

**THE FOLLOWING  
PAGES ARE BADLY  
SPECKLED DUE TO  
BEING POOR  
QUALITY  
PHOTOCOPIES.**

**THIS IS AS  
RECEIVED FROM  
CUSTOMER.**

THE IN-SCHOOL AND OUT-OF-SCHOOL ACTIVITIES  
OF HOME ECONOMICS TEACHERS IN NEGRO SCHOOLS OF TEXAS

by

ELIZABETH CORA MAY  
B. S., Kansas State College  
of Agriculture and Applied Science, 1919

---

A THESIS

submitted in partial fulfillment of the  
requirements for the degree of

MASTER OF SCIENCE

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1933



ZD  
 2668  
 T4  
 1933  
 M36  
 C.A.

A11202 992759

## TABLE OF CONTENTS

	Page
INTRODUCTION.....	1
REVIEW OF LITERATURE .....	3
METHOD OF STUDY .....	4
TABULATIONS .....	6
Classification of Data .....	6
FINDINGS .....	22
Daily Activities .....	22
Home Economics Department and Teachers .....	24
Responsibilities Other Than Teaching .....	26
Living Conditions .....	30
Recreation .....	31
CONCLUSIONS .....	31
ACKNOWLEDGMENT .....	33
LITERATURE CITED .....	33
APPENDIX .....	34

**THIS BOOK  
CONTAINS  
NUMEROUS PAGES  
WITH THE ORIGINAL  
PRINTING BEING  
SKEWED  
DIFFERENTLY FROM  
THE TOP OF THE  
PAGE TO THE  
BOTTOM.**

**THIS IS AS RECEIVED  
FROM THE  
CUSTOMER.**

## INTRODUCTION

The teacher of today has a complex vocation. It includes many more activities than those involved primarily in the teaching act. Those responsible for the training of teachers realize that teaching is much broader than the relatively narrow limits formerly set. Application blanks sent to prospective teachers by superintendents and members of school boards list numerous activities that teachers are expected to have a part in or direct in addition to regular classroom teaching.

Rufi (1931) states in regard to this, "These new demands upon teachers are beginning to have an effect upon the curriculum of the teacher-training institutions. Formerly, these institutions concerned themselves with two major problems. They sought to impart a knowledge of subject matter and to give training in methods of its presentation. During recent years the teachers' needs for additional training which specifically prepares for these new duties has become so obvious that an increasing number of institutions are adding courses designed to meet this need."

That this is in keeping with the more recent ideas

in education is evidenced by this statement of Harap, "the aim of education is to help the person to do well those things which he most likely will need to do." He further says that a curriculum anticipates improved ways of living, and future as well as present needs.

This new trend in education places a definite responsibility on colleges and universities to prepare prospective teachers adequately for the work that they will be required to do. In order to do this information concerning teachers and their responsibilities is necessary.

The purpose of this study was:

1. To secure information concerning the in-school teaching responsibilities of home economics teachers in Negro schools of Texas.
2. To find what out-of-school activities they sponsor, direct and have a part in.
3. To learn of the home conditions.
4. To know how they spend their leisure time.
5. To use the information thus secured in the training of Negro home economics teachers in Texas.

## REVIEW OF LITERATURE

A survey of the literature in the field reveals that no study has been made of the activities and responsibilities of home economics teachers in Negro schools of Texas. A few activity studies, though, have been made of other teachers elsewhere. The most extensive of these is the "Commonwealth Teacher Training Study" by Charters and Waples (1928). It 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. The investigators concluded that a different distribution of the teachers' waking 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 their time.

Abelow (1930) found that New York City teachers did

the following during their "leisure" moments: sought new information about their subjects; directed dramatics, athletics, orchestra and other music, school bank, school publication, and school social affairs.

Ruff (1931) reported that in one case 29.4% 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.

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 the home making profession, and a broader outlook on life, as a result of her experiences.

#### METHOD OF STUDY

1. The data were obtained by:

- (a) A checking list which included a time schedule, lists of activities and responsibilities, and various questions. (Appendix) These were sent to seventy-three home economics teachers in Negro schools of Texas. Sixty-five checked and returned them.

(b) Annual reports from the office of the State

Supervisor of Home Economics of Texas.

2. The data, thus secured, were classified, tabulated and analyzed. Information secured through personal visits to the schools prior to the time that the study was made gave valuable help in evaluating the data.
3. The findings were listed and conclusions made.

## TABULATIONS

### Classification of Data

In order to tabulate the data, some method of classification and grouping was necessary. The activities were grouped as personal, school, household, church, and miscellaneous.

Personal activities included all items having to do with the advancement of the individual and improvement of her well being; such as, reading general literature, attending shows and movies, eating, dressing, bathing, recreation, and listening to the radio.

