

A HISTORICAL STUDY OF THE TRAINING OF
VOCATIONAL TEACHERS IN KANSAS

by

FRED FRANKLIN LAMPTON

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INTRODUCTION

When Kansas legislated to accept the provision of the National Vocational Education Law, otherwise known as the Smith-Hughes Act, she took her greatest step in the interest of her boys and girls. The United States Department of Agriculture Year Book, 1926 (p.128), is very frank in saying, "The greatest impetus given to agricultural education in general was the passage of the Smith-Hughes Act in 1917." Educators are aware of the fact that the same is true covering education in Home Economics and Trades and Industries.

It has been nearly twelve years since the Kansas plan of cooperation was accepted by the Federal Board for vocational Education. The work has grown steadily from only six pioneering schools in 1918 to one hundred twenty-nine high schools offering the training during the school year, 1928-1929. That Smith-Hughes education is a growing, successful adventure is evidenced by the fact that in many communities the entire high school program is built around that of Vocational Agriculture and Vocational Home Economics.

If modesty does not prohibit it may be said that a large part of the success enjoyed by vocational education in

Kansas is due to her strong teacher-training program. Our state has never weakened in her policy of training men and women for efficient leadership. In her "Plans for Vocational Education" it is definitely stated that certain public institutions shall be designated "for the training of teachers of agricultural education, trade and industrial education, and home economics education."

During the past year the author had the pleasure of helping Professor H. M. Hamlin, of Iowa State College, gather material for his doctor's dissertation on vocational teacher-training in the middle west. This brought up the question, "What has Kansas been doing in the field of training for Smith-Hughes teaching?" With this question in mind the writer visited the institutions of our state engaged in this phase of teacher-training, arranging personal conferences with certain faculty members and supplementing information gained thereby with a study of catalogs and bulletins pertaining to the subject. Information was also obtained at the office of the State Board for Vocational education through conference and access to bulletins and other publications on file. This material he presents to the reader in the effort to give the latter a historical picture of the development of vocational teacher-training in our state.

In this study he shall not burden the reader with details along such lines as college curricula, lesson plans, and methods of teaching, except possibly in cases where it is necessary to give him a comparison between institutions. Neither does it seem necessary to use space in going into the plan of financing the teacher-training work.

THE STUDY

During the early years of the present century the United States Government awakened to realize the serious need of opportunities being offered for general vocational education to the youth of our nation who were above secondary and of less-than college grade. Almost annually from 1909 no bills were introduced into Congress with the object of linking up the federal government with this type of training. This agitation grew in strength as a few states that were pioneering in the plan were finding it very satisfactory. In 1906 Massachusetts enacted a law providing for public vocational education of secondary-school grade. By 1917 the states of New York, New Jersey, Pennsylvania, and Indiana had enacted vocational laws, "And half of the states in the Union were encouraging vocational education of secondary grade" (Lee, 1928).

During the period of pioneering on the part of a few

states, there was a national movement getting under way for the promotion of vocational education. In January, 1914, the Commission on National aid to Vocational Education was created, and on June 1st of that year a report was submitted to congress. In this report vocational education was defined as that education "which prepares boys and girls for useful employment." In accordance with the recommendation of this commission Congress enacted, and President Wilson approved, in February, 1917, the Federal Vocational Education Law, better known as the Smith-Hughes act.

This was the greatest step ever taken by Congress in the interest of the vocational needs of the youth of our country. The act provides federal aid to the various states for the supervision and training of boys and girls of high school age in agriculture, commerce, home economics, and trades and industries, "and in the preparation of teachers" for these subjects. It is observed that the commission early realized that for satisfactory results in vocational education, those who teach must be properly trained.

It must be borne in mind, however, that the states were not compelled to enter into this new field of endeavor. It was left to the option of each state legislature. Sec-

tion 5 of the act plainly states, "That in order to secure the benefit of the appropriations provided for any state shall, through the legislative authority thereof, accept the provisions of this act and designate or create a State Board,, to coöperate with the Federal Board for Vocational Education in the administration of the provision of this Act."

Kansas lost no time in accepting the provisions of the Smith-Hughes Act. Within less than a month after its enactment Governor Capper approved an act of the Kansas legislature, known as house bill No. 386, which designated the State Board of Education to coöperate with the Federal Board for Vocational Education in the administration of the national vocational education act in Kansas. The State Board drew up plans for vocational education, which were approved by the Federal Board December 14, 1917. At its meeting on January 18, 1918, the State Board of Education elected H. L. Kent, director for agricultural education, to take active charge of the work of organizing vocational education within the state.

