1-1-1941

A Survey of the Status of Home Economics in North Dakota

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A SURVEY OF THE STATUS OF HOME ECONOMICS IN NORTH DAKOTA

A THESIS

SUBMITTED TO THE GRADUATE FACULTY

OF THE

UNIVERSITY OF NORTH DAKOTA

by

Foster Leonard Bucher

In partial Fulfillment of the Requirements

for the

Degree of

Master of Science in School Administration

1941

This thesis, offered by Foster Leonard Bucher, as a partial fulfillment of the requirements for the Degree of Master of Science in School Administration in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

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ACKNOWLEDGMENT

For his valuable advice and helpful guidance in the preparation of this thesis, the writer sincerely acknowledges his indebtedness to Dr. Erich Selke, Professor of Education in the University of North Dakota.

This Survey was made possible only through the Assistance of State Division of Vocational Education, Department of Home Economics Education, State College Station, Fargo, North Dakota. Special Acknowledgment is due Miss H. Christine Finlayson, State Supervisor, and Miss Ella M. Johnson, Assistant Supervisor, both representing the above named Department.

Further indebtedness is acknowledged to the many Home Economics instructors throughout the state who cheerfully and otherwise labored over the questionnaires submitted and returned them completed. Many of the questions asked were technical in nature and required hours of research on the part of the instructor working them out.

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Chapter I

Introduction

Present Status

For over a generation home economics has been a subject that has been finding its way into our schools; in some on a very meager scale and in many on an elaborate and progressive scale. There is some information available regarding the present status of the home economics situation in North Dakota. The State Director of Vocational Education and Vocation Rehabilitation, located at The University, Grand Forks, North Dakota, publishes annually a directory which includes the names of all vocational teachers in the state for the year and also such additional information on vocational education as the total annual expenditures in each vocational school.[1] The State Board for Vocational Education has also published a state plan for Vocational education for the five year period from July 1, 1937 to June 30, 1942, in which may be found a chapter on Homemaking Education, a chapter on the National Vocational Education Acts, and one on the State Vocational Education Act.[2] The State Course of Study used in the vocational Home Economics schools, prepared under the guidance of

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1. State Plan for Vocational Education, Directory, Bismarck, North Dakota, 1937.

2. State Plan for Vocational Education, Board of Administration, Bismarck, North Dakota, 1937. Chapters 5, 7, and 9.

the State Supervisor of Home Economics Education, states further the aims, the scope, and in detail the units to be taught in a regular high school course.

Home Economics has assumed such great importance in the schools that more time is being devoted to the subject and more money is being expended on their departments. It is true that occasionally a department closes, but the closing of any kind of a department during this period of depression has not been uncommon and often not uncalled for. More frequently one reads of new departments being established. Several new departments each year for the last six years have been started each supplied with a good set of cooking and sewing equipment, an enthusiastic group of students in attendance, and a capable teacher in charge.

At the present time, sixty-five of the eighty-five public school home economics departments in North Dakota are vocational. Of the twenty non-vocational departments, not more than half offer courses other than in just cooking and sewing.

When home economics first started, and even until recently, cooking and sewing were that which was meant by home economics in any school. With the new interpretation and the new type of training that the teachers receive, home economics or homemaking has become an entirely different course.

Today emphasis is continually being placed on the six objectives as set up in the State Home Economics course of study.[1] These are:

1. Establishing worthy goals for personal and family life.
2. Progress towards emotional maturity.
3. Developing judgment in the selection and use of personal resources (time, energy, materials, capacities, aptitudes, information).
4. Progress toward optimum health for self and family.
5. Enjoying and adding to beauty in the personal and home environment.
6. Contributing to the community through individual and family life.

Each of the objectives is definite, simple, and to the point, and is self sufficient, but the words "cooking"and "sewing" are notably conspicuous by their absence. They now are only contributing factors in helping to reach the goals which have been set up.

In the same course of study the following aims in home economics are quoted:[2]

> "If Home Economics is to help attain the goals set up by the seven cardinal principles of education, it must have a wider scope than certain skills in cooking and sewing.

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1. Home Economics Bulletin, No. 111 Office of Education, Washington, D. C.
2. Home Economics Education, Course of Study, State Supervisor, State College Station, Fargo, North Dakota.

> To give the girl or boy a well rounded conception of the many studies contributing to worthy membership at home is the definite aim and challenge we might accept. The activities should be based on the home interests of the students and should develop within them a sense of their responsibilities in enriching family life. In vocational homemaking they should be given not only the appreciation and ideals, but also the opportunity for developing some of the skills of the occupations that make up the whole job of homemaking. It is desirable to organize the subject matter around problems growing out of the life experience of the girls and boys. The co-operation of all the Home Economics teachers is urged in realizing these aims in homemaking education."

While the above aims were written with vocational home economics in mind, the same aims, or at least similar aims, should be the objective of every progressive teacher of a home economics class, whether it be vocational or non-vocational.

These are the aims and objectives of home economics that are considered ideal in North Dakota today and it is with these aims, goals, and objectives in mind that this study is made.

THE PROBLEM

Problems of various natures arise in any growing institution. A department in home economics is no exception. The establishment of a department of this kind in a school, involves first, the problem of cost, which includes equipment, books, supplies and miscellaneous items necessary in developing such a course. It is not as easy to establish this course as it would be to establish a course in algebra because the physical equipment for mathematics is usually practically insignificant. The cost of equipment varies greatly, ranging in cost

per school, according to this study, from $50 to $7000, depending upon the size of the department, the quality and quantity of equipment desired, the program desired and the finances of the school district.

Another problem of a serious nature is that of housing the department. Unless a school has been built recently and with a home economics department in mind, there is frequently no place for a suitable department. Sometimes the sewing room is not even to be found in the same building as the cooking room and often the two rooms are not on the same floor. In many schools the sewing department is found cooped up in the corner of a basement for want of a suitable place. The home economics department should be a well lighted, pleasant room because the impressions gained by the students will have a lasting effect and be carried along with them into their homes.

The matter of selecting qualified teachers is one not to be regarded lightly. As long as new departments come in gradually, it will not be difficult to secure and maintain trained teachers, but today the demand for homemaking teachers is strong. Homemaking in the school is one of the few fields which is not overcrowded. This may seem strange, but it must be realized that during the early years after the war boom, or from 1924 to 1929, many of the home economics departments of this section of the country were closed as a false economy measure, causing at the time an over supply of home economics teachers. Moreover, in 1911, a law was passed by the North

Dakota State Legislature requiring that domestic science be made a constant for the classified high schools.[1] But in 1929 a law was passed making the teaching of this subject optional with each local board of education and repudiating the 1911 law requiring the teaching of home economics for classification as a state high school for pecuniary aid.[2]

Since there was a scarcity of money in the school treasuries from 1929 on and since it was not difficult to drop home economics from the schedule, many schools dropped the departments. This, too, was a distinct cause for an oversupply of teachers and an important factor in causing a sharp decline in the training of teachers in home economics. Consequently there was a lull in the training of teachers for this department, and now the recent growth of homemaking institutions in this and neighboring states has caused a demand for which training schools have not supplied enough teachers.

Another reason for the strong demand is that industries, such as the electric and gas household fixture manufacturing companies, are taking many home economics teachers out of the school room and are using them in their sales, service, and

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1. Manual of High School Board. General School Laws 1911, Chapter 267, page 28.

2. General School Laws of North Dakota, 1929, Chapter 206.

demonstration fields. Medical science is advancing to such an extent that our better hospitals are engaging home economics teachers trained as dieticians.

Thus, with the outside forces absorbing the teachers trained in home economics, a shortage of homemaking teachers exists. Schools neglecting to hire teachers early, or a summer resignation by a teacher, means that the school board must, as a rule, make its choice from a comparatively small number of applicants.

When organizing a department, or even after organization, there is the problem of whether to make it a vocational or non-vocational department. If it is to be a non-vocational department, it is operated the same as the commercial department or the social science department, and the course is administered independently of federal supervision.

If it is to be a vocational department, and the department wishes to come under the Smith-Hughes and George Deen Acts, certain federal requirements must be met, but in return for meeting these requirements, the school may expect an equal amount of reimbursement from the Federal and the State governments amounting to at least one half of the salary paid to teachers for the time spent in teaching vocational subjects.

The Smith-Hughes act was passed by the Sixty-Fourth Congress in 1917 to provide for the promotion of vocational

education. This vocational education includes the subjects of agriculture, home economics and the trades and industries. As stated, it is,

> "An act to provide for the promotion of vocational education; to provide for the cooperation with the states in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with states in the preparation of teachers of vocational subjects: and to appropriate money and regulate its expenditures."[1]

The act provided for an appropriation of $500,000 in 1918 and an increased appropriation each year until 1926, at which time the annual appropriation was set at $3,000,000. There was a minimum that each state was to have, namely $27,000 annually after 1925. The act provided further that to be a recipient of any of this fund a state must agree to accept the benefit and create a state board for the purpose of cooperating with the federal board in the administration of the act. The state, as a unit must match dollar for dollar the federal funds expended under the act for the five year period from 1937 to 1942.