School activities included duties that are generally accepted as being responsibilities of teachers; such as, teaching, conferences, playground supervision, grading papers, preparing lessons, visiting home projects, and directing school activities of all kinds.

Household activities had to do with management of the home, housekeeping, and family relationships; such as, cleaning, shopping, cooking, washing, ironing, sweeping, and care of children.

Church activities included church work of all types and attendance at church services.



**THIS BOOK  
CONTAINS  
NUMEROUS PAGES  
WITH DIAGRAMS  
THAT ARE CROOKED  
COMPARED TO THE  
REST OF THE  
INFORMATION ON  
THE PAGE.**

**THIS IS AS  
RECEIVED FROM  
CUSTOMER.**

Miscellaneous activities included going to and from school, recess time that was not consumed in school duties and in community activities and any other activities not included under the other groupings.

Table I. Time Spent in Personal Activities

Day	Range for Total Group	Average for Total Group	Average for Married	Average for Single
	Hours	Hours	Hours	Hours
Typical School Day	2 - $7\frac{1}{2}$	4.59	4.6	4.56
Saturday	$2\frac{1}{2}$ - 12	6.65	6.13	7.18
Sunday	$5\frac{1}{2}$ - 16	12	12.44	12.56

Table II. Time Spent in School Activities

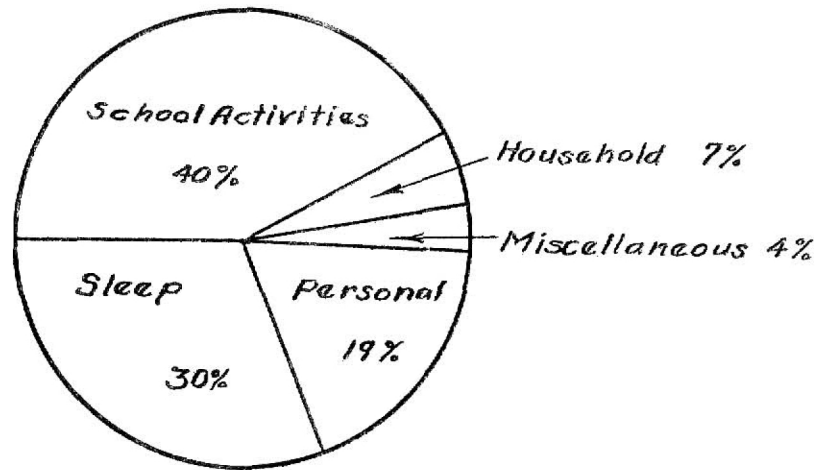
Day	Range for Total Group	Average for Total Group	Average for Married Teachers	Average for Single Teachers
	Hours	Hours	Hours	Hours
Typical School Day	$6\frac{1}{2}$ - 15	9.6	9.29	10
Saturday	0 - $10\frac{1}{2}$	3.04	2.58	3.5
Sunday	0 - 6	1.43	1.14	1.72

Table III. Time Spent in Household Activities

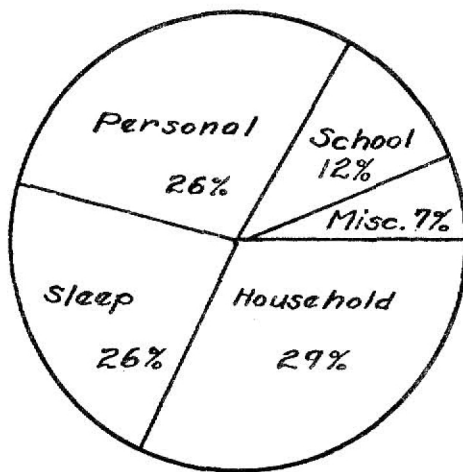
Day	Range for Total Group	Average for Total Group	Average for Married	Average for Single
	Hours	Hours	Hours	Hours
Typical School Day	0 - 4½	1.8	2.1	1.63
Saturday	0 - 13	7.03	7.88	6.19
Sunday	0 - 5½	2.21	2.42	2

Table IV. Time Spent in Miscellaneous Activities

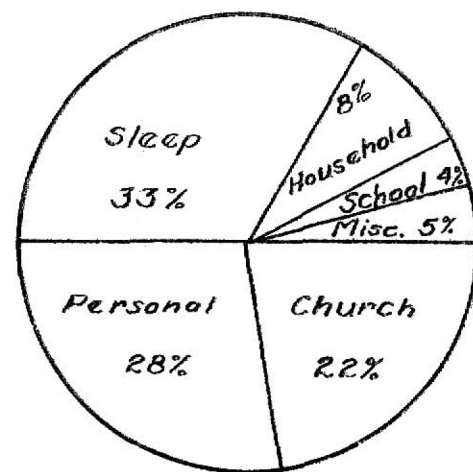
Day	Range for Total Group	Average for Total Group	Average for Married	Average for Single
	Hours	Hours	Hours	Hours
Typical School Day	0 - 2½	1	1.22	1.11
Saturday	0 - 5½	1.39	1.33	1.45
Sunday	0 - 2	1.23	1.62	.84