In July, 1919, a State Supervisor of Vocational Agriculture was authorized and William H. Curry was appointed to this position. In November of that year the appointment of a State Supervisor for Trade and Industrial work was author-

ized. L. B. Nofsinger was appointed to this position. In May, 1920, G. V. Williams, formerly with the Federal Board for Vocational Education, succeeded H. L. Kent as director. In September, 1920, a State Supervisor of Vocational Home Economics was authorized.

These supervisors act as assistants to the State Director in the capacity of administrative agents for the State Board and are in charge of teacher-training work. They hold conferences with members of the faculties of the approved institutions, assisting them in the organization of their work in conformity with the requirements of the Smith-Hughes Law. In the "Kansas Plan of Coöperation" is the following statement concerning teacher-training: "The state board shall, with the approval of the federal board, designate such educational institutions under public control as it may deem necessary as institutions for the training of teachers of agricultural education, trade and industrial education, and home economics education. The state board shall have general supervision, through the director and his assistants, of the training of such teachers in such institutions or institutions as may be designated and approved for the work."

Such schools as were able to meet the requirements for teacher-training as set forth in the Kansas plan for voca-

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tional education were approved by the state board and in turn have been receiving aid for their efforts.

At present there are three state institutions in Kansas training for vocational educational teaching in high schools. These institutions are: Kansas State Teachers College (formerly the State Manual Training Normal), Pittsburg; University of Kansas, Lawrence; the State Agricultural College, Manhattan. That the reader may get a mental picture of the progress in Smith-Hughes teacher-training at these schools they will be taken up in the above order.

TEACHER-TRAINING AT THE KANSAS STATE TEACHERS
COLLEGE, PITTSBURG

Vocational Home Economics

The Kansas State Teachers College, Pittsburg, was approved for the preparation of Vocational Home Economics teachers in 1921. According to their annual catalog for the winter term, 1919-1920, there were only five teachers in the department of home economics. There were twelve courses in domestic art and sixteen in domestic science offered. There were no teacher-training courses, such as supervised teaching, methods, etc., designed for the prospective teacher of Vocational Home Economics. Up until

the fall of 1919 the work of home economics was crowded in with other sciences into rooms arranged more for academic purposes, consequently instruction and expansion were greatly hampered.

With the completion of the new \$200,000 science building in December 1919, the work in home economics was given a new home. Rapid expansion took place, and soon the college was offering a strong course in home economics. The annual catalog of Kansas State Teachers College, Pittsburg (1922-1923), states, "In compliance with the ruling passed by the State Board of Education, and in cooperation with the Federal Board under the Smith-Hughes bill, a four-year course is offered to equip teachers of home making in vocational schools. The subjects required to develop efficient teachers of vocational home economics fall into four groups.

I. Home Economics ---- 20 subjects; technical in nature.

II. Related Subjects -- 7.

III. Educational or Professional Subjects -- 3.
 Methods
 Supervised Teaching
 Methods in Secondary Vocational
 Home Economics

IV. General -- 9 subjects; non vocational, offered for their broadening value."

The Home-Management House. The author remembers that during his freshman days at Kansas State Teachers College,

a large two-story dwelling had been condemned by the college and was resting on wooden blocks back of the old football field; an eyesore and general disgrace to all concerned. How greatly, and very pleasantly, surprised he was on his visit to the campus after an absence of thirteen years, to find that this same building had been purchased by the state, given a new location on the campus near the stadium, and remodeled into a home-management house.

All seniors in home economics are required to take the four-hour credit course in home management, each person spending nine consecutive weeks at the house. The number varies from three to seven at a time. "The ideal number is five girls and the instructor, making a family of six", says Miss Rogers, resident instructor. The following scheme of "division of labor" for a group of five students is used:

- I. Manager and Hostess.
Plans meals, buys supplies.
- II. Host.
Carves meat, serves etc. at meal time, looks after the furnace, porch, yard, basement, etc.
- III. Housekeeper.
General care of the house.
- IV. Cook.
- V. Assistant Cook and Waitress.

The most satisfactory results are obtained with groups of five students. More than this number only enlarges the respective tasks instead of increasing them in number. At the beginning of every nine-week period each girl spends two days of "trial" at each task. Following the trial period the time is divided evenly among the girls.