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1. Senate Bill # 703 Sixty-Fourth Congress, 1917

The North Dakota State Legislature in 1919, passed an emergency bill to provide for the acceptance of the Smith-Hughes Act.[1] This law is known as the State Vocational Education Act and provides for the acceptance of funds under the Smith-Hughes Act and for the creation of a State Board for Vocational Education.

The United States Congress in 1936 passed the George Deen Act, providing for the further development of vocational education in the several states and territories. Congress appropriated $12,000,000, and the states to which it is allocated must match fifty per centum of the federal funds up to and including 1942, with increases of ten per centum each year subsequently until 1946, after which time the state must match the federal funds dollar for dollar.

These acts provide funds which are available to schools meeting the standards set up by the State Board for Vocational Education. This board at present is the State Board of Higher Education.

When a school becomes a vocational school, if funds are available, it will receive from the state and federal governments reimbursement amounting to half the salary that the teacher receives for the time actually spent in teaching vocational subjects during the regular school year. All of the

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1. Senate Bill Number 63 (Church) 1919 Legislative Assembly

salary for summer home projects, plus five cents per mile for transportation necessary to the active discharge of duties while making visitations to the various homes while inspecting or otherwise working on home projects, is paid from state and federal funds.

In return for the aid received by the school, it must meet certain requirements by setting up certain standards. The rigidity of most of these requirements is governed chiefly by the State Supervisor's findings as to the ability of the school to measure up to the standards from a standpoint of finance.

In order to qualify for Smith-Hughes aid the minimum age limit of pupils enrolled in the classes must be fourteen years. There must be a minimum of ten pupils in a class in the small schools and fifteen pupils in the larger schools. The minimum standards for the approval of Vocational Homemaking departments in North Dakota are as follows:[1]

1. Housing and equipment
   a. Approximately thirty-five square feet of space per pupil.
   b. Located above the basement.
   c. All rooms on the same floor.

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1. State Plan for Vocational Education, State Board for Vocation Education, Bismarck, North Dakota 1937, page 99, Appendix Homemaking.

d. Teachers work center

(1) Teacher's desk

(2) Wooden or steel file for school records and teaching devices

e. Meet standards for room and equipment in "Guide for Evaluating Rooms and Equipment for Homemaking Instructions.[1]

2. Teacher

a. Qualified according to state plan.[2]

b. Employed preferably for ten months (time to be based on enrollment).

Example: Twenty girls--two weeks, over thirty-five girls-one month

c. Mileage paid for home visits.

d. Budget approved by superintendent for teacher's use in department's management (not less than $2.50 per pupil per year).

e. Attend state conference during employed time.

3. Library

a. A minimum of at least one book to each two girls in four phases of homemaking.

b. At least fifty per cent of these books shall have been published within the last five years.

c. Subscriptions to at least three magazines.

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1. Bulletin 181 "Space and Equipment for Homemaking Instruction, "U. S. Dept. of the Interior, Office of Education, Division of Vocational Education-Washington D. C.

2. State Plan for Vocational Education State Board for Vocational Education, Bismarck, N. Dak. 1937, page 79 sec. 11.

d. Suitable cases for books and magazines in department.

4. Schedule according to state plan.

a. Adequate project supervision time allowed according to the number of pupils.

b. Fifty per cent of homes visited.

These above are chief among the qualifications necessary to comply for Smith Hughes or George Deen aid.

As before stated aid is based on the length of time per day devoted to vocational subjects.[1] For example, if a teacher's day is six hours long, and it usually is, and if three hours of the day are devoted to vocational subjects, then the aid will be one-half of three-sixths of the yearly salary. Likewise, if four hours of the six each day are devoted to vocational subjects, then the aid received will be one-half of two-thirds of the yearly salary.

Vocational subjects include Home Economics I, Home Economics II, Home Economics III, and related subjects, such as general science, biology, chemistry, related art, and conference periods on home economics projects.

The problem involved in the foregoing discussion, then, is first making the decision as to whether a school is to be vocational or non-vocational, and if vocational, how a schedule can be arranged whereby a teacher can be used to teach a strictly vocational schedule. If three classes of Home

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1. State Plan for Vocational Education
State Board for Vocational Education-Bismarck, North Dakota, 1937, page 75, sec. 6.

Economics are taught, and the teacher also teaches two related subjects, such as general science, biology or chemistry, then she will have one period left for conference and home projects. In this way her entire day will be vocational, and the school's reimbursement will be a half of the teacher's full salary. Such problems as these are local and will have to be worked out for each school.

SOURCES OF DATA

The chief source of the information contained in this study was the returned questionnaire which was sent to every teacher of Home Economics in North Dakota.[1] It was sent to 113 teachers who represented sixty-five vocational schools and to forty-eight teachers in non-vocational schools. Of the forty-eight non-vocational schools, twenty-eight were other than regular public schools and included Associate County Extension Agents, Seminaries, Normal Schools, and Colleges. These twenty-eight returned the questionnaires either unmarked or containing information irrelevant to this purpose and therefore were not used. Of the remaining twenty non-vocational schools, seventy per cent, or fourteen, returned completed questionnaires. Of the sixty-five sent to

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1. Appendix I, Questionnaire to Teachers, page 1.

vocational schools, almost eighty-five per cent, or fifty-five, were returned. The number of cases is indeed small, yet the per cent of returns is reasonably high, and sufficient to give information about the departments.

Other information valuable to this study was taken from the files of the office of the State Supervisor of Vocational Home Economics Education, Fargo, North Dakota.

The State Course of Study and the State Plan for Vocational Education, also yielded data that was very much to the point.

Neighboring state departments of vocational education submitted answers to questions pertinent to making a comparison study between the states.

LIMITATIONS

The questionnaire contained questions difficult to answer without considerable study on the part of the teacher and, in turn, on the part of the superintendent or clerk of the School Board. For example, in order to answer the question, "Number of years your school has offered Home Economics," the teacher, in many instances might have considerable difficulty in securing the information.[1] One teacher

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1. Appendix I, Questionnaire to Teachers, page 1.

reported having spent four hours in preparing her questionnaire. There were thirty questions and some of these questions were divided into parts. Some of the questions were returned but partially completed, because of inability on the part of the teacher to secure accurate answers.

This study is limited further to the field of Home Economics in the high schools of North Dakota.

Not every county in the state is represented in this study, because there are a few counties which do not have a regular public high school home economics department. Thirty-eight counties did report and of these the eastern counties were the heaviest respondents, because there are more schools in this section having home economics departments.

Chapter II

Status of the Home Economics Teachers

It is the student that is of first importance in any phase of school work or school life. Books, equipment, and surroundings are important factors in accomplishing the ends of education, but critical people and educators of long experience agree that the teacher is the greatest factor that a school might engage, in the molding of youth and promoting the first objective of education--making better citizens of the growing generation.

Table 1

Number of Years of College Training

of

Teachers in Non-vocational schools

Years of Training and Place of Training	Number of Teachers
2 years at Valley City	2
4 years at Valley City	2
4 years at North Dakota Agricultural College	1
4 years at University of North Dakota	1
4 years at Concordia	1
4 years (2 at Mayville and 2 at Minot)	1
4 years at Minot	1
4 years (Minot and North Dakota University)	1
5 years at North Dakota University	1
No report	2

This chapter is devoted to the portrayal of the teacher status of the home economics departments of North Dakota, with the hope that school administrators and Boards of Education may better know how their particular home economics teacher ranks with others in the state of North Dakota.

In the non-vocational schools there are two teachers who have no degree at all. There is one with a master's degree. The others all have a bachelor's degree. Forty per cent have attended Valley City Normal; eight per cent, Concordia College; eight per cent, North Dakota Agriculture College; eight per cent Mayville State Teachers College; sixteen per cent, Minot State Teachers College; and thirty-three per cent, the University of North Dakota.

The picture differs considerably in the vocational schools. Only one teacher does not have four years of college training. Three have had five years of college training and the others each have had four years. Of the thirty-five schools reporting the education of the teachers, sixty-six per cent have attended the North Dakota Agricultural College; seventeen per cent the University of North Dakota; six per cent, State Normal and Industrial School, Ellendale; six per cent, Valley City State Teachers College; and twenty-seven per cent have attended colleges and universities outside the state of North Dakota including such institutions as, Columbia University, University of Minnesota, Iowa State College, Colorado State College, Montana, State College, University of Wyoming, Michigan State College, University of California, and New Mexico State Teachers College.

