coffee and doing dishes for other faculty members, money making schemes, substituting for an absent teacher in free hour, and having school lunch preparation and serving with a class immediately afterwards. Some of these least desirable responsibilities could doubtless be eliminated entirely with complete co-operation between the administrator and home economics teacher.

Two-thirds of the vocational home economics teachers reported that they carried a reasonable work load. One-third thought that their work load was too heavy. Of the nonvocational home economics teachers, just less than 84 percent thought their work load was reasonable and nearly 14 percent felt overworked. One-fourth of the nonvocational teachers had met the requirements for vocational home economics and nearly 58 percent at least had a major in home economics. Nearly 13 percent had a minor in home economics and only one teacher in this study had neither a major or minor in home economics.

SUMMARY

This study of the responsibilities of Kansas high school home economics teachers was made from replies to a check list-questionnaire by 101 home

economics teachers in Kansas. These teachers were chosen because of the location and kind of school in which they taught, the geographical location of the school, and the type of home economics department in the school. The schools included consolidated, community, rural, first, second, and third class city schools which were well scattered over the state. Twenty-seven teachers taught in vocational home economics departments and 74 in nonvocational departments.

The responsibilities delegated to the home economics teachers were many and varied and were much the same throughout the state. The responsibilities included teaching classes other than home economics, spending time in attendance at school staff meetings, making unit and lesson plans, doing departmental purchasing, planning home economics budgets, serving meals, banquets, and teas, supervising the school lunch program and home projects, teaching adult classes and student teachers, sponsoring classes or groups, planning student assemblies, coaching plays, sponsoring athletic groups, school publications, and music activities, attending PTA, making costumes, doing athletic laundry, preparing exhibits and demonstrations, fashion shows, administering first aid, assuming janitorial work, maintaining membership in professional organizations, attending professional meetings and participating in local church and social life.

The mean number of students taught by each teacher each day was 76. This was almost the same for both groups of teachers. The vocational home economics teachers attended school staff meetings more frequently, however, than the nonvocational home economics teachers, and the length of meeting was only slightly shorter. Although the length of time each teacher spent daily making unit and lesson plans varied much individually, as groups of vocational and nonvocational home economics teachers, there was very little

difference. Most unit and lesson planning required from 30 minutes to two hours a day. Most of the teachers used their vacant or planning periods to plan units and lessons, but evenings and after school were also used for planning by over half of the total number of teachers. In this respect the two groups of teachers varied little in their time of work. Purchasing of department supplies was done before school, after school, and during the vacant or planning period. This was almost the same for both the vocational and the nonvocational home economics teachers except that over one-fourth of the vocational teachers used Saturdays for purchasing but very few of the nonvocational home economics teachers followed this practice.

One of the most noticeable differences in this study concerned budgets for the home economics departments. Over 70 percent of the vocational home economics teachers and over 41 percent of the nonvocational home economics teachers had definite figures for the departmental budget. The annual funds available for the home economics department varied from a minimum of \$45.00 to a maximum of \$1750.00. The median amount of money available for the nonvocational home economics departments was \$325.00 and for the vocational home economics department the median was \$415.00. In each group both knowledge and cooperation with the administrators in the matter seemed to be somewhat lacking.

Seventy percent of the vocational home economics teachers as compared with 23 percent of the nonvocational home economics teachers had the home economics budget cover all four areas of home economics. In the remaining home economics departments home living and related art received the smallest percentage of the money allowed the department. Many of the departments which had definite budgets did not have sufficient funds to include every area of home economics.

Both groups of teachers served many group meals and refreshments as a part of their responsibilities as home economics teachers. The 79 teachers who served group meals served a total of 305 meals feeding a total of 22,254 people during the year. The 60 teachers who provided refreshments served a total of 167 times, feeding a total of 17,722 people during the year. Over 31 percent of the nonvocational home economics teachers and over 14 percent of the vocational home economics teachers had either complete or partial charge of the school lunch program in addition.

In general, home projects and home visits were a characteristic of the vocational home economics departments and few of the nonvocational teachers had students enrolled in home projects or made home visits. The only adult classes reported were taught by a vocational home economics teacher. Student teachers, however, were quite frequently found in both types of home economics departments. Over 40 percent of the vocational and over 8 percent of the nonvocational home economics teachers instructed student teachers in their departments.

Over 51 percent of all of the home economics teachers sponsored the junior class. The nonvocational home economics teachers reported a total of 17 different groups and activities which they sponsored. The vocational home economics teachers reported a total of 13 of these groups or activities. However, the vocational home economics teachers sponsored a mean of two and two-tenths activities per teacher per year while the nonvocational home economics teachers sponsored a mean of one and eight-tenths groups or activities per teacher per year.