At least once during each period an entire group (family) problem of a social nature is handled. This usually consists of a house party. Guests are entertained from time to time, just as any family expects to do. Numerous reports are given by the students on how best to perform certain duties. Each student turns in to the instructor plans for the work she is to perform the following week. A study of efficiency of time and effort is made covering various "jobs", such as table setting, dish-washing, and making beds.

The home-management house is an eight-room, frame structure, having bed room space for eight girls, two baths, and full basement for laundry, storage etc. in addition to the furnace. The house is largely self supporting. Each girl pays \$50.00 for her nine weeks of residence. Out of this sum three dollars and fifty cents goes to the state for rent, the remainder must help meet all bills of upkeep.

This is the third year that the house has been running.

Miss Rogers, resident instructor and supervisor, says, "The work is practical but difficult. It shows up the poorer, less serious students; the better ones like it. In reality they do not put in any more time than on any other course for four hours credit."

The Practice Teaching Cottage. The writer accepted an invitation to accompany Miss Carrie B. Green, Supervisor of Vocational Home Economics, on a visit to the practice teaching cottage at Frontenac, Kansas, just outside the suburbs of Pittsburg. It is a one-story, frame bungalow, 43 X 52 feet, costing \$10,000, and located on a corner of the high school campus.

According to Miss Green the planning of the decorations and the selecting of the furnishings was under the supervision of the related art department of the College at Pittsburg. The home-making cottage was formally opened for class work at the beginning of the second semester, January, 1925, and had at that time the distinction of being the only one of its kind in Kansas.

The building presents the appearance of a substantial dwelling house of the cottage type, and with the program of instruction now offered within its walls the pupils and

teachers meet problems more of the type arising in the average home.

The interior of the cottage is divided into two units, namely, the living unit and the laboratory unit. The living unit consisting of living room, dining room, kitchen, bedroom, and bath. The laboratory unit comprises the large food and clothing laboratories, laundry, cloak and toilet rooms. Two large basement rooms afford additional storage space.

There are two critic teachers living at the cottage during the winter term, and one living there during the summer. They, in turn, work under the supervision of the person in charge of the vocational home economics at the college, who visits them from time to time that close co-operation may be established. Since September, 1927, the critic teachers have been members of the home economics staff of the college.

Every girl preparing to teach Vocational Home Making is required to do her student teaching in the home-making cottage. She covers a period comprising thirty lessons which she has planned and puts into execution under the supervision and assistance of the critic teachers. In addition to individual teaching she must spend some time in

observing classes taught by the critic teacher, or by other teachers as the opportunity presents itself.

The author was impressed with the degree to which the discipline problem was reduced; practically zero. The girls were orderly and energetic. They seemed to have come there for business. Although his visit occurred during the summer session, never-the-less he is told that the problem of discipline is greatly minimized during the winter term. Coming into a building removed from the high school proper, they find themselves in an entirely different atmosphere, a most favorable situation for study and supervision.

From the standpoint of what is best for the teacher-trainee, however, this sort of an environment may not be the most desirable. We must bear in mind that the student teacher eventually, "out on the job", will be compelled to do her work in the high school building where the entire student body is situated and not in a separate building. For this reason one would be inclined to suggest that classroom conditions more like those commonly found in high schools would furnish a more satisfactory environment for the proper training of the prospective teacher. One of her problems in actual teaching will be discipline, consequently, in her practice-teaching she should meet up with practically the same problem.

Trades and Industries

It is generally conceded throughout the state that the Kansas State Teachers College, at Pittsburg, is the Smith-Hughes teacher-trainer in trades and industries. This idea may be further strengthened by the following statement from her summer school catalog, 1919 (p.12). "The institution has been approved from the preparation of trade and industrial teachers by the Federal Board, and courses are being arranged to that end. Again in the annual catalog for the school year 1928-1929 (p.60), occurs the statement, "The Kansas State Teachers College of Pittsburg has been designated to train men to teach in the state and federal-aided vocational schools under the federal act known as the Smith-Hughes Law. This law will afford a large number of men who are now engaged in the industries an opportunity in both day and evening classes to fit themselves for these attractive positions." In this same catalog are to be found three Smith-Hughes Teacher-training curricula.

These statements are misleading. At the present time there is no institution in the state of Kansas doing classroom work in the training of teachers for the trades and industries. C. M. Miller, State Director of Vocational

Education in this state, says that the State Teachers College receives federal aid for this purpose but points out further that such money goes toward paying the salary of an itinerary teacher, whose headquarters are at that institution. He might as well, or better, have his headquarters at Topeka. The present plan, however, removes part of the expense from the Topeka office.