Table 2

Number of Years of College Training

of

Teachers in Vocational Schools

Years of Training and Place of Training	Number of Teachers
4 years at North Dakota Agricultural College	18
4 years at University of North Dakota	4
4 years (3 at North Dakota Agricultural College and 1 at North Dakota University)	2
2 years at North Dakota Agricultural College	1
5 years at North Dakota University	1
4 years at Stout Institute, Menomonie, Wisconsin	1
4½ years (Ellendale, University of Minnesota, Michigan State College)	1
4 years at University of Wyoming	1
4 years at Valley City	1
4 years (North Dakota Agricultural College, Macalester, Minnesota University)	1
5 years-plus (Iowa State Teachers College, New Mexico State Teachers College, University of Calif.)	1
4 years at North Dakota Agricultural College and Valley City	1
No report	1

Table 3

Majors and Minors

of

Non-vocational Teachers

Majors	Minors	Number of Teachers
Education, English	Social Science	1
French, English	Hygiene, Physical Education	1
Commerce	Home Economics	1
Home Economics	Physical Science, History	1
Chemistry	Home Economics, English, Biology	1
Science	Sequence of Sciences	1
English	Mathematics, Physical Education, Home Economics	1
Social Science	Home Economics Special	1
English	Biology	1
Home Economics	English, French, Science	1
Home Economics	History, Social Science, English	1
Home Economics	Chemistry, English	1
Education	Music	1

Thirty-one per cent of the non-vocational schools employ teachers who have majors in home economics and thirty-one per cent of the teachers have minors in home economics. Thus only sixty-two per cent seem to be at all qualified to teach the home economics courses, while the remaining thirty-eight per cent are teaching the subject without any training whatsoever in that field.

Table 4

Majors and Minors of

Vocational Teachers

Majors	Minors	Number of Teachers
Home Economics	English, Science	9
Home Economics	Education	3
Home Economics Education	General Science	3
Home Economics	Education, Science	3
Home Economics	Chemistry	1
Education	Foods, English	1
Home Economics	Physical Education, Sciences	1
Home Economics	Foods, Sciences	1
Foods and Nutrition, Dietetics	Clothing, Family and Social Relationships, Child Care	1
Art and Clothing	Foods, Science	1
Home Economics	Education, Chemistry	1
Clothing	Foods	
Home Economics Education	Clothing, Art, Foods, Science	1
Home Economics	French, Education	1
Home Economics	Science and History	1
Home Economics, Social Science	Education, English	1
Home Economics	Physical Education, Education	1
Physical Education	Home Economics, Social Science	1
Home Economics	Social Science	1
Home Economics	Music, Science	1
Education	Home Economics	1

Ninety-one per cent of the teachers in the vocational schools have home economics majors and the other nine per cent have minors with sufficient hours in home economics to qualify for the vocational schools.

If the objectives of home economics as cited in Chapter I, are weighed and when teacher training is granted to be of such great importance, it is questionable whether or not any school is justified in continuing operation, unless such school endeavors to employ a qualified teacher.

It is to be understood that non-vocational home economics can be as effectively presented as vocational, but in most cases it is not because of the difference in the training of those teaching the subject.

Table 5

Years of Experience of Teachers in Non-vocational Schools

Number of Teachers	Years of Experience
2	1-5
6	6-10
1	11-15
2	16-20
0	21-25
1	26-30
1	31-35

The reason for the spread in years of teacher experience is due to the fact that vocational schools are more recent and usually staffed by young beginning teachers because the older teachers have failed to make themselves qualified by taking the necessary vocational training.

As the course in homemaking develops and becomes further established as an indispensible subject and as more and more schools become vocational schools, the tenure of home economics teachers will increase. Boards of education are beginning to realize the value of the type of course under discussion and are willing to pay better salaries in order to secure better qualified teachers.

Uninformed board members and patrons often consider that the home economics teachers teach cooking and sewing and teach only those functions. On the contrary, these teachers are busy all through the day.[1] Home Economics periods are of either sixty minute or of eighty minute duration, depending upon the schedule of the school and nearly all of the teachers are working from 9:00 o'clock A.M. until 4:00 o'clock P.M. and later at regular, established school duties. Within those hours, very few have vacant periods.[2]

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1. Appendix I Questionnaires to Teachers Page 2.
2. Appendix III Teaching Schedule of Home Economics Teachers in Vocational Schools. Page IV.

Most of the teachers in the vocational schools teach some related subjects such as general science, biology, chemistry, and related art. This is done because the schools receive remuneration for these related subjects under the Smith-Hughes Act. Most of these teachers also have a conference period every day while others dovetail the conference days with girls's physical education or glee club or such extra-curricular work as has been assigned to them.[1] Others have a period in their schedule for home projects, at which

Table 6

Years of Experience of Teachers

in

Vocational Schools

Number of Teachers	Years of Experience
27	1-5
3	6-10
0	11-15
4	16-20
2	21-25

1. Appendix III Teaching Schedule of Home Economics Teachers in Vocational Schools. Page IV.

time the teacher does individual work with the students one at a time, on their home projects. This is a requirement of the Smith-Hughes program. The conference period mentioned above is also a requirement. At such periods, girls are called into conference and given private instruction of such nature as would lend to guidance of the student and discussion of personal affairs of the girl. Such interviews have great value because the skillful teacher comes very close to the youth, and discovers information that even the parent may not possess. The really noticeable improvement in a girl's personality should come out of this conference period and it is through this conference that the teacher is enabled to mold a girl's inner self, paving the way for a life of happy motherhood after maturity.

A young woman preparing herself to teach expects to gain experience and receive remuneration during the years that she teaches. Salary, then, is an important factor. Generally speaking, the salary of home economics teachers is somewhat higher than the salary of regular high school teachers, but comparison of such salaries is not made in the study. However, Tables 7 and 8, do depict home economics teachers salaries and the succeeding paragraphs furnish a summary.

Table 7

Annual Salary of Teachers

Computed on a nine months basis

In Non-vocational Schools

Salary per year Dollars	Number of Teachers
501--700	1
701--900	5
901--1100	1
1101--1300	1
1301--1500	0
1501--1700	1
1701--1900	1

Median $861

In the non-vocational schools the salary median is $861. or nearly $95.00 per month on the nine months basis. Few, if any, of those schools retain the teacher for any summer project work. Only nine of the forty-seven vocational teachers reporting received less than $100 per month; twelve or twenty-six per cent received exactly $100 per month; seventeen or thirty-six per cent received over $125 per month. The highest paid teacher received $170 per month for nine months. The median for all vocational teachers was $943 or nearly $105 per month. This is somewhat higher than the salaries paid in the non-vocational schools reported. Even though it is only about eighty dollars per year greater salary, it is still an important factor to a teacher.

Table 8

Annual Salary of Teachers

Computed on a nine months basis

In Vocational Schools

Salary per Year Dollars	Number of Teachers
701--800	1
801--900	20
901--1000	12
1001--1200	9
1201--1300	0
1301--1400	3
1401--1500	1
1501--1600	1

Median $943

Reports from other states indicate that North Dakota trails far behind in the salaries paid. In Montana, the average salary paid to home economics teachers in 1939-40 was between $1100 and $1200.[1] Iowa in the same year paid an average salary of $1310 to vocational homemaking teachers.[2] The average salary paid to teachers for nine months in South Dakota the same year was $1061.[3]

In view of the foregoing figures regarding salary it is very conspicuous that North Dakota lags pitifully behind our neighboring states.

1. Harwood, Edith, State Supervisor of Vocational Education, Bozeman, Montana. Letter.
2. Farris, Mary, State Supervisor of Vocational Education, Des Moines, Iowa. Letter.
3. Hasle, Nora V., State Supervisor, Homemaking Education, Pierre, South Dakota. Letter.

In the vocational schools the teacher is required to work part of the time during the summer. The term, "Number of weeks of summer employment," found in the questionnaire refers to the length of time each teacher devotes to her home projects, visiting all of her students, both rural and town. For this work, in the average school, she receives the same compensation per week as she receives during the nine months term, as well as a mileage allowance of five cents per mile for necessary driving in the country. This mileage and extra salary is paid in full by the government under the Smith-Hughes and George Deen Acts. There are only three schools which do not require summer home projects work. The average period of time allotted for summer work is three weeks.

CHAPTER III

The Home Economics Program
From the Viewpoint of the School

Since home economics is a subject which seems to be growing in popularity during the last decade, it is interesting to administrators, Boards of Education, teachers, and prospective teachers to know some definite results of the survey made, as to the status of home economics from the standpoint of the school itself.

The questionnaire returns showed that in twenty-seven of the schools surveyed, records were not available to the teachers regarding the age of the department and the number of years the department has been either vocational or non-vocational. Appendix VI presents a picture of the situation as it exists in the fifty schools where adequate information was reported.

Home Economics has been taught for an average of nearly ten years per school in the fifty schools. Since the Smith-Hughes Act was not passed until 1917 and was more or less inactive for the first few years, due to lack of organization, it is concluded that vocational home economics has made rapid stride in the past ten years, because forty-six per cent are now vocational and fifty-four per cent are non-vocational. The Smith-Hughes Act is explicit, but the setting up of the various state divisions was not entirely satisfactory because there was no precedent to use as a guide in the formation of standards and there appears to be a definite lack of early uniform records available in the offices of the state directors

of vocational education. Appendix VI shows that four schools have taught vocational home economics for only one year, three schools have taught it for two years, and two schools have had three years of experience in vocational home economics. These figures are not quite accurate as the entire state is concerned because of the failure of a few teachers to return the questionnaires. However, the relationship may be presumed to be correct and the trend of vocational home economics may be determined satisfactorily.