Over 36 percent of all of the teachers had no janitorial work to do. Over 12 percent were required to do all of the janitorial work in their departments and over 50 percent of the teachers assisted with the housekeeping

duties in their departments in some way, usually by dusting, cleaning blackboards and windows, and sweeping.

Another big difference between the vocational home economics teacher and the nonvocational home economics teacher was evidenced in membership in national, state, and county professional, educational, and vocational organizations. Percentages were much larger for the vocational home economics teacher in these organizations with a high percentage of nearly 93 in the Kansas State Teachers Association and the American Home Economics Association. Very little difference was found between the two groups of teachers in the total hours spent doing professional reading each week. More teachers spent two hours a week with such reading than any other length of time.

For all the miscellaneous activities and services required of the home economics teacher such as school publications, assemblies, library care, laundry, costumes, mending, parties, and first aid, all of the teachers in the study had much the same type of responsibility. The variation was great in the activities and services rendered and included daily supervision of halls and buildings and doing laundry to yearly jobs such as coaching plays, supervising year books, student assemblies, and fashion shows, and preparing exhibits and demonstrations. For some things the home economics teacher was called upon when needed such as for the administering of first aid and making of costumes for various events.

All teachers reported over twice as great attendance at church and other religious group meetings as at all other types of community organizations combined. A total of 32 different community organizations were reported, but the percentage attendance in each was small.

Most of the teachers required ten hours a day to perform efficiently the work required of them as home economics teachers. However, the individual

range was wide, being from six to 14 hours daily. With a mean of just over eight years of experience a majority of all the teachers had less than 12 years of experience. Even with this experience, many teachers felt the need of more adequate preparation for teaching adult classes and student teachers, for carrying on food service and school lunch, making home visits, sponsoring clubs and classes, and being in charge of concessions.

In large numbers the teachers enjoyed sponsoring FHA and classes and making home visits. In addition to these there was hardly a responsibility which was not enjoyed by at least one of the teachers. The least popular responsibility was having charge of concession stands. Again nearly every responsibility was least enjoyed by someone.

It was evident that the home economics teachers in this study were exceedingly busy and were doing many things in addition to their classroom teaching of home economics. The numerous diversified and complex activities and responsibilities required of these home economics teachers in addition to their classroom teaching required adaptable, creative, and well trained persons. Teacher training institutions should be aware of what high school home economics teachers are expected to do and the changes taking place in the matter. Though home economics teachers should feel adequate to do their job well, doubtless some of their present activities and responsibilities might well be questioned. Frequently home economics teachers are evaluated by the school administration and community in terms of how well they carry on these out-of-class activities and responsibilities.

ACKNOWLEDGMENT

Appreciation is expressed to Mrs. Lucile Osborn Rust, Professor in Home Economics Education, for her assistance, interest, and guidance in the preparation of this thesis, and to the high school teachers of home economics in Kansas, who cooperated in this study.

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APPENDIX

Letter
and
Questionnaire

6x9
PEERLESS
CLASP
FEDERAL ENVELOPE CO.

Kansas State College
of Agriculture and Applied Science
Manhattan, Kansas

Department of Education

Dear Home Economics Teacher:

A study is being made during the current school year in the Department of Education at Kansas State College relative to the responsibilities of high school home economics teachers in Kansas. We desire your help in obtaining this much needed information. This means filling out a check list for us. If you are willing to help us in this way, please will you check, sign and return the enclosed post card. A check sheet will then be sent to you for this purpose and a second copy will then be enclosed for your file.

A summary of the findings will be mailed to you when the study is completed if you indicate your desire for this on the enclosed card. The complete findings will be available in the Home Economics Education Office after this study is completed. We shall appreciate your cooperation in this matter, and thank you kindly for the help you give us.

Cordially yours,

Virginia Tompkinson

(Mrs.) Virginia Tompkinson
Graduate Student
Home Economics Education

Lucile Rust

(Mrs.) Lucile O. Rust
Professor
Home Economics Education

LR:rh

Enclosure

KANSAS STATE COLLEGE
of Agriculture and Applied Science
Manhattan, Kansas

Department of Education

In the blanks please place the suitable answer, check, number, word, phrase, or brief statement. After you have finished with the list please return it to Mrs. Virginia Tompkinson, Box 11, Moundridge, Kansas.

1. Name of teacher _____
2. List your daily schedule. Include subjects taught, conference, study hall, library periods, etc. for each school period. Under subject, and under school periods 1-9 place a number indicating the number of students in that particular class.