According to Professor Laurence Parker, State Supervisor for Trades and Industries, and director of Smith-Hughes Vocational Education at Kansas State Teachers College, Pittsburg, the place for trade and industrial teacher-training is "right out on the job". He suggests that it is best handled by letting a small group choose a man out of its own midst to serve in the capacity of teacher for them. In this way they will have one who is suited to them, congenial, knows their problems, and possesses leadership. Mr. Parker then takes this man in hand and trains him in analyzing the jobs, gathering related information, preparing demonstrations, and assembling and presenting lesson plans.

A slight variation from the idea presented above must be recognized in the case of high schools and trade schools offering the work. He, as any other teacher in the local

system, must meet the qualifications of ability and personality set up by the school board. In addition he must be approved by the State Supervisor, and is required to enroll in a teacher-training course.

TEACHER-TRAINING AT THE UNIVERSITY OF KANSAS

Vocational Home Economics

The University of Kansas was first reimbursed for teacher-training in Vocational Home Economics for the school year 1917-1918. It has received federal aid each year since that date. However, a study of the situation leads one to believe that the institution has not, until very recently, taken home economics seriously. In the annual catalog, 1916-1917, it is observed that there were six instructors in the department, and fifteen courses were being offered. There is this statement in the catalog (p.144), "The department occupies nine rooms in Fraser Hall. These include two food laboratories, a chemical laboratory, a research laboratory, a textile and sewing room, and two lecture rooms with an experimental and demonstration kitchen in connection with one of them." Again according to Section II of their annual catalog, 1928-1929, the number of instructors in the Department of Home Economics remains

At six, while the number of courses offered has increased to twenty-seven.

Practice Teaching. Her supervised teaching is proving very satisfactory. It is given in part in the city school system of Lawrence, and in part in the Oread Training School, a state high school connected with the University. To earn two hours credit the student teaches nine weeks, five days a week. The student-teacher has full charge of the class, under proper supervision. There is opportunity offered for observation work at Haskell Institute, a government Indian school just south of Lawrence.

Probably the slow growth in home economics at the University of Kansas is due to the fact that the department is in a college of liberal arts and sciences. There are few situations like this in the country. The students are somewhat limited in the technical courses they may pursue. Furthermore, at the University a student does not declare a major until the beginning of her junior year. This hardly gives her time to make proper preparation for the teaching of home economics in a Smith-Hughes high school. In a college of liberal arts one may "browse around" considerably. This is an advantage if the student is looking for general, cultural education, a disadvantage if she wishes

to specialize.

Students Practice House. Joy runs high in the Department of Home Economics at the University of Kansas over the fact that ground will be broken in a short time for the erection of a practice cottage where home-making and supervised practice teaching will be conducted. Miss Sprague, head of the department, is to be congratulated on her having refused former offers which, in her estimation, were not a credit to the department or to the institution. She has waited several years and has done her share of fighting and suffering with facilities at hand. A reward is due her.

Practice in home-management was first conducted in the home of the head of the department. This was too much of a burden on top of school duties, consequently she discontinued the work in her home after the first year. Since that time the supervised home-management has been given in connection with the student cooperative houses and in the homes of faculty members. For two hours credit, residence has been fixed at four weeks with the work of planning extending two to four weeks beyond this.

Practice in home administration conducted in this way may not prove satisfactory. Proper supervision and control

cannot be realized since there is, as is to be expected, some party who has more control over the entire situation than the supervising instructor.

Likely the discipline is somewhat impaired with too many in authority. All things considered, the writer fails to see much connection between a home and a cooperative club or boarding house. A faculty member's home, especially one with children in it, may not be so undesirable since it would present problems in home management not to be found, as a rule, even in a practice house owned by the state.

It is hoped that the Students Practice House will be ready for occupancy by the first of the year, 1930. It is to be one story with full basement, located at the southeast corner of the campus, on a southern slope overlooking the broad, fertile valley of the historic Wakarusa River. Present plans call for a cottage of bungalow style, measuring 47 X 49 feet. The first floor is to be of hollow tile covered with stucco, and will comprise three bedrooms, diningroom, livingroom, kitchen, and bath. The basement will be of concrete and is designed to contain rooms and equipment for supervised practice teaching.

TEACHER-TRAINING AT THE KANSAS STATE
AGRICULTURAL COLLEGE

One's attention is called to the increased effort displayed at Kansas State Agricultural College to train teachers of vocational subjects following the passage of the Smith-Hughes law. Her summer school session of 1918 was dedicated to the proposition of "education for vocational and social efficiency." In the summer school bulletin for this year we further read: "Each year there is an increasing demand for trained teachers of agriculture, shop, mathematics, the sciences, and home economics. The summer school offers an opportunity for experienced teachers to prepare to meet the new demand placed upon the public schools."