The financing of supplies for home economics departments is carried on by different methods. Eighteen of the forty-nine schools reporting on the subject are financed by a budget allowed by the school boards and made out by the home economic teacher, or the superintendent, or by teacher and superintendent together. Budgets should be made out through the cooperation of both teacher and superintendent. So often there is so much variation of practices in our schools that new teachers are at a loss in making out a budget that is satisfactory to all concerned.

Table 9

Amount of Budget for Home Economics Departments Employing the Budget System

Amount	Number of Schools
$100. or less	8
$101.--$200.	6
$201.--$300.	2
$301.--$400.	1
$401.--$500.	0
$501.--$600.	0
$601.--$700.	1

The budget amounts ranged from $25.00 in one school to $700.00 in another school. The study discloses that there is no close relationship between the budgeted amount and the number of students served. The great difference in the budget is due to the variation in the activities of the departments.

Some schools purchase fruit in the fall for canning purposes and the goods thus canned are taken home by the students or kept in the department for consumption, or used for hot noon lunches. In other schools, where the supply budget is small, the students bring the fruit to be canned, or the eggs to be stored, or the flour and meat to be used. When such a program is followed an efficient department may be operated, even though the supply budget is small. The same is true of sewing classes. If the students furnish all the sewing materials there is need for a smaller supply budget than is true where some of the materials are furnished by the school.

The median home economics supply budget of the schools studied is $117.

The study made would lead one to believe that the amount budgeted does not necessarily determine whether a department is extravagant or not, and in the average community the amount of the budget is not as important as is the question of whether it is sufficient to carry on the department in a satisfactory manner.

Table 10

Student Fees Charged For Home Economics

Amount paid by each student per year	Number of school districts charging a fee to students
$0.50--$0.75	2
$0.76--$1.00	4
$1.01--$1.25	0
$1.26--$1.50	2
$1.51--$1.75	0
$1.76--$2.00	0
$2.01--$2.25	0
$2.26--$2.50	1

Another method of financing supplies and incidental expenditures of home economics departments is through charging a fee to the students enrolled in the class. The nine schools charging a fee to students do not expect the fund thus created to cover more than the bare cost of incidentals entailed in operating the cooking and sewing department. Students furnish the main part of the necessary groceries and furnish goods for all such projects as they undertake. The lowest annual fee per pupil reported was fifty cents and the highest was $2.50, and the median was eighty-five cents.

A third method of financing the operating of home economics departments is that employed by schools which neither maintain a budget system nor charge a set fee. Such schools keep a

record of the necessary expenditures for groceries, cloth, and minor incidentals, and at the end of the year divide the cost among the students enrolled in the class. This amount varies from year to year and cannot be paid in advance because the amount is always unknown. An objection is that at the end of a semester or at the end of a school year, it is not always convenient for all girls to make good their share of the cost. Moreover, the student is always in debt to the school until the bill is pro-rated and paid. Five schools employ this system.

This last method is objectionable and should not be employed because of the reasons stated above and because the student is not taught to keep the bills paid, but on the contrary is taught to wait until there is a certain accumulation of indebtedness before making the payment.

The matter of finance, then, resolves itself into two plausible and suitable systems, namely, the supply budget plan adopted and approved by the board, and a fee system payable at the beginning of the term or at the beginning of each semester. Of these two methods, the supply budget plan is perhaps the best, because it is more democratic, since it is supported by general taxation as it should be and all taxpayers are obliged to pay according to the value of their holdings. The supply budgets in the schools of North Dakota compare favorably with those in schools of neighboring states.

Table 11

Valuation of Home Economics Equipment

Valuation	Number of Schools
$500.--or less	18
$501.--$1000.	10
$1001.--$1500.	6
$1501.--$2000.	2
$2001.--$2500.	3
$2501.--$3000.	1
Over----$3000.	1

Determining the cash valuation of the home economics equipment of the various school was difficult, because each school's equipment was appraised by a different person. The questionnaires were sent to the teachers of the home economics departments over the state and each teacher had her own idea as to the value of the equipment in her particular department.

It is interesting to note that the median valuation of home economics equipment for the forty-one schools submitting a report as shown in Table 11 is $625. Of these forty-one departments, twenty-eight are valued at less than $1000, and eighteen departments, nearly half of the respondents, have a $500 or less valuation.

Table 12

The 1939-1940 Expenditures for Home Economics Equipment, Food, Cleaning Agents, Laundry, Fuel for Cooking, Repairs, Replacement Supplies, Texts, References, Cloth, Curtains, and Illustrative Materials

Amount Used	Number of Schools
None	3
Under--$100.	21
$101.--$200.	11
$201.--$300.	3
$301.--$400.	3
$401.--$500.	0
$501.--$600.	0
$601.--$700.	0
$701.--$800.	0
$801.--$900.	1

Table 12 illustrates the average cost last year for home economics supplies such as groceries, clothing equipment, and reference books. The amount used per school varies greatly for two reasons. First, the number of students in these schools studying home economics ranges from four to 120 students. The second reason for the great variation lies in the fact that there is a great variation in the extensiveness of the programs. One home economics class might serve a banquet to members of the school board and their wives, at the cost of fifty cents per plate, while another class would be unable

to do it for this amount. Both departments would be functioning in keeping with existing conditions and be perfectly warranted in their respective expenditures.

There are communities where electricity is not available or in general use. In such communities the use of a $10.00 kerosene stove is more practical than would be the use of a $100.00 electric range. This fact presents another angle to the great variation in the expenditures of a home economics department. The median outlay for supplies including groceries, clothing, equipment and reference books is slightly under $100.00 for the year 1939-1940

Table 13
Per Pupil Cost of Home Economics Departments 1939-1940
For New Equipment, and Food, Cleaning Agents, Laundry, Fuel for Cooking, Repairs, Replacement Supplies, Texts, Referenes, Curtains, Cloth, and Illustrative Materials

Per Pupil Cost	Number of Schools
$.50--$2.50	23
$2.51--$4.50	17
$4.51--$6.50	11
$6.51--$8.50	2
$8.51--$10.50	3
$10.51--$12.50	1
$12.51--$14.50	0
$14.51--$16.50	1
$16.51--$18.50	0
$18.51--$20.50	0
$20.51--$22.50	1

There is a vast spread in the annual per pupil cost of departments per year, as shown in Table 13. The range is from sixty cents per pupil in one school to $22.10 in another school. The annual per pupil cost does not include the teachers salary, but does include total food cost, cleaning agents, laundry, fuel, new equipment, repairs, replacement supplies, texts and references, illustrative materials, curtains, and cloth. The median of the annual per pupil cost is a reasonable criteria of what a school may expect its home economics cost to be over a period of years. This amount is $290. The cost in individual schools must change from year to year because of new equipment and repairs which cannot be avoided in order that the department may be kept modern.

The home economics department which reported to have a sixty cents per pupil cost has an enrollment of sixteen students. If this department should purchase a new electric sewing machine for next year at a cost of $200, its average annual cost per pupil will be raised to $12.50 per pupil on that account.

The department whose per pupil cost was $22.10 purchased sewing machines, stoves, tables, and cabinets at a cost of $950. This new equipment was used by fifty five students. These purchases alone raised the annual per pupil cost to $17.30 above the median. If these purchases had not been made in that particular school during that year, the per pupil cost would have been $4.80 which is not far from the median annual cost of $346 per school. While these figures do not coincide, yet they agree well enough for purposed of comparison.

It might be said, then, that for the purposes of this study the individual annual per pupil costs do give a figure that can be used even though there is wide variation, and that the median annual per pupil cost is a reasonably reliable criteria in view of the fact that the figures quoted are from fifty-nine schools whose physical set up is of the same order and whose individual costs change from year to year.

The annual per pupil cost of the Home Economics departments in South Dakota is $2.68;[1] in the Montana schools the cost is somewhat higher, being $6.04 per pupil per year.[2] These figures compare favorably with those compiled for North Dakota, in which instance the median was found to be $3.82.

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1. Hasle, Nora V., State Supervision Homemaking Education, Pierre, South Dakota. 1940-Questionnaire

2. Harwood, Edith, State Supervisor of Vocational Education, Bozeman, Montana. 1940-Questionnaire.

Chapter IV

HOME ECONOMICS IN RELATION TO THE STUDENT

Home Economics is designed not for the school but for the student. Education will function more properly and satisfactorily when educators begin to act upon the theory that schools are operated for the student.

It is the object of this chapter to present facts regarding the students of home economics from the standpoint of age groups, percentage enrolled in home economics courses compared with students enrolled in schools and the actual number of students enrolled in the schools represented.

The average freshman is usually fourteen years old during most of the freshman year. Three of the schools reported the average age of those pursuing home economics to be thirteen. It must be remembered that while the questionnaires were sent out in April and that the term was reasonably well over at the time, the ages as given by the teachers were no doubt taken from the registers and were the ages recorded last fall. Fifty per cent of the schools reported the average age of the students studying home economics to be fourteen years. Thirty-three and one-third per cent reported the average age as fifteen. In many of these cases the schools make a policy of offering Home Economics I to sophomores. Especially was this true where only one year of home economics was offered. Twelve per cent of the schools teach Home Economics I to students of sixteen years of age or over.