Typical School Day

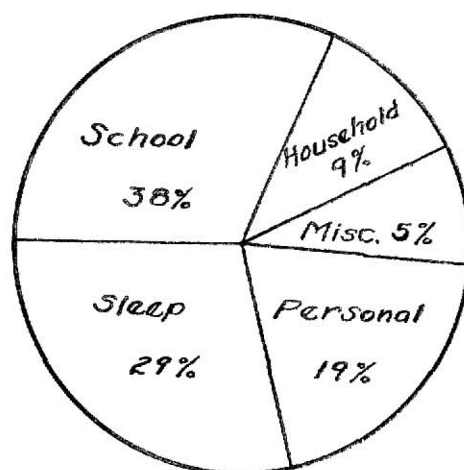


Saturday

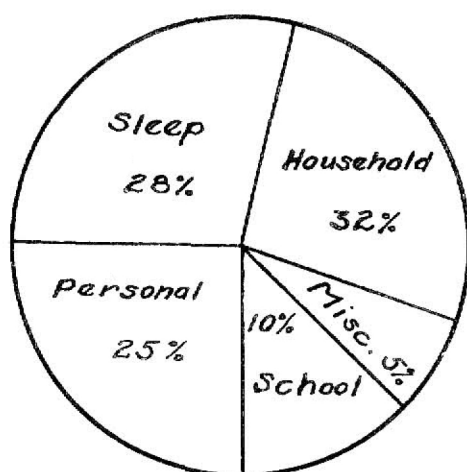


Sunday

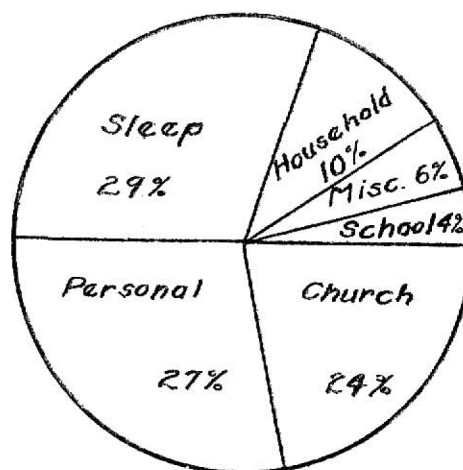
Fig. 1. Activities of the Total Group



Typical School Day

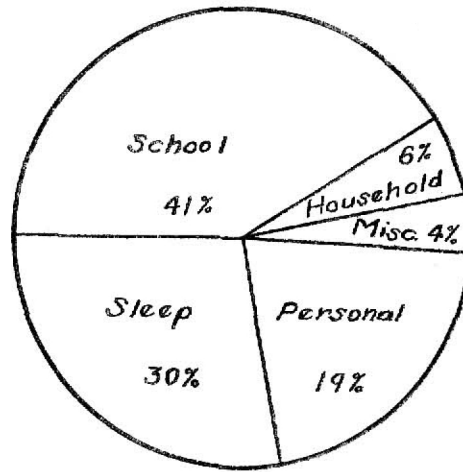


Saturday

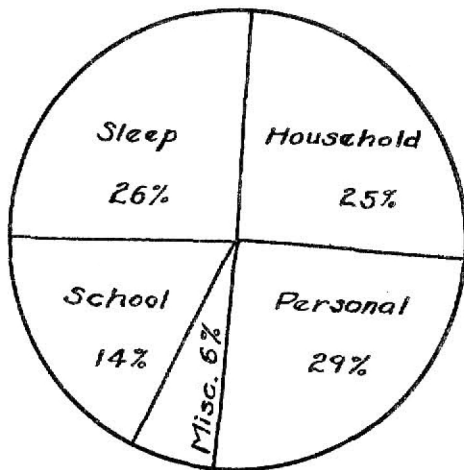


Sunday

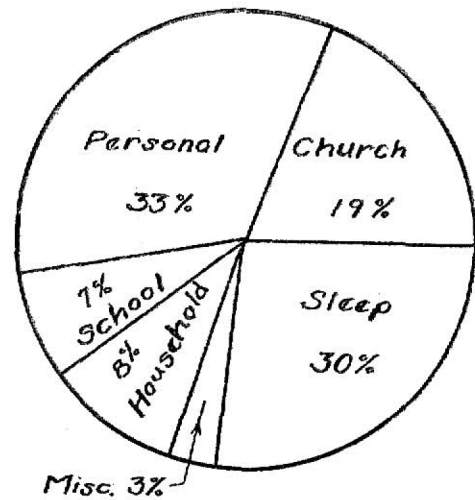
Fig. 2. Activities of the Married Teachers