Instantly we observe that one of the big aims of the institution was to work in harmony with state and federal demands in the preparation and improvement of teachers of vocational subjects for service under the vocational education act. As we turn through the pages of the bulletin we find the following courses in teacher training:

Teachers' Courses in Soils and Crops
Teachers' Courses in Animal Husbandry
Teachers' Courses in Dairy Husbandry
Teachers' Courses in Poultry Husbandry

Farm Animals in Health and Disease
 Mechanical Drawing for High Schools
 Farm Motors
 Farm Shop Practice
 Farm Woodwork
 Botany for High School Teachers
 Chemistry (Home Economics)
 Home Economics Education
 Agricultural Education
 Industrial Education
 Special Methods in Teaching Home Economics
 Special Methods in Teaching Agriculture
 Teachers' Course in Arithmetic

Vocational Agriculture

It is evident that most of the courses were devoted to the training of teachers of Vocational Agriculture. This step was necessary. Graduates in the Division of Home Economics, as we shall see later, were already well-prepared to handle the problem of teaching Vocational Home Economics in the high schools of Kansas. Graduates in the Division of Agriculture, however, had failed to get most of the above-listed courses that are so necessary in the teaching of Vocational Agriculture, consequently this institution, having been approved in 1918, availed itself of the first opportunity to present some of these fundamental subjects to both prospective and active teachers of Smith-Hughes agriculture.

In the College Catalog for the year 1918-1919 we observe that special emphasis was laid upon the requirements

for the state certificate for teachers of Vocational Agriculture. In the curriculum in agriculture there were forty-four hours of electives. It was recommended to the student desiring to qualify for such teaching that he begin his professional preparation at the beginning of his junior year. Then, it was pointed out, he could so choose his electives as thoroughly to prepare him for teaching vocational agriculture in schools participating in the Federal Smith-Hughes Funds.

The following electives were suggested:

| | Semester Credits |
|--|------------------|
| Professional Work in Education..... | 18 |
| (Must include 3 hours in psychology and 5 hours in the teaching of vocational agriculture) | |
| Seminar in Agriculture..... | 1 |
| Soil Management..... | 3 |
| Market Gardening..... | 2 |
| Rural Architecture..... | 3 |
| Agricultural Economics..... | 3 |
| Farm Motors..... | 3 |
| Field Machinery..... | 3 |
| Woodwork..... | 2 |
| Forging..... | 2 |
| Concrete Construction..... | 2 |
| Total..... | <u>44</u> |

It might be well to add here that the State Board for Vocational Education requires that the candidate for the certificate in Vocational Agriculture must also have had not less than two full years of farm experience in labor or management.

Very few changes have been made since 1918. The observation and supervised teaching is conducted at the Manhattan Senior High School, under the direction of Henry W. Schmitz, in cooperation with the Department of Vocational Education of Kansas State Agricultural College. Formerly this work was handled in the School of Agriculture, now extinct. A course in farm shop methods has been added to the list.

Training in Service. Teachers of Vocational Agriculture in Kansas work on a twelve-month contract, with one month for vacation during the summer, usually July or August. This means that with the regular summer school session running for a period of two months there is little or no chance for these men to make any professional improvement beyond undergraduate work. It was realized that opportunity should be provided the boys "out on the firing line" to carry on systematic study of graduate rank. Consequently, a decision was made to launch out on a program for the training of teachers of vocational agriculture in service, and in August, 1925, a second session of the summer school was inaugurated, offering courses for graduate credit. In attendance was a high percentage of teachers of vocational agriculture, as well as a few principals and

superintendents. This indicated that both teacher and administrator were interested in finding out more about the problems involved in Smith-Hughes teaching. That the nature has been a success is evidenced by the fact that ten men in the field of vocational agriculture have received their Masters' Degrees largely through work done during the second session of summer school at the Kansas State Agricultural College.

Itinerant Teacher-training. At the present time there are two itinerant teacher-trainers, with offices at the Kansas State Agricultural College, who visit the men out on the job, giving them advice and constructive criticism. Professor L. F. Hall is a full-time visiting teacher, helping the men in the field with special problems. In the past he has devoted most of his time to class and individual projects. Professor A. P. Davidson is a resident teacher-trainer giving part of his time to itinerant work. On his trips out into the field he visits the men who are teaching vocational agriculture for the first time. It is logical that he should do this since he last had personal contact with them in the class room, hence knows best the difficulties under which each individual may be working.