Table 14

The Average Ages of the Students Studying Home Economics in North Dakota High Schools

Average Age of Students	Number of Schools Home Economics I	Home Economics II	Home Economics III
13	3	0	0
14	20	2	0
15	14	15	0
16	5	17	3
17	0	3	1
18	0	1	0
19	0	0	1

The study reveals that two schools taught Home Economics I to students who were thirteen years old and Home Economics II to students who were fourteen years old. Fifteen schools taught Home Economics I to fourteen year old students and Home Economics II to students fifteen years of age. One-eighth of the schools teaching Home Economics I do not offer it to students before they are sixteen years of age. Three schools do not offer Home Economics II to students until they have attained an age of seventeen and in one school the average age for Home Economics II students is eighteen. Because there are so very few schools offering Home Economics III it

is unreasonable to try to establish a table that has any worth as a standard. It is interesting to note, however, that three times as many schools offer Home Economics III to sixteen year old girls as is offered to any other age group. There are various philosophies regarding the ages at which girls accomplish most in home economics, and at what age they are best fitted to pursue the course. Home Economics I makes a fine course for a girl as a freshman, for several reasons.

First, when she enters high school there is the problem of orientation which home economics helps her to solve. Second, she is old enough to be able to master a course which requires a reasonable amount of technical skill and has reasoning power enough to appreciate its value. Third, in a school where three years of home economics is offered the child must start her home economics course as a freshman or she will often times be unable to fit her schedule satisfactorily to the taking of three years of such work during her last three years of high school because of conflicts with other subjects. A senior usually has enough activities to warrant lack of enthusiasm in pursuing home economics during that year. If she is not kept mentally occupied every day it is because of lack of interest or because she is a mentally superior girl. Senior class play, graduation, the year book, the school paper, senior parties, frequent class

meetings, and other similar extra curriclular activities in addition to a regular senior course, keeps the seniors amply occupied. Regardless of the years in which homemaking courses are pursued, the really essential point is that every girl be offered an opportunity to be instructed in this subject.

In sixty-eight schools, teaching ninety classes, the total enrollment in Home Economics I was 1667, or an average class of about eighteen students. Home Economics II classes have an enrollment of 908 students in fifty-five classes, an average enrollment per class of sixteen. There are only eight schools conducting classes in Home Economics III. Their combined enrollment is 102, an average of nearly thirteen per class. In Boys Home Economics there are seventy-nine enrolled in four classes, an average of twenty per class.[1]

Table 15

Number of Seventh and Eighth Grade Students Enrolled in Home Economics Courses

Number of Schools	Seventh Grade	Eighth Grade
1	26	13
1	62	64
1	20	68
1	69	17
1		9

1. Appendix IV Number of Students Pursuing Home Economics

Three hundred and forty-eight students study home economics in the seventh and eighth grades in eighteen North Dakota schools. This is an average of nineteen students per class. The grand total of all those taking home economics in the sixty-eight schools reporting is 3025 or an average of nearly forty-five students per school. Throughout the schools of North Dakota it is doubtful if any other single subject, enrolls this large an average number.

Occasionally the question arises as to whether or not all girls should be taught home economics or whether the training should be restricted to a select few. The questionnaires revealed the following opinions of teachers.

Five teachers thought concentration on a few would be the better method. Their statements are:

"Home Economics II and III should be only for special groups."
"Some girls definitely have other interests and feel that other courses are more effective and more suited to their needs."
"Some do not care to sew. Why make them do something they would not like?"
"Those who are not interested should make room for those who are interested."
"Some seem to gain nothing from it and therefore should not be suffered to continue a Home Economics course."

Teachers who thought all high school girls should study home economics make the following comments:

"All girls should plan to become homemakers therefore all should study Home Economics."
"It can be practiced in all situations after graduation."
"Home Economics should be required."
"It is a course all girls use whether or not they marry."
"They almost all will eventually have their own homes."
"Should have the knowledge of how to make a home comfortable even though some few may never make a home."
"It is one of the most practical courses offered in high schools."
"All girls have the opportunity to better themselves and fit themselves to make home life more real, genuine, and happy."
"They are all potential homemakers."
"All girls need guidance in personal problems."
"Personality development and a better understanding of home, family and community living."
"All should take Home Economics. Every girl will use Home Economics every day of her life. Home Economics isn't just sewing and cooking."
"It also trains the girl to be able to live with other people. There are phases in Home Economics that every girl should be familiar with--clothing selection, grooming, family relationship etc."
"It is information the majority of girls will always need to know."
"Prepare for more effective home life."
"In Home Economics all girls are "reached" at some point or another."
"All girls need it not only for the future but for right now."
"Most girls do not go on to school. Home Economics helps them adjust themselves to homemaking."
"It gives them preparation for fuller living and makes them adjust themselves to homemaking."
"All girls use a Home Economics background."
"All girls should be exposed to Home Economics as it is vital to all as home members."
"Regardless of the field of work they may enter knowledge of the home will come amiss."
"No other course gives girls knowledge of a comsumer education, family relationship etc."
"All girls need training in Homemaking."
"Knowledge of Home Economics is necessary for improved living."

"Necessary to a wiser more economical living."
"All need at least an introduction into the different phases of home life."
"The varied program offers all girls something which they all need and do not receive in any other courses."
"All girls need and want some instruction along these lines."
"All girls always in their lifetime will need to know the fundamentals of Home Economics."
"The training helps them in present conditions as well as in the future."
"Teaches them appreciation, judgment and evolution of everyday living."
"The work is practical and the experience is good for the home."
"It is preparation for adulthood and should improve the home."
"It is essential toward rounding out their training for the common everyday life after school days."
"Every girl in life has to do some of the things we teach, even if they never marry."
"Every girls happiness is increased because of the units included in Home Economics course."
"Aids in appreciation of better family life."
"It has permanent practical value."
"Teaches the solution to many problems of the home."
"All girls should have at least one year of Home Economics."
"It teaches girls how to act and take care of themselves."

The teachers believing that home economics should be taught to all greatly outnumber those believing the study should be restricted to the few.

Only five teachers thought it should be given to special groups and their statements in the main might be applicable to any subject, even English courses or science courses, as offered in our present day high schools.

On the other hand when one reads the statements of the teachers who thought all should study home economics, can

one find a single argument against any one of the statements made? They are all just, good, simple, and plain reasons why every girl should study home economics.

It should be given to all girls, because all girls need the background that home economics and the related subjects afford. Every girl uses the knowledge gained in home economics every day and hour of her life. No matter what her career is or is to be she will use the practical information that any well qualified home economics department gives.

Chapter V

The Administrative and Supervisory Needs in Home Economics

Superintendents, principals, and school boards constitute the administrative and supervisory bodies of the high schools. The study showed that this group is not adequately familiar with home economics courses and the related subjects. This is true because the group is usually made up of men and few, if any, have ever studied home economics in school when they were students in school, and have not had suitable opportunity to learn enough about the course through observation. It is true, not because these administrators are trying to shirk a duty rightfully theirs, but because it is a field comparatively new, and one in which a special, trained teacher is procured who is better qualified to know the home economics problems than is anyone else.

Lack of proper administrative supervision is evidenced by the fact that 115 separate and distinct textbooks are used in the several schools reporting. Some schools use only one text but many schools use two or three or even four different texts. The text that stands out as a leader is Greers, "Foods and Homemaking." This text is considered to be fairly complete in every detail, but teachers often choose Donovan's "Mode in Dress," and Justin and Rust's "Home Living." They are almost equally popular for sewing classes. It is impossible to acquire single texts suitable for both cooking and sewing, because it would be too voluminous to carry. For foods, Greer's "Foods and Homemaking" is in a class by itself.