Typical School Day



Saturday



Sunday

Fig. 3. Activities of the Single Teachers

Table V. Salaries and Years of Experience

Average	Total Group	Married	Single
Salaries for Year	\$709.97	\$704.05	\$718.85
Years of Experience	4.72	6.37	4.5

Table VI. Funds Allowed for Operating Expenses of Home Economics Department

Funds for Year	Number of Schools
None	10
\$ 0 - \$ 9.00	0
10.00 - 24.00	1
25.00 - 49.00	5
50.00 - 74.00	15
75.00 - 99.00	12
100.00 - 108.00	5
Average \$53.74	Total 48

Table VII. Number of Pupils Enrolled  
in Home Economics Classes

Number of Pupils	Number of Schools
6 - 10	1
11 - 29	14
30 - 49	16
50 - 69	10
70 - 89	4
90 - 113	3
Average 42.3	Total 48

Table VIII. Subjects Taught

	Number	Percent
Home Economics only	27	42
Home Economics and Other Subjects	38	58



Table IX. Level of Subjects Taught  
Other Than Home Economics

	Number	Percent
Elementary	29	76
High School	9	24

Table X. Elementary Subjects Taught

Elementary Subjects	Frequency
English	17
History	11
Arithmetic	10
Geography	10
Reading	9
Spelling	8
Health	6
Writing	4
Hygiene	2
Physical Education	2
Music	2
Physiology	1
Phonics	1
Drawing	1

Table XI. High School Subjects Taught

High School Subjects	Frequency
English	7
Civics	3
Algebra	3
Geometry	2
Science	2
History	2
Agriculture	1
General Science	1
Physical Geography	1

Table XII. Coaching and Directing Plays, Programs, Contests, Drives, and Campaigns

Activity	Percent having responsibility	Average Number during year	Kinds
Plays	72	2.7	Class, Health, History, Home Economics, Operettas, Religious
Programs	83	3.48	Church, Commencement, Health, Home Economics, Literary, Music, P. T. A., Special occasions, Vocational
Contests	69	2	Home Economics, Inter-scholastic League, Mathematics, Music
Drives and Campaigns	72		Better Homes, Clean Up, English, Etiquette, Fire Prevention, Health, Negro Week, Safety First

Table XIII. Clubs, Student Publication  
and Student Assembly

Activity	Percent having responsibility	Kinds
Clubs	73	Athletic, Canning, Church, 4-H, Health, Home Economics, Home Makers, Mothers, P. T. A., Social
Student Publication	14	Home Economics publicity, School paper, School annual
Student Assembly	76	

Table XIV. Athletic Teams and  
Physical Education

Activity	Percent having responsibility	Kinds
Athletic teams	30	Basket ball, Tennis, Croquet, Volley ball
Physical education	46	Adults, Elementary and High School Pupils

Table XV. Church and Charity

Activity	Percent having responsibility	Kinds
Church	77	Sunday School, Choir, Missionary Society, Auxiliaries
Charity	40	General, United Charities, Red Cross, Community Chest

Table XVI. Dressmaking and Catering

Activity	Percent having responsibility	Relative amount
Dressmaking by the members of the class	40	Limited amounts
Dressmaking by the teacher	30	Very limited
Catering by the teacher	20	Once or twice a year

Table XVII. Fair Exhibits and Janitorial Service

Activity	Percent having responsibility	Times performed during year (Average number)
Fair Exhibits to prepare and place	66	1.4
Janitorial service in Home Economics class room	73	Daily

Table XVIII. Responsibilities for Service of Food

Types of Service or Group Served	Number of Times Served	Number of Persons Served	Percent having Responsibility
School Board	1.36	14.83	78
Athletic Groups	3.06	27.35	66
Juniors and Seniors	1.3	39.71	67
Others	1.1	38.3	23
Breakfasts	2.64	11.86	60
Lunches	2.64	12.09	67
Dinners	7.57	12.37	61
Faculty parties	1.58	10.64	54
Class parties	3.82	26.72	60
Other parties	2.45	23.66	32
Teas	1.7	31.	38
Refreshments to groups and organizations	2.8	58.33	60
*Noon Lunch and Cafeteria	87.34	61.37	40

\* No teacher reported a lighter teaching load because of cafeteria and lunch room responsibilities.