Though not regarded as a visiting teacher, out State

Supervisor of Vocational Agriculture, L. B. Pollom, means much to the teacher as he meets with him "out on the firing line." He comes to each high school department at least once a year, more often if needed, and makes a careful survey and study of the situation as he sees it. He also visits the Superintendent or Principal to insure hearty cooperation between teacher, administrator, and state.

Conferences. Conferences are of two general types, state-wide and sectional. The former is held each summer at the Kansas State Agricultural College, teacher-training center for teachers of Vocational Agriculture. This usually runs about two weeks, the first week of which is a short, intensive training course covering shop and classroom problems of most interest to the teachers. The second week is purely conference in nature. The "boys" come together to discuss problems, iron out difficulties, hear outside speakers, make plans for the following year, and, above all go back to the job with new enthusiasm and inspiration. As a rule the state conference just precedes the second session of summer school.

Sectional conferences are called by the State Supervisor, with the assistance of one or more members of the teacher-training staff of the college. Such conferences

are usually held once a year on Saturday, at the points near the center of the section. Such conferences are of exceptional value in that they permit a discussion of problems of particular importance to the small groups concerned. The writer has found that the experiences related by various ones in handling certain situations have meant much to him. The members of a small group can be of a lot of help to each other in ironing out individual problems.

Letters. Once every month or six weeks each teacher receives a circular letter from the State Supervisor offering suggestions, constructive criticism, and timely information. These letters tend to keep the teacher abreast of the times as to new ideas and practices, as well as keep him "on his toes" during the year.

Occasionally a teacher receives a personal letter from the State Supervisor. This, in many cases, is a "follow up" subsequent to a personal visit. In other instances it is a bit of personal contact, bearing suggestions and information of particular interest to the individual teacher; possibly a reply to a letter of inquiry he has sent to the Supervisor.

Publications. The Kansas Vocational Agriculture Association publishes a pamphlet every month or six weeks.

This carries in it items of interest and help to all the members. Teachers from time to time send in news material concerning their departments, community activities, problem solutions, handy helps in the shop, and, in fact, anything to make the publication interesting to its readers.

"The Kansas Vocational News" is a quarterly publication put out by the Department of Vocational Education, under the direction of C. M. Miller. The items in the pamphlet are more general in nature covering all phases of Vocational Education in Kansas.

The State Board for Vocational Education occasionally has published, in bulletin form, the work done in research by men in the field of Vocational Education who were working toward a higher degree. The latest and probably most widely read publication of this nature is "The Organization of and Plan for Teaching Through the Laying Flock Class Project," by L. F. Hall.

Vocational Home Economics

When the Smith-Hughes law was enacted the division of Home Economics of the Kansas State Agriculture College was offering a substantial course acceptable for the training of teachers of Vocational Home Economics. According to the College Catalog, 1917-1918, there were twenty-six instruc-

tors in the division offering thirty-eight courses. Among these courses were three of educational nature, namely, "Home Economics Education," Special Methods in the Teaching of Home Economics, and "Supervised Observation and Teaching in the Home Economics". Practically no additions were made to the curriculum until the school year 1920-1921 when a "Practice Course in Household Management" was added.

At present Lucile O. Rust, Professor of Education, is in charge of the training of teachers of Vocational Home Economics. She supervises the Home Economics work in the Junior and Senior High School of Manhattan. Here are three full time critic teachers, working under the direction of Mrs. Rust and in cooperation with the Division of Home Economics of the College, who devote their time to supervised teaching.

Supervised Teaching. Without further introduction on the part of the writer he will present to the reader the material from a leaflet entitled, "Instructions for Supervised Teaching", which includes the following items:

1. Student teaching period is 70 minutes daily for six weeks at the Manhattan High School. This includes both observation and teaching. The first week consists of observation and the other five weeks consist of teaching.
2. One group conference is held one hour each week during the semester. At least two individual conferences

each week are held during the teaching period.

3. Secure from your critic teacher a copy of the home economics course of study for the Manhattan High School and the detailed lesson plans of the course which this class has covered. Study these carefully. You cannot teach well your unit of work unless you know much of what has gone before.

4. You must be in your classroom at least 10 to 15 minutes before the class begins.

5. When you arrive at the building go to the principal's office and check the time of your arrival.

6. All directions, etc., for the blackboard, all demonstration material, and all laboratory supplies must be arranged for before class time, and must be ready for the students when class opens.