Table 16

Text Books Used in Home Economics Classes

Title	Author	Publisher	Copyright Date	Number of Schools Using Text
Foods and Homemaking	Greer	Allyn and Bacon	1937	34
The Mode in Dress and Home	Donovan	Allyn and Bacon	1939	14
Fabrics and Dress	Rathbone & Tarpley	Houghton & Mifflin	1937	12
Home Living	Justin and Rust	J. B. Lippincott Co.	1935	11
Modern Clothing	Baxter and Latzke	J. B. Lippincott Co.	1938	7
Every Day Foods	Harris & Lacey	Houghton & Mifflin	1937	6
The Family's Food	Lannon, McKay, Zuill	Lippincott	1937	6
Art in Home and Clothing	Trilling & Williams	Lippincott	1938	5
The Boy and His Daily Living	Redford	Lippincott	1935	4
Every Day Living for Girls	Van Duzer & Others	Lippincott	1936	3
Food Preparation and Serving	Bailey	Mannual Arts Press	1936	3
The Girl and Her Home	Trilling & Nicholas	Houghton & Mifflin	1937	3

Table 16 (Continued)

Text Books Used in Home Economics Classes

Title	Author	Publisher	Copyright Date	Number of Schools Using Text
A Girl's Problems in Home Economics	Trilling, Williams, Reeves	Lippincott	1926	2
Home Economics	Jensen, Jenson & Ziller	Macmillian	1935	2
Dietetics	Willard & Gillett	Macmillian	1928	2
Your Home and Family	Graves & Ott	Little, Brown & Co.	1934	2
Clothing and Textiles	Rathbone & Tarpley	Macmillian	1925	1
Your Clothes and Personality	Ryan	Appelton Century Co.	1937	1
Textile Fabrics	Dyer	Houghton Mifflin Co.	1923	1
Art in Every Day Life	Goldstein	Macmillian	1940	1

Table 17

Home Economics' Teachers Textbook Preferences

Number of Teachers	Name of Text	Author
28	No preference	
12	Foods and Homemaking	Greer
4	Mode in Dress and Home	Donovan
3	The Family's Food	Lanman, McKay, Zuill
2	Fabrics and Dress	Rathbone and Tarpley
1	Modern Clothing	Baxter and Latzke
1	Home Living	Justin and Rust
1	Art in Everyday Life	Goldstein
1	Food Preparation and Serving	Bailey
1	Everyday Living for Girls	Van Duzer and Others
1	Everyday Foods	Harris and Lacey

Twenty-eight teachers have no text preference. That does not mean that they failed to answer the questionnaire but it means that these teachers stated that they could not make a first choice because all of the leading texts were highly satisfactory. It was suggested by a number of teachers, however, that a text with a new copyright would be appreciated, since most of the more popular text books in home economics now date back to 1933. The fact that two texts are really essential--one for cooking and one for sewing--makes a single choice of texts impractical. A frequent expression found in the study was, "They are each good for the purpose they serve."

In modern education the advent of workbooks has created a problem worthy of treatment. Authors are producing workbooks by the score for nearly every subject taught in our schools. In the subject of home economics the use of workbooks is very limited. Only two schools use them at all and employ them because other necessary equipment is lacking and no text book is available. The reasons for schools not using workbooks are given in Table 18. The two schools which do employ workbooks are perfectly justified in using them. If adequate physical equipment is not furnished, then a workbook is one of the finest tools to use to supplement the deficiency of equipment.

Table 18

Teachers Objections to the Use of Workbooks

in

Home Economics Classes

Number of Teachers not using Workbooks and Reasons	
Objections	Number of Teachers
None given.	16
Too expensive.	15
See no value in their use.	5
None suitable for use.	5
Not necessary.	5
Too methodical.	3
Can't afford them.	2
Not sufficient time for their use.	2
No experience with them.	2
Not comprehensive enough.	1

Fifteen teachers expressed themselves as finding workbooks too expensive. Much foods and cloth can be provided for the cost entailed in purchasing workbooks, and using actual materials is much more practical than the theoretical information gathered from workbooks.

Table 19

The Units Taught in Home Economics I

Unit	Number of Schools	Weeks Studied
Clothing Design and Construction	35	13
Child in the Home	33	2½
Girl and Her Friends	30	3
Grooming and Personality Development	16	3
Foods	22	14
Introductory Unit	16	1
Hygiene and Personal Care	16	2
Foods	17	16
Clothing	10	18
Introductory Unit	8	2
Food Preservation	7	2
Foods for Breakfast	6	4
Luncheon Unit	6	5
Foods for Dinner	5	2
Cakes and Candy for Christmas	3	1
Review	3	1
Household Arts	2	1-2
Family Relations	2	3
Consumer Buying	2	3
Home Nursing	2	1
Time and Money Management	1	1
Family and the Child	1	6
Foods and Health	1	9
Knitting	1	6
Hobbies	1	2
House Planning	1	2

Table 19 states most clearly the subjects really taught in Home Economics I. It is to be distinctly understood that twenty-six separate units were taught. Cooking and sewing is the old theory of home economics. It is readily discernible that there are a number of weeks devoted entirely to other phases of home living and during the weeks spent on foods and clothing there is much taught to the students that cannot be distinctly called "Sewing" or "Cooking."

Table 20

The Units Taught in Home Economics II

Units	Number of Schools	Weeks Studied
Clothing	39	12-14
Home Nursing and Child Care	39	2-3
Food Preparation	36	12-14
Family Relationships	35	2-3
Home Planning and Management	31	3-6
Child Care and Development	27	3-4
Marketing or Consumer Education	10	1-2
Home Furnishings	3	2-3
Hobbies	1	2
Home Decoration	1	10-12
Draping	1	4
Vocations	1	4
Related Art	1	2

The same theory is carried out more fully in Home Economics II, where in most schools only one-third of the time is devoted to foods and one-third to sewing, with the other third being devoted to a great variety of units, all leading up to better fitting the girl for home and family life.

Table 21

The Units Taught in Home Economics III

Unit	Number of Schools	Weeks Studied
Advanced Clothing	5	12-16
Preparing for the Future	2	6
Advanced Construction as applied to Home Furnishings	2	9-10
Principles of Design in Dress	2	6
Foods and Nutrition	2	2
Consumer Buying	2	3
Child Care	1	2
Vocational Guidance	1	4
Consumer Education	1	12
Home Furnishings	1	6
Household Mechanics	1	6
Theory Course in Home Management, Care and Training of Children	1	18
Management of Money	1	18
Personal Appearance	1	6
Home Decoration	1	2
Weaves and Textiles	1	6
Color and Harmony	1	6
Cosmetics	1	3

Advanced clothing is taught in Home Economics III, but since five of the seven schools offering Home Economics III teach advanced clothing only twelve to sixteen weeks of the year, and spend the other twenty or twenty-four on short units allowing two weeks or less for foods, it is not difficult to generalize the trend in the advanced courses of home economics. These statements confirm the objectives of home economics in high school.

Consumer education occupies a large part of the school year in this advanced course. This study involves the buying of foods,,and clothing and stresses their selection costs and qualities. It teaches what everyone should know, but what so very few people do know.

Much time in the third year home economics is also devoted to home management and management of money. These units cover instruction in care of the home, child care, family budgets and wise dispersion of money.

Table 22

Units For a Boy's Course in Home Economics
According to Teachers' Statements

Units	Number of Teachers
Nutrition, foods, and cooking	29
Choice and care of clothing	21
Family Relationship	21
No comment made	15
Budgeting	15
Manners and etiquette	15
Personal care and grooming	13
Consumer buying information	11
Home management and repair	11
Child care	11
Pressing, sewing buttons, and patching and darning.	9
Responsibility in the home.	9
Home care of sick. First Aid	8
Love and respect for parents	8
Importance of home	6
Family rights	5
Vocational Guidance	5
Housing	5
Use of leisure time	4
"Sisterly" love	3
Community responsibility	3
Understanding of womans position in the home.	2
Choice of mate	2
Sex Education for older boys	1

The study showed that a one year course in home economics for boys was considered desirable for the purpose of preparing the boy for better home and family living.

A remark common to all is, "A girls place is in the home," but we must remember too, that a boy has home responsibilities, both before and after marriage. Many boys never receive this training and the result is oftimes disastrous to his family.

Table 22 lists the units that teachers thought should be included in a course for boys. The survey shows that seventy-nine boys in the state are now studying home economics. Boys should be instructed in a one year course which embodies most of or all of the units listed by the teachers. Anyone would readily determine from study of the table that much good should result from this instruction.

Table 23

How Administrators Can Help Teachers In Home Economics According to Teachers' Statements

Statements	Number of teachers
Help form favorable public opinion.	17
Assist in securing equipment.	16
Get behind the teacher.	15
Act interested in Home Economics philosophy.	12
Make schedule convenient for classes and conferences.	10
Popularize the course in the school.	6
Cooperate with vocational program.	5
Eliminate excessive outside activities.	5
Seek greater knowledge of Home Economics.	5
Encourage social functions in which Home Economics classes can take part.	5
Greater correlation of the Home Economics department and the entire school.	3
Show an interest in the girls themselves.	3
Offer constructive criticism.	3
Suggest new teaching procedures.	2
Help with the making of the budget.	2
Allow budget to be drawn by the teacher.	1
Offer more related subjects.	1
Give students vocational guidance.	1
Maintainga good reference library.	1

The questionnaire requested teachers in the field to list statements of what they expected their administrators and supervisors to do in helping secure the best homemaking department possible. These views are listed in Table 23 and clearly set forth more than a dozen ways in which the administrator can be helpful to the teacher.

It is true that a community must be shown the advantages and values of a home economics department before it can expect to receive the full support of the community and the administrators must co-operate in helping to form this favorable public opinion.

The administrator can best help the home economics department by keeping familiarized with the State Plan for Vocational Education for the Five Year Period, July 1937 to June 30, 1942, and by giving the teacher the fullest measure of co-operation.

Table 24

Criteria of the Effectiveness of Home Economics Courses

Criteria	Number of Teachers
Increases skills in homemaking.	80
Appreciation of student.	80
Attitude of parents.	80
Making of Home Economics course felt in the community.	78
Personal improvement of the girl herself.	76
Home Projects were of material benefit.	70
Comments of other teachers.	45
Home Economics teachers own observation.	39
Use made of Home Economics after graduation.	31
School Board members of the community.	15
Attitude and interest of the student.	1
Request for a class in advanced Home Economics.	1
Comments from members of the community.	1

The means of estimating the value and effectiveness of home economics in high school is shown in Table 24. This table constitutes the teachers views as to the evidences by which they have measured development of the home economics students in high school.