Subject	School Periods								
	1	2	3	4	5	6	7	8	9
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									

3. Check in the appropriate column.

Subjects now teaching other than home economics	Once a week	Three times a week	Four times a week	Daily	Other
General Science					
Psychology					
History					
Mathematics					
English					
Chemistry					
List others here:					

4. Check attendance at local staff meetings.

	Yes	Length
Daily		
Once a week		
Twice a week		
Once a month		
Once every six weeks		
Once each semester		

5. Check approximately how long you spend each day making unit and lesson plans.

None	
Fifteen Minutes	
One half hour	
One hour	
One and a half hours	
Two hours	
Two and a half hours	
Three hours	
Others:	

6. Check when you do your unit and lesson planning.

During class time	
During vacant or planning period	
Immediately after school	
Evenings	
Saturdays	
Sundays	

7. When do you purchase supplies for the home economics department?

During class time	
During vacant or planning period	
Before school	
After school	
Saturdays	
Sundays	

8. Check your responsibility for making the home economics budget and write in the amount for this year for the listed items.

	Yes	Amount School Year 1956-57
Consumable supplies		
Upkeep and equipment		
Upkeep and furnishings		

Comments:

9. Check the areas of home economics that this budget covers.

Foods	Clothing	Home Living	Related Art

10. Check the meals, banquets, teas, and other events for which you are responsible for planning, preparing and serving during the year.

	Number held	Approximate number people served
Athletic banquet		
Junior-Senior banquet		
Mother-Daughter banquet		
Father-Daughter banquet		
Father-Son banquet		
F H A banquet		
F F A banquet		
Faculty dinner		
Faculty tea		
List others here:		

11. Check the type of responsibility you have for the school lunch program.

None	
All	
Partial:	
Making menus	
Purchasing food and other supplies	
Assisting in preparation	
Students assisting in preparation	
Serving	
Discipline	
Other:	

12. Do you supervise home projects? Yes _____ No _____
 If your answer was yes:
 How many students enrolled in your classes are carrying home projects? _____
 Approximately what is the average length of a home visit? _____
 Approximately how many home visits do you make each semester? _____
13. Do you teach adult home economics classes? Yes _____ No _____
 If your answer was yes:
 How many classes are you teaching this year? _____
 What is the total enrollment in these classes? _____
 What is the length of the class in weeks? _____ In lessons? _____

14. Do you teach student teachers? Yes _____ No _____
 If your answer was yes:
 What is the total number of student teachers you will have this year? _____
 Approximately how many weeks does each student teacher stay in your classes? _____
 Did you receive instructions from the colleges before their student teachers arrived? _____

15. Check the groups in high school of which you are a sponsor or advisor.

Freshman class	
Sophomore class	
Junior class	
Senior class	
Home Room	
Pep club	
Kayettes	
Y-Teens	
F H A	
List others here:	

16. Check how often you have responsibility for the following:

	Never	Once week	Twice week	Once Month	Once Sem-ester	Other
Student assembly						
Plays						
Athletic groups						
School library						
School publication						
Music activities						
P T A						
Making costumes						
Doing athletic laundry						
Exhibits						
Demonstrations						
Fashinn Show						
Giving First Aid and care to Sick Students						
List Others Here:						

17. Check the type of janitor work which you are required to do.

None	
All in home economics department	
Partial:	
Dusting	
Sweeping	
Washing windows	
Cleaning blackboards	
List others here:	

18. In column one check the professional organizations of which you are a member. In column two check the organizations you are required to join.

American Home Economics Association		
American Vocational Association		
Kansas State Home Economics Association		
Kansas State Teachers Association		
National Educational Association		
List others here:		

19. In column one check attendance at professional meetings, workshops, and conferences during the preceding twelve months. In column two check the meetings, workshops, and conferences at which attendance was required.

American Home Economics Association Convention		
National Educational Association Convention		
Kansas State Home Economics Association Convention, March		
Kansas State Teachers Association Convention, November		
Kansas State Vocational Conference, Topeka, August		
County Institute, August		
List others here:		

20. Approximately how many hours per week do you spend doing reading related to home economics other than re-reading textbook contents? _____

21. Check your participation in local church and social life during the school year 1956-57.

Church:	
Young Peoples' Organization	
Choir	
Programs	
Special music	
Refreshments for parties	
Sunday School Teacher	
Pianist	
Active attendance at Church	
Active attendance at Sunday School	
Community Clubs and Organizations:	
Y. W. C. A.	
Social Theater	
Little Theater	
Reading Clubs	
Red Cross	
Farm Bureau	
Music Club	
Art Club	
B. P. W. C.	
Junior Chamber of Commerce	
Others:	

22. Approximately how many hours daily do you spend on the average doing school work including classroom teaching, extra class activities, planning, preparation, and any other work demanded by your position? Check one.