Table XIX. Living Conditions

Conditions	Percent
Living at home	32
Living in teacherage	17
Living in other private homes	38
Information not given by	13
Rooming alone	44
One or two room mates	56
Boarding	27
Light housekeeping	32
Full housekeeping responsibility	41
Happy and comfortable in their living conditions	75

Table XX. Comparison of Costs of Living with Salaries

	Average Salaries per month	Average Costs for Board and Room per month	Percent Spent for Board and Room per month
Total group	\$78.88	\$14.71	18 +
Those boarding	76.53	14.56	19
Those doing light house- keeping	78.68	15.44	20

Note: Those having full housekeeping responsibilities failed to furnish data in regard to this.

Table XXI. Recreation in the Communities

Recreation	Number of Times Reported
Tennis	12
Social clubs	9
Dances and parties	8
Movies	7
Picnics	6
Hiking	5
Croquet	4
Horse back riding	4
Basket ball	4
Church	4
Literary clubs	3
Fishing	3
Swimming	2
Golf	2
Religious clubs	2
Singing schools	2
Gardening	1
Bridge	1
Lodges	1
Volley ball	1

Note: Recreation was considered inadequate in 68% of the communities.

Table XXII. Recreation Suggested for  
Improvement of Communities

Recreation Suggested	Number of times Reported
Tennis courts	13
Playgrounds and equipment	13
Community centers	8
Swimming pool	7
Club work	6
Park	5
Reading circles	5
Football field	4
Basket ball courts	3
Golf links	3
Recreation center	2
Library	2
Skating rink	2
Movie	2
Volley ball court	2
Fishing	1
YWCA and YMCA	1



## FINDINGS

### Daily Activities

1. Two to seven and one-half hours on a typical school day were spent in personal activities. The average for the total group was 4.59 hours, for the married group 4.6 hours, and for the single group 4.56 hours.
2. Two and one-half to twelve hours on Saturday were spent in personal activities. The average for the total group was 6.65 hours, for the married group 6.13 hours, and for the single group 7.18 hours.
3. Five and one-half to sixteen hours, on Sunday, were spent in personal activities. The average for the total group was 12 hours, for the married group 12.44 hours, and for the single group 12.56 hours.
4. Six and one-half to fifteen hours on a typical school day were spent in school activities. The average for the total group was 9.6 hours, for the married group 9.29 hours, and for the single group 10 hours.
5. Zero to twelve and one-half hours on Saturday were spent in personal activities. The average for the total group was 3.04 hours, for the married group 2.58 hours, and for the single group 3.5 hours.

6. Zero to six hours on Sunday were spent in school activities. The average for the total group was 1.43 hours, for the married group 1.14 hours, and for the single group 1.72 hours.
7. Zero to four and one-half hours on a typical school day were spent in household activities. The average for the total group was 1.8 hours, for the married group 2.1 hours, and for the single group 1.63 hours.
8. Zero to thirteen hours on Saturday were spent in household activities. The average for the total group was 7.03 hours, for the married group 7.88 hours, and for the single group 6.19 hours.
9. Zero to five and one-half hours on Sunday were spent in household activities. The average for the total group was 2.21 hours, the married group 2.42 hours, and for the single group 2 hours.
10. Zero to two and one-half hours on a typical school day were spent in miscellaneous activities. The average for the total group was 1 hour, for the married group 1.22 hours, and for the single group 1.11 hours.
11. Zero to five and one-half hours on Saturday were spent in miscellaneous activities. The average for the total group was 1.39 hours, for the married group 1.33 hours,

and for the single group 1.45 hours.

12. Zero to two hours on Sunday were spent in miscellaneous activities. The average for the total group was 1.23 hours, for the married group 1.62 hours, and for the single group .84 hours.
13. The single teachers spent slightly more time on school and personal activities than the married teachers.
14. The married teachers spent slightly more time on household and church activities than the single teachers.
15. The married and single teachers spent relatively equal amounts of time in sleep and miscellaneous activities.

#### Home Economics Department and Teachers

1. The total group had taught for an average of 4.72 years, the married group 6.37 years, and the single group 4.5 years.
2. The average annual salary for the total group was \$709.97, for the married group \$704.05, and for the single group \$718.85.
3. For operating expenses in the home economics department for a school year:

Ten schools were allowed no funds.

One school was allowed \$10.00 - \$24.00.

Five schools were allowed \$25.00 - \$49.00.

Fifteen schools were allowed \$50.00 - \$74.00.

Twelve schools were allowed \$75.00 - \$99.00.

Five schools were allowed \$100.00 - \$108.00.

4. The average allowance for funds for operating expenses in the home economics department was \$53.74 for the school year.