7. Girls teaching foods must hand to the critic teacher at the close of class the market list for the following day. This list must show the amount of each supply needed.

8. In the foods laboratory teachers wear white, either a dress or a regulation apron which is used at the college. Take care that your dress or apron is clean and require the same standard for your class.

9. Each Friday morning hand to the critic teacher your plans for the following week. These plans must be written on No. 6 notebook paper and follow the form given you on another sheet.

10. Detailed lesson plans are made for each lesson, and follow the form given you. These must be handed to the critic teacher not later than one day before that lesson is to be taught. Outline of the plans for each lesson is made in individual conferences with the critic teacher. Use No. 6 notebook paper for plans.

11. After each lesson, hand in a criticism of the lesson as taught. This should include a list of the things which you feel were well done and the things which you feel did not "go over well", with suggestions for improvement.

12. While on duty as a teacher, consider yourself in every respect a regular teacher of the school. Follow carefully all regulations of the school.

13. During your teaching period you are to meet your class every day except in case of serious illness or a holiday in the high school. Please remember a holiday in the college does not mean a holiday in the high school. In case of illness, notify the supervisor immediately. Illness is the only acceptable excuse for absence.

14. Student teachers are responsible for leaving the laboratory in order and checking each girl's place.

15. Study yourself as a teacher and strive for improvement in some respect each day.

During the summer session a course in Vocational Home Economics is given at the College. Girls of the city of Manhattan who take the work are allowed high-school credit, and at the same time a splendid type of observation and supervised teaching is afforded the student teachers.

Practice in Household Management. The Kansas State Agricultural College conducts two practice houses, one on the basis of an income of \$1800, the other on a \$3600 basis. No other institution in the United States is conducting practice in household management on two different levels, according to Myrtle Gunselman, in charge of the practice houses.

Every girl preparing to teach Vocational Home Economics must take this course. Six weeks are spent in the practice houses, three of which are spent in one house, the

remaining three in the other. The girls also meet in seminar three times a week for classroom work. At the cottage conducted on the basis of a \$3600 income each girl pays fifty cents per day for her meals. At the other cottage she pays forth cents per day. All items such as rent, furniture, savings, etc. are apportioned on a percentage basis such as a family of six should do. Advancement items, including books, newspapers, magazines, flowers, and entertainment are provided as the "income" will permit.

There is a "division of labor" as that each girl comes in contact with every phase of the work while she is at either house. The plan now in use is presented.

Hostess

- Receives guests
- Serve as hostess at the table
- Be responsible for table conversation
- Be responsible for table decorations
- Take daily care for flowers
- Answer telephone and door bell except at meal time
- Be responsible for the mending
- Meet any emergency and see that "things" run smoothly
- Exterminate pests
- Assume responsibility of your own room
- Make a schedule for work for the week and present to the director at least one day before beginning duties
- Polish silver as needed

Housekeeper

Responsible for laundry
 Purchase all supplies other than food
 Read gas and electric meters at the beginning and at
 the end of the week and record in the account
 book
 Care for and keep in order - living room, (reception
 hall, upstairs hall and steps.)
 Clean instructors room once a week
 Be responsible for newspapers
 Lock up at night
 Assume responsibility for your own room
 Make a schedule for the week and present to the direc-
 tor at least one day before beginning duties
 See that necessary repairs are made
 Serve as host

Assistant housekeeper

Assist with laundry
 Take daily care of bath room and clean thoroughly
 twice a week and wash the water glasses
 Change face towels at least three times a week and
 oftener if needed
 Change bath towels at least once a week and oftener
 if needed
 Care for the basement, porch, steps, yard, etc.
 Assume responsibility for your own room
 Make a schedule for work one day before beginning
 duties and present to director
 Assist with dishes

Cook

Plan meals and present to director at least two days
 before beginning to cook
 Purchase all food and pay bills (Consult instructor)
 Turn all bills, receipts and statements of expenses
 for the week to director at the end of the week
 (Consult instructor in advance)

Take an inventory of the food on hand at the end of
 the week (assisted by the assistant cook)
 Prepare meals
 Care for the "Left overs"
 Wash cooking utensils as used except those used just
 before serving
 Care for the garbage and waste paper in the kitchen
 keep the shelves, drawers and refrigerator clean and
 in order
 Change paper as needed
 Take care of kitchen floor and windows
 Call family before coming down stairs each morning
 Sound bell five minutes before meal is served
 Make a schedule of your work and present to the
 director

Assistant Cook

Clean dining room and keep in order
 Set table
 Serve as waitress at table
 Wash dishes
 Take care of china closets
 Care for the table linen placing soiled linen in the
 hamper in time for laundry
 Assist with cooking as needed - prepare relishes,
 butter, bread, and pour water.
 See that hot water is ready for dishes
 Answer telephone and door bell during the meal
 Make a schedule for work one day before assuming
 duties
 Assume responsibility for your own room

Serve meals:

Breakfast 6:45 (Sunday - 8:00)

Luncheon 12:05 (Sunday - 12:45-1:30)

Dinner 6:00

The supervisor of each practice house makes her home there, making a "family" of six.