Hours									
6	7	8	9	10	11	12	13	14	Other

- 23.

	Yes	No
Do you reside in the community where you teach?		
If your answer is <u>No</u>		
Do you commute daily?		
Do you commute weekly?		

If you do not live in the community how many miles is your home from the school where you teach? _____

24. How many year's experience do you have teaching Home Economics including the year 1956-57? _____

25. In column one check the responsibilities for which you feel you were not adequately prepared when you left college. In column two check the responsibilities for which you still feel inadequately prepared.

Sponsoring classes		
Sponsoring clubs		
Serving food and Meals to large groups		
Selling at concessions		
Home visits		
Teaching adult classes		
Teaching student teachers		
School lunch		
List others here:		

26.

	Yes	No
Do you think you have a reasonable load --teaching and responsibility?		
Have you met the requirements for a vocational home economics teacher?		
Do you have a major in Home Economics?		
If not, do you have a minor in Home Economics?		

27. What responsibility other than classroom teaching do you like the most?

28. What responsibility do you like the least?

THE ACTIVITIES AND RESPONSIBILITIES OF A
SELECTED GROUP OF KANSAS HIGH SCHOOL HOME ECONOMICS TEACHERS

by

MARY VIRGINIA HERST TOMPKINSON

B. S., Kansas State College
of Agriculture and Applied Science, 1937

AN ABSTRACT OF A THESIS

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1957

ABSTRACT

The purpose of this study was to ascertain the responsibilities and activities of a selected group of Kansas high school home economics teachers in addition to their classroom teaching of home economics. Participating in the study were 101 Kansas high school home economics teachers who were chosen according to the geographical location of the school, the size and kind of school and the type of home economics department. The schools represented included consolidated, community, rural, first, second, and third class city schools which were well scattered over the state. Twenty-seven of the teachers taught in vocational home economics departments and 74 in nonvocational departments. A check list-questionnaire was the instrument used in obtaining the data from these teachers.

The responsibilities delegated to these home economics teachers were many and varied and were much the same in all of the schools. The responsibilities included teaching classes other than home economics, spending time in attendance at school staff meetings, making unit and lesson plans, doing departmental purchasing, planning home economics budgets, serving meals, banquets, and teas, supervising the school lunch program and home projects, teaching adult classes and student teachers, sponsoring classes and other student groups, planning student assemblies, coaching plays, sponsoring athletic groups, school publications, and music activities, attending PTA, making costumes, doing athletic laundry, preparing exhibits, demonstrations and fashion shows, administering first aid, assuming janitorial work, maintaining membership in professional organizations, attending professional meetings and participating in local church and social life.

The home economics teacher had a mean of 76 students and spent from 30 minutes to two hours a day making unit and lesson plans. They purchased most of the departmental supplies before school, after school, and during the vacant or planning period.

Over 70 percent of the vocational home economics teachers and over 41 percent of the nonvocational teachers had a definite annual home economics department budget which was only partially adequate for the four areas of home economics. Both groups of teachers served many group meals and refreshments. The 82 teachers who answered this question averaged feeding 487.5 people per teacher per year. In addition many of the teachers had complete or partial charge of the school lunch program. Home projects and home visits were definitely characteristic of vocational home economics departments. Over 40 percent of the vocational and over eight percent of the nonvocational home economics teachers instructed student teachers in their departments.

Over half of all the teachers sponsored the junior class. The vocational teachers sponsored a mean of two and two-tenths groups or activities per teacher per year while the nonvocational home economics teachers had a mean of one and eight-tenths groups or activities per teacher per year. Over 36 percent of the teachers had no janitorial work to do. Over 12 percent were required to do all of this work in their departments and over 50 percent of the teachers assisted with the janitorial work in some way.

The vocational home economics teachers met higher requirements, set by their schools, for membership in professional organizations and they attended professional meetings more frequently than the nonvocational home

economics teachers. Although the range of miscellaneous activities and services required of the home economics teacher was great and varied, there was little difference between the vocational and the nonvocational teachers. Both groups reported over twice as great attendance at church and religious groups as at all other types of community organizations combined. Most of the teachers required ten hours a day to perform efficiently the work required of them as home economics teachers. The responsibilities enjoyed most were sponsoring FHA and classes and making home visits. The least enjoyed responsibility was the supervision of concession stands.

The home economics teachers in this study were exceedingly busy persons. Their activities and responsibilities went far beyond those of their classroom teaching of home economics. Institutions responsible for pre-service and in-service education of home economics teachers should be aware of what is expected of home economics teachers and give careful consideration to what their education should be.