5. The enrollment in the home economics classes was:

6 - 10 in one school

10 - 29 in fourteen schools

30 - 49 in sixteen schools

50 - 69 in ten schools

70 - 89 in four schools

90 -113 in three schools

6. The average number of home economics pupils enrolled was 42.3 per school.

7. Forty-two per cent of the total group taught home economics subjects only.

8. Fifty-eight per cent of the total group taught home economics and other subjects in the curriculum.

9. Seventy-six per cent taught elementary subjects and 24 per cent taught high school subjects, in addition to home economics.
10. Elementary subjects reported most often were English, history, arithmetic, geography, reading, spelling, and health.
11. High school subjects reported most often were English, civics, and algebra.

#### Responsibilities Other Than Teaching

1. Seventy-two per cent had responsibility for directing plays of the following kinds: health, home economics, history, religious, and operettas. The average number given during the year was 2.7.
2. Eighty-three per cent had responsibility for programs of the following kinds: church, commencement, health, home economics, literary, music, P.T.A., vocational, and programs for special occasions. The average number given during the year was 3.48.
3. Sixty-nine per cent trained pupils for contests of the following kinds: home economics, interscholastic league, mathematics, music. The average number during the year was 2.

4. Seventy-two per cent helped to conduct drives and campaigns of the following types: Clean Up Week, Better Homes Week, Good English Week, Etiquette Week, Fire Prevention Week, First Aid, Health Week, Negro History Week.
5. Seventy-three per cent had responsibility for organizing and sponsoring clubs of the following types: athletic, canning, church, health, home economics, homemakers, 4-H, mothers, P.T.A., social.
6. Fourteen per cent sponsored student publication, such as: home economics publicity, the school paper, and the school annual.
7. Seventy-six per cent conducted chapel or student assembly some times during the year.
8. Thirty per cent coached one or more of the following athletic teams: croquet, basket ball, tennis, and volley ball.
9. Forty-six per cent taught physical education to elementary and high school pupils or to adults.
10. Seventy-seven per cent had church responsibilities. Those listed had to do with Baptist Young Peoples' Union, Christian Endeavor, Choir, Epworth League, Missionary Society, and Sunday School.

11. Forty per cent assisted with the United Charities, Red Cross, Community Chest and general charity work in the school and community.
12. Forty per cent found it necessary to permit pupils to do dressmaking for others during class time, in relatively small amounts.
13. Thirty per cent did dressmaking for others than themselves, in very limited amounts.
14. Twenty per cent did catering for one or two functions during the school year.
15. Sixty-six per cent were responsible for preparing and placing exhibits at fairs. The average number for the total group during the year was 1.4.
16. Seventy-three per cent were responsible for the janitorial service in the home economics class rooms.
17. Seventy-eight per cent served the school board. The average number of persons served was 14.83.
18. Sixty-six per cent served athletic teams. The average number of persons served was 27.35.
19. Sixty-seven per cent served the junior and senior banquet. The average number of persons served was 39.71.

20. Twenty-three per cent served banquets to other than school groups. The average number of persons served was 38.3.
21. Sixty per cent served breakfasts. The average number of persons served was 11.86.
22. Sixty-seven per cent served luncheons. The average number of persons served was 12.09.
23. Sixty-one per cent served dinners. The average number of persons served was 12.37.
24. Forty per cent operated noon lunch or cafeteria. The average number of persons served was 61.37. No teacher reported lighter teaching load because of this responsibility.
25. Fifty-four per cent served faculty parties. The average number of persons served was 10.64.
26. Sixty per cent served class parties. The average number of persons served was 26.72.
27. Thirty-two per cent served other parties. The average number of persons served was 23.66.
28. Thirty-eight per cent served teas. The average number of persons served was 31.
29. Sixty per cent served refreshments for other groups and organizations. The average number of persons served was 58.33.



### Living Conditions

1. Thirty-two per cent lived at home.
2. Seventeen per cent lived in a teacherage.
3. Thirty-eight per cent lived in other private homes.
4. Thirteen per cent failed to give information in regard to this.
5. Forty-four per cent roomed alone.
6. Fifty-six per cent had one or two roommates.
7. Twenty-seven per cent boarded.
8. Thirty-two per cent did light housekeeping.
9. Forty-one per cent carried full housekeeping responsibilities.
10. Seventy-five per cent stated that they were comfortable and happy under their living conditions.
11. Eighteen per cent of the average monthly salary of the total group was spent for board and room.
12. Nineteen per cent of the average monthly salary of those boarding was spent for board and room.
13. Twenty per cent of the average monthly salary of those doing light housekeeping was spent for board and room. Those having full housekeeping responsibilities failed to furnish data in regard to this.

### Recreation

1. Types of recreation in the community reported most frequently were: dances, hiking, movies, parties, picnics, social clubs, and tennis.
2. Recreation was considered inadequate in 68 per cent of the communities.
3. Types of recreation suggested most frequently for improvement of community were: club work, community centers, park, playground and equipment, reading circle, swimming pool, tennis court.