School authorities often question the value of seventh and eighth grade home economics. A study of the following statements of teachers indicates that home economics should be offered to girls in these grades.

Affirmative Statements

"The greatest interest lies there."
"Some never go to high school."
"Children acclimate themselves to Home Economics."
"Provides a good outlet for energy."
"Gives uninterested girls a better background."
"A light course would be beneficial."
"Some may choose a course such that Home Economics would not fit into the program."
"Basic matter should be taught."
"Is foundation for Senior high school Home Economics."
"Fine community reaction to such a program."
"These girls help in the home and at this age they form habits. Should have early training in these matters."
"Junior High Home Economics might save many heart aches in later life."
"Provides interest and practice in the skills."
"They have reached a formative age and this training assists them in over coming the awkwardness accompanying the adolescent age."
"They are helping mother at this age and should be taught the right principles. They should be developing independence."
"It would provide Home Economics for those who take college entrance courses in our regular high school and are thus eliminated in Senior High School from taking Home Economics."
"A beginners course would be of great benefit to one who expected to take a regular Home Economics course in high school."
"Girls of this age help at home and just do things the best they can whether right or wrong. A Home Economics course would set them straight."
"They become familiar with the department and Home Economics procedures."
"Elementary skills may be learned here. Many do not go to high school long enough to reap any benefit from Home Economics."
"Provides background for high school work."
"Students are thus made aware of right home living throughout the entire school course."
"To create an appreciation."
"To familiarize each girl with Home Economics courses."
"Inspires self-confidence."

Negative Statements

"Too young for intensive Home Economics course."
"Should not have the course every day."
"Too young to be interested in Homemaking. Are not capable of receiving a good course."
"Not if it is available to regular high school students."
"Too much repetition."
"Children are too young to be interested. A course in crafts is much more appreciated or some course related to Home Economics."
"Would tend to eliminate some of the advanced courses for older groups because of the time element in our small schools. In senior high school the girls are more nearly the right age to benefit from the teaching."

Schools located in communities where nearly every eighth grade graduate goes to high school may well dispense with home economics for seventh and eighth grade students, provided adequate high school course in homemaking is taught, but in communities where many young people never go to high school, a grade course in home economics is essential.

Table 25

How An Administrator Can Effectively Measure The Value of Home Economics As Stated By The Teachers Of Home Economics in North Dakota

Number of Teachers	Statements
39	Attitudes and interests of students and change in appearance.
34	Expressions of parents and community.
6	Quality of work done and results.
4	Enrollment in course. (decreasing or increasing)
4	Concrete or ocular proof.
3	Improvements seen in department.
3	Vocations chosen after graduation.
2	Home Projects reports.
2	By use of tests.
1	Improvements in home life.
1	Comparison with other schools.

Administrators may without difficulty recognize the values of home economics to a school by checking carefully the statements made by teachers and tabulated in Table 25. If the course is making progress in a school; it is readily noticeable and if improvement in quality of work and attitudes on the part of the student is not in appearance, then there is a weakness in the department of home economics.

Chapter VI

Conclusions and Recommendations

This study was made for the purpose of surveying home economics in the North Dakota high schools; the teacher status; and the subject matter taught with the thought in mind of presenting comparisons of homemaking departments, and to assist in setting up standards by which the effectiveness of such departments could be measured.

When this effectiveness is measured, the objectives of home economics will be realized and further development of the course will be insured.

Home Economics is a course that might well be considered an absolute necessity for girls who are being reared in this age of so called high standards of living and scientific progress. Frequently girls of high school age and older are led away from the conventional way of life, because of lack of proper home environment which in turn is sometimes unavoidable for the reason that the family may be broken up by death or separation or work afield. It is the primary purpose of the school to cause our youths to become an integral part of society in the community in which they live. This is an age of uncertainty and depression, with wars in progress, and a general feeling of unrest among young people. Home Economics

classes, well taught, are needed to keep the activities of our young women within due bounds and tone down their aspirations to a point in keeping with modernism regulated by sober thinking and acting. No subject taught in high school comes closer to being the mediator between the good and the bad influences as does home economics.

Home Economics is more important to a girl than a course in algebra, geometry, ancient history, Latin, Greek, Spanish, or Norse, because in this course they should learn how to live and to make homes. That is what every girl should prepare for, since "motherhood" is still the dream of the vast majority of our girls. It should be considered a more valuable required study in high school than several of the other subjects required by the State Department of Education for graduation. It is a practical course and need not keep superfluous or unnecessary or dead units in its course of study. The course is so flexible that it may be made to suit any community and thereby meet the needs of the students.

It is, therefore, recommended that home economics be made a subject required by every girl for high school graduation unless a school can show adequate reason for not meeting the necessary requirements.

It is necessary to educate the public to the home economics program because it is the general opinion that home economics departments are expensive to such an extent as being

almost prohibitive. If administrators would cause the amount of their per pupil annual cost of department to become common knowledge to show that the cost is not prohibitive the community would lend itself to greater support of the department. It would seem that there is much room for administrative detail in maintaining a good home economics department. It is true that this department does cost more to operate than many other departments but when the federal and state aid is credited to the department the local cost is less and when the benefits are summarized the cost will not be considered an essential factor.

Measurement of the effectiveness of home economics is very important. Administrators, the community, and the teachers often have no means of determining the values of their home economics department. They must have some criteria to follow as a guide. The following may be used as a guide in setting up a measuring stick of values. These are perhaps but a few of those which might be used, but seem to be those of first importance.

1. Attitudes and interests of students and changes in personal appearance.
2. Expressions of parents and community.
3. Quality of work done and results.
4. Number of enrollees in course. (decreasing or increasing)
5. Concrete or ocular proof. (Practical improvement in student)
6. Improvement seen in department.
7. Vocations chosen after graduation.

8. Home Projects reports.

9. Use of tests.

10. Improvements in home life.

11. Comparison with other schools.

12. Teachers' comments.

13. Home Economics teacher's Observation.

14. Comments from members of the community.

15. Observation of parents.

The problem involved in working out a set of guides is in knowing which criteria are most important and which really mean anything in a final analysis and the relative value of those criteria may vary according to the community in which they are being used. If there is a personal improvement in the girl, and there should be, it will be felt throughout the school, and throughout the community. The parents perhaps will notice it first. All of the criteria listed above will be in evidence. There may be others, too, and administrators should watch for the hidden criteria. It is well to use an individual rating chart showing the value of home economics to the student.

In the Junior High Schools of North Dakota, subjects are generally offered such as mathematics, social studies, English, and natural science. It is the recommendation of this study, that the natural science class be half devoted to the science of home economics for girls and industrial arts for boys.

This recommendation is made because some students drop school at the end of the eighth grade. Those who do not go to high school never receive the valuable home economics training others do. Any girl quitting school at age thirteen would profit more by knowing a little about foods, sewing, personal grooming, and child care than by learning in natural science class what causes the thunder and lightning. The fact to be emphasized is that home economics is practical and provides practical knowledge for girls of adolescent age, and aids those especially who never attend high school. It should be made imperative that they be permitted a taste of the course as junior high school students.

There are serious problems confronting Junior Home Economics. One is that it might be difficult to eliminate a conflict with Senior High School Home Economics and the other is that the average student in the seventh and eighth grades is not old enough to qualify as a vocational student. Fourteen is the minimum age limit if federal and state funds are available under the Smith Hughes and George Deen Acts. It is recommended that measures be taken to lower the age limit under these two acts in order that a greater number of students might be served.

However, if natural science were to be offered half of the year and home economics the other half, classes might be so dovetailed as to alleviate much extra expense to school districts.

It is recommended that Home Economics II be established as a course for sophomores instead of having the subject carried over so frequently into the junior and senior classes. The study shows that nearly half the schools teach Home Economics II to sixteen year old students. In many of these schools sixteen year olds are juniors, unless they have been retarded. The study further shows that many juniors and seniors are taking home economics. Since so few schools offer Home Economics III it is essential that many juniors and seniors are taking Home Economics II and in some cases Home Economics I. This last statement of course is true only in the event that home economics is a new subject in the school and that the students in those respective schools had not hitherto been given opportunity to enroll in such classes.

By confining Home Economics I to freshmen and Home Economics II to sophomores different advantages will be recognized. The age grouping will be more uniform. It will be less difficult to arrange a schedule. It will afford the student opportunity to enter classes in related subjects such as biology and chemistry and related art or Home Economics III as juniors and seniors without a congestion of subjects that otherwise could not be avoided. Further than this, if a freshmen has studied home economics, her interests lie in that field and should be carried on the next year. If she is then suffered to remain out of the class until she is a junior or a senior

she will have lost a sequence of thinking and acting that will be a handicap in her future work of this kind.