Miss Gunselman feels that the strong feature of this course is the opportunity for the girls to put into practice the principles learned in the classroom. She emphasizes that practice in household management permits the stressing of all phases of home life rather than just cooking and sewing. Again, it is felt that running the houses on different levels of "income" tends to give the girls a more thorough appreciation of standards of living. In each of the departments visited by the writer the statement has been made that in many instances girls wishing to teach Home Economics have not been permitted to take a leading part in the management of the household at home. Here is a lack of experience which a practice house ably meets.

TRAINING OF TEACHERS OF VOCATIONAL HOME ECONOMICS IN SERVICE

The training of teachers of Vocational Home Economics while out "on the job" has not reached the thoroughness and intensity, that it has in the field of Vocational Agriculture, but progress is being made and prospects for the coming year are well in advance of anything accomplished in former years. High School having Vocational Home Economics have been few and far between, considering the state as a whole. At present there are only thirty-six. This

means that some of the instruments of promotion and professional improvement similar to those used in reaching the men teaching Vocational Agriculture could not be used in the reaching the Smith-Hughes Home Economics teachers.

Conferences

State. Each year, some time in March, there is held a State Conference of Home Economics teachers. This meeting is open to anyone who wishes to attend, consequently, at the 1928 meeting, held in Wichita, there were two hundred in attendance. Again, during the month of June a conference is held either at Manhattan or Pittsburg, or both, as was the case in 1928.

The main objective in these conferences is inspiration. Group discussions are held, problems are cleared up, and a program for the next year's work is set up and adopted. Speakers from other states are placed on the program to discuss topics of interest and give the teachers an idea of what is going on elsewhere in their line of endeavor.

Sectional. To date Kansas has not held a sectional conference among her teachers of Vocational Home Economics. The schools have been too far apart to permit it. However, plans point toward four regional conferences in the state

this coming school year. In northwest Kansas a step further will be made to the extent that the teachers of Vocational Agriculture will be requested to come to the meeting. Surely a joint conference will permit the ironing out of problems common to both groups that cannot be solved in any other way.

Individual. The State Supervisor of Vocational Home Economics visits each high-school department at least once a year. On this occasion she is able to give helpful suggestions and inspiration to the teacher. A little chat with the superintendent or Principal on the part of the supervision usually insures closer cooperation and better feeling between the administrator, the state and the local teacher.

News Letters

Circular letters are sent out from time to time, keeping the teacher informed concerning new ideas, teaching hints, timely topics, and announcements of general interest. In case of information sought regarding an individual problem a personal letter is sent out, followed possibly by a visitation in the near future, if the situation seems to demand it.

Publications

In the past the "Vocational Education News", published quarterly, has been the only periodic publication coming to the teachers of Smith-Hughes Home Economics. However, it is planned to have a separate publication which will be of a direct interest to the teachers of Home Economics.

From time to time bulletins and other publications, both State and Federal, are sent out to the teachers, giving them information of special help in their work. Subjects dealing with home projects, job analysis, and organization of teaching material receive the most attention.

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SUMMARY

1914 Commission on National Aid to Vocational
Education Created.

1917 National Vocational Education Law Enacted.
Kansas Plan for Vocational Education Approved.

1918 State Director of Vocational Education
Authorized.

Kansas State University Approved to Train
Teachers of Vocational Home Economics.

Kansas State Agricultural College Approved to
Train Teachers of Vocational Home Economics and Vocational
Agriculture.

- 1919 State Supervisor of Vocational Agriculture
Authorized.
- State Supervisor of Trades and Industries
Authorized.
- Kansas State Teachers College, Pittsburg,
Approved to Train Teachers of Trades and Industries.
- 1920 State Supervisor of Vocational Home Economics
Authorized.
- Kansas State Teachers College, Pittsburg,
Approved to Train Teachers of Vocational Home Economics.

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