### CONCLUSIONS

1. The in-school and out-of-school activities of these teachers were many and of surprisingly wide range. The colleges responsible for training these teachers should take this into consideration in planning the pre-service and in-service teacher training programs.
2. All of these teachers had full teaching schedules. Many of them had, in addition, play ground supervision and noon lunch room and cafeteria responsibilities at the noon and recess periods.
3. Time out of school was given generously to school and

community activities. Sunday was especially a busy day, much time being used in church attendance and in various phases of church work. This suggests the need of encouraging the student to take advantage of every possible opportunity which the college offers, to enrich her experiences by actual participation in similar activities, while in training.

4. As many of these teachers are required to teach elementary and high school subjects in addition to home economics, the need for offering methods of teaching and practice teaching in these subjects is definitely indicated.
5. The wise use of leisure time presents a difficulty to these teachers, because of the inadequacy of recreational facilities in most communities. The colleges should provide such training as will enable the teachers to make satisfactory use of their leisure time and to help in the improvement of leisure time activities in their communities.
6. A majority of these teachers indicated that they were happy and comfortable under their present living conditions. However, the findings of this study and information obtained through visitations revealed that living conditions were not ideal in many instances.

7. A lack of balance in the work and play activities of these teachers was quite evident. The play activities were generally neglected. It appears that many of these home economics teachers need help in making their lives richer, healthier and happier.

#### ACKNOWLEDGMENT

The writer wishes to express appreciation to Professor Lucile Rust for her interest and guidance during the preparation of this thesis.

#### LITERATURE CITED

- Abelow, Samuel.  
What New York City Teachers Do for School During Their Leisure Moments. *School Life* 15:164-166. 1930.
- Charters, W. W. and Waples, Douglass.  
The Commonwealth Teacher Training Study. Chicago. University of Chicago Press, 666 p. 1928.
- Harap, Henry.  
The Technique of Curriculum Making. New York. Macmillan Co., 315 p. 1928.
- Hoerner, Mary Finch.  
Married Women as Home Economics Teachers. *Jour. Home Econ.* 24:109-112. 1932.
- Ruff, John.  
The High School Teacher Does More Than Teach. *School Life* 16:176-177. 1931.
- Walker, Mary and Laslett, H. R.  
Time Expenditure by High School Teachers. *School and Society* 29:131-132. 1929.

## APPENDIX

KANSAS STATE COLLEGE  
Department of Education  
Manhattan, Kansas

March 14, 1933

Dear Home Economics Teacher:

I am making a study, the purpose of which is, to find out what your various responsibilities are to your school and to the community in which you are working. I am sure that you feel, as I do, that a few facts concerning your living conditions and duties which you are expected to perform, should be in the possession of the teacher trainers so that they can more wisely prepare home economics teachers to meet and cope with their responsibilities. If the results are satisfactory, the findings of this study will be used as a basis for recommendation for needed changes in the teacher training work at your State College.

You need not sign the sheet; simply fill out according to directions and return at the earliest possible date, using the stamped addressed envelope provided for that purpose. So that the study may have a better chance for success, I am earnestly soliciting your complete and prompt cooperation.

I am deeply appreciative of your help on this problem and desire to extend my best wishes for your continued success.

Cordially yours,

Elizabeth C. May

ECM:DS

ACTIVITY CHECKING LIST FOR VOCATIONAL HOME ECONOMICS  
TEACHERS IN NEGRO SCHOOLS OF TEXAS

Directions:

Please check your activities for three days of next week; one typical school day and Saturday and Sunday. I am asking that you fill in the time spaces, at 30 minute intervals for the entire day. If you are engaged in any duty or activity longer than 30 minutes, please note the beginning time and ending time of that duty or activity. Please make specific statements. For example, say "Teaching 8th grade Language" or "Teaching 10th grade Home Economics," rather than simply "Teaching." Also say "Preparing Supper," "Making Beds," "Washing Dishes," rather than simply "Housework." Please be sure to note "Time of Retiring" and "Time of Arising" for each of the three days.

Begin Checking Here

A Typical School Day	Saturday	Sunday
5:00 A.M.	5:00 A.M.	5:00 A.M.
5:30	5:30	5:30
6:00	6:00	6:00
6:30	6:30	6:30
7:00	7:00	7:00
7:30	7:30	7:30
8:00	8:00	8:00
8:30	8:30	8:30

9:00	9:00	9:00
9:30	9:30	9:30
10:00	10:00	10:00
10:30	10:30	10:30
11:00	11:00	11:00
11:30	11:30	11:30
12:00	12:00	12:00
noon	noon	noon
12:30	12:30	12:30
1:00	1:00	1:00
1:30	1:30	1:30
2:00	2:00	2:00
2:30	2:30	2:30
3:00	3:00	3:00
3:30	3:30	3:30
4:00	4:00	4:00
4:30	4:30	4:30
5:00	5:00	5:00
5:30	5:30	5:30
6:00	6:00	6:00
6:30	6:30	6:30
7:00	7:00	7:00
7:30	7:30	7:30

8:00	8:00	8:00
8:30	8:30	8:30
9:00	9:00	9:00
9:30	9:30	9:30
10:00	10:00	10:00
10:30	10:30	10:30
11:00	11:00	11:00
11:30	11:30	11:30
P.M.	Time of retiring last night	P.M. retiring last night
A.M.	Time of arising this morning	A.M. arising this morning



Below are listed a number of responsibilities in relation to the serving of food, which home economics teachers must often assume. Check those which apply in your case for school year 1932-33.

Activities (list others if necessary) (As Class Projects)	Yes or No	Approximate number of times per- formed 1932-33	Approximate number of persons served
1. Serving Large Groups with Banquets and Dinners			
(a) School Board			
(b) Athletic Groups			
(c) Junior and Senior Classes			
(d)			
(e)			
2. Serving Small Groups with			
(a) Breakfast			
(b) Luncheon			
(c) Dinner			
3. Directing and Managing Regular Food Service to Pupils and Teachers			
(a) Noon Lunch (where cafeteria is not maintain- ed)			

(b) Cafeteria			
4. Parties			
(a) Faculty			
(b) Class			
(c) Persons Other Than Pupils and Teachers			
5. Serving Teas			
6. Serving Refresh- ments for Different Organizations and Groups			

Please give appropriate answers to the following questions:

1. Do you coach and direct plays? \_\_\_\_\_. Kinds of plays? \_\_\_\_\_. Approximate number during the year? \_\_\_\_\_.
2. Do you plan programs and train persons for participation in them? \_\_\_\_\_. Kinds of programs? \_\_\_\_\_. Approximate number during the year? \_\_\_\_\_.
3. Do you sponsor clubs? \_\_\_\_\_. Kinds? \_\_\_\_\_.
4. Do you coach athletic teams? \_\_\_\_\_. Kinds? \_\_\_\_\_.
5. Do you supervise any form of student publication? \_\_\_\_\_. Kind? \_\_\_\_\_.
6. Do you direct physical education for pupils? \_\_\_\_\_. For adults? \_\_\_\_\_. How often? \_\_\_\_\_.
7. Do you conduct student assembly or chapel? \_\_\_\_\_. How often? \_\_\_\_\_.

8. Do you train pupils for contests? \_\_\_\_\_. Kinds? \_\_\_\_\_  
Approximate number of contests during the year? \_\_\_\_\_.
9. Do you direct the observance of drives and campaigns (as Health Week, etc.)? \_\_\_\_\_. Name them \_\_\_\_\_.
10. Are you engaged in any type of community charity work? \_\_\_\_\_  
Nature of the work? \_\_\_\_\_.
11. Do you undertake dressmaking for persons in the community as class projects? \_\_\_\_\_. How much? \_\_\_\_\_  
How often? \_\_\_\_\_  
Under what conditions? \_\_\_\_\_.
12. Do you do dressmaking for others than yourself? \_\_\_\_\_  
How much do you find time to do? \_\_\_\_\_.
13. In what type of church work are you engaged? \_\_\_\_\_  
How much time is required for this? \_\_\_\_\_.
14. Do you do catering without the help of the class? \_\_\_\_\_.  
How many times have you done so this year? \_\_\_\_\_.
15. Are you responsible for the janitorial work in your class room? \_\_\_\_\_.
16. Where do you live in the community? Teacherage \_\_\_\_\_.  
Own home \_\_\_\_\_. Other private home \_\_\_\_\_.
17. Do you room alone? \_\_\_\_\_.
18. How many roommates have you? \_\_\_\_\_.
19. Do you board? \_\_\_\_\_.
20. Do you do light house keeping? \_\_\_\_\_.
21. Approximate cost of room each week or month? \_\_\_\_\_.
22. Approximate cost of board each week or month? \_\_\_\_\_.

23. Are you comfortable and happy under your present living conditions? \_\_\_\_\_.
24. List types of recreation in which you participate in the community \_\_\_\_\_.
25. Is the recreation adequate for the residents of the community? \_\_\_\_\_.
26. What recreation would you suggest for that community? \_\_\_\_\_.
27. Are you responsible for exhibits at fairs? \_\_\_\_\_.  
How often? \_\_\_\_\_.
28. How long have you taught Home Economics? \_\_\_\_\_.
29. How long did it take you to fill out these sheets? \_\_\_\_\_.

1430-77  
CD-53