Teachers report that there is no one text book on the market that fills the needs of both sewing and cooking units, let alone sufficing for instruction in the many other units which are being introduced. There is need for more text and reference books in the subject. Modern texts and references in cooking, sewing and other units taught in home economics are not abundant and authors should be encouraged to write more books relating to the various units. Most schools have only a meager quantity of reference material and Boards of Education are reluctant to purchase them, not because of their cost but because school directors consider home economics as a physical subject, one in which physical equipment is furnished, and therefore do not see the need for a large supply of books. It is recommended that the teacher submit annually a list of books desired for reference work and that such list be secured and placed on a reference shelf in the department under the direction of the teacher in order that she can direct and encourage spontaneous reading on the part of the student. It would be well for a home economics reference book budget to be set up by boards at their annual meetings.

Most of the active home economics departments of the state are vocational. That is, they are so constructed, and so minded, as to have become affiliated under the Smith Hughes or the George Deen acts. The point here to be observed is that

affiliated schools are required to meet certain standards, approved by the United States Office of Education and the State Board for Vocational Education for which the affiliated schools will in return receive compensation from a fund set up jointly by the United States government and the State of North Dakota. This compensation in the past and at the present time amounts to one-half (or more) of the teachers salary during the school year and all of the salary of the teachers for summer home projects, together with necessary mileage at five cents per mile.

Since finance in our local schools is a major problem and will continue to be even a more serious problem as time goes on, it behooves all interested to secure such outside aid as is available. Our schools will never be troubled with excess funds as long as we have a fifty per cent valuation on assessed property and as long as there is a twenty-seven mill levy limit on this fifty per cent valuation. Furthermore with such low prices for agricultural commodities, making it difficult to meet the taxes already levied, the future of the North Dakota schools looks much darker than the clouds overcasting the school skies of the recent past few years, which everyone knows has been dark enough. More schools should then endeavor to make available for themselves these funds that have been set aside by the state and federal governments.

While the foregoing discussion has been primarily from a monetary standpoint of view there is still the other angle at which to look at affiliated schools. As before stated vocational schools are required to meet certain standards, such as teachers' schedules, equipment, supplies, and teachers' qualifications. These items are of importance and the average vocational school is on a much higher plane than it would be as a non-vocational school because of the high standards set up by the vocational course of study. Of course a non-vocational school could have as good a department as a vocational school, but in every instance as soon as a department has affiliated it has immediately become a better and a more efficient department. The reasons for this state of affairs are simple. First, the compensation has made available for keeping the equipment better and more complete and for keeping a better qualified teacher, and second, supervision by the state supervisor has been highly beneficial, because of the lack of knowledge of the average administrators and boards in regard to the purposes, objectives, motives, and physical requirements of home economics department.

There are problems arising from and objections to vocational schools, chief among which are discussed in the following paragraph.

Many schools do not wish to become vocational because they fear governmental control of the schools. There is some danger of this situation arising, but there is always a simple solution, too. To become vocational a school does not sign its rights away. At any instant that it feels the prick of government interference it can break off relationship with the vocational program and go its own way as it did in the past. It has not been the general experience of vocational schools that there have been government entanglements. Of course, the school must agree to comply with certain standards as previously discussed and if the school does not care to make the sacrifice requested, it naturally cannot become vocational. It has been found that any requirement yet made has been for the betterment of the department.

Another objection to vocational Home Economics is that many educators feel that the Smith Hughes Act is unfair in that it lends aid only to vocational subjects. True, if we are to have state and federal aid, it should be extended to other or all subjects common in our high schools. However, money is available at the present time only for vocational subjects, and there is no reason for avoiding the plan. It would seem that the progressive method of handling the situation would be to utilize what is available now and continue to work through political channels for compensation in other fields of education.

At present the office of the State Supervisor of Home Economics Education is located at the North Dakota State Agricultural College, Fargo, North Dakota. It is only natural, that, if an institution houses such a department, it cannot help being an influence upon that department. There is no reason for vocational education to be influenced by or to be an influence upon any institution by virtue of proximity. It is a function of the state to supervise these vocational departments and supervision could much better be given if the departments were located with the state department of education at Bismarck.

It is, therefore, recommended that the office of the State Supervisor of Home Economics Education be moved to Bismarck and become a part of the State Department of education instead of being entirely separated by two hundred miles.

The general objective of the State program for Home Economics in high school should be brought more often and more completely before the eyes of the general public if the course is to be readily discernable, as one of great value to the casual observer. The six objectives of homemaking in high school, listed in Chapter I, (Introduction) should be reviewed frequently by administrators, teachers, and board members and should be presented often to the community.

It is seldom that one hears anything about home economics except as a department in which cooking and sewing are carried on. It is recommended here that schools make an effort to sell

their department to the public, just as anything else must be sold to the public, Newspaper articles, open house day, exhibits, demonstrations, talks at Parent-Teachers Association meetings, food sales, and other deeds, all help to boost the home economics department and incidentally the entire school system, making it a living thing, instead of a monument for local, undue, and adverse criticism.

Since this study has recommended that all schools which possibly can, do become vocational schools and since the purpose of vocational education is to fit individuals for useful employment and prepare them for the responsibilities in homemaking and hence cause them to be better citizens of this great democracy of which there are so few in the world, it follows that those adults out of school and who have not had home economics training should be provided for.

Schools ought, through extended teacher service, evening schools, day schools or otherwise, provide for adult growth. Home Economics departments have a wonderful opportunity to serve the entire community and thus carry the objectives of home economics into the homes of people where sunlight is kept out because of ignorance or lack of opportunity. When this feat is accomplished then will have been made felt the fundamental purposes of homemaking within the state.

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APPENDIX I

Questionnaires to Teachers April 3, 1940

Teachers of Home Economics:

The following questions are asked in order to receive information which will make possible the tabulation and study of the Home Economics situation as it exists in North Dakota today. A stamped self addressed envelope is enclosed for reply. It is hoped that you will find time to answer and return this questionnaire, because it is only through your combined efforts that this study can be made. Thank you for such time and effort as you may give it.

1. Number of years your school has been offering Home Economics_____
2. How many of these have been Vocational_____ Non Vocational_____
3. What is the average age of students taking Home Economics I_____ Home Economics II_____Home Economics III_____
4. (A) Does your school Board allow you a budget (Yes or No)_____How much per year_____ (B) Does your Board of Education charge a fee to your students (Yes or No)_____ How much per year_____
5. The cash valuation of your Home Economics equipment is_____
6. How much was spent last year (1939-40) for Home Economics supplies, groceries, clothing, equipment, books, etc._____
7. Number of students enrolled in your High School Freshmen_____ Sophomores_____ Juniors_____ Seniors_____
8. What % of girls take Home Economics? Freshmen_____ Sophomores_____ Juniors_____ Seniors_____
9. Number of years of college training you have had_____ Where_____
10. Your major_____ Minors_____
11. Number of years experience in North Dakota_____ Elsewhere_____ including this year.
12. What texts do you use in your Home Economics Classes_____
13. Which of these do you rate first and why_____
14. Do you use workbooks in Home Economics_____ Why_____
15. List the units you teach in Home Economics and indicate with a number after each the number of weeks spent on each.

    Home Economics I_____ Home Economics II_____

    Home Economics III_____
16. In your opinion should all girls study Home Economics or should we concentrate on a few_____ Why_____

17. In your opinion what can an administrator do to help teachers in Home Economics_____

18. By what evidence do you measure the effectiveness of Home Economics Check the following criteria that you consider evidences.
    1. Increases skills (Yes or no)_____
    2. Appreciation of student (Yes or no)_____
    3. Attitude of parents (Yes or no)_____
    4. Has the Home Economics program extended to or been felt by the surrounding community (Yes or no)_____
    5. Have your completed home projects been of material benefit (Yes or No)_____
    6. Personal improvement of the girl herself (Yes or No)_____
    7. Comments or observations from other teachers (Yes or No)_____
    8. Any others_____

19. List what you think a course for boys should include in education for home and family life. _____

20. Are you in favor of Home Economics courses for Junior High School Students (7th & 8th grade)_____ Why_____

21. In your opinion to whom should Home Economics II be offered. (Sophomores-Juniors-Seniors)_____

22. How many girls in your Home Economics I class_____ Boys_____

23. How many girls in your Home Economics II class_____ Boys_____

24. How many girls in your Home Economics III class_____ Boys_____

25. What is the annual per pupil cost of your department. $_____

26. List the subjects you teach and state the number of classes taught in each subject_____

27. List the extra-curriculars that you are responsible for and state the hours spent in these activities during the year 1939-40. _____

28. What is your annual salary $_____

29. Number months employed per year_____

30. Please make any such comments as you have for the improvement of Home Economics in North Dakota.

APPENDIX II

Showing Percentage of all High School Students Enrolled in Home Economics (By Schools)

Freshmen		Sophomores		Juniors		Seniors	
In School	% in Home Economics	In School	% in Home Economics	In School	% in Home Economics	In School	% in Home Economics
23	0	16	100	18	16 2/3	19	0
9	60	12	50	16	0	6	1
28	25	12	25	0	0	0	0
0	0	10	10	20	70	30	10
0	0	19	52½	8	50	14	50
7	0	14	100	17	0	20	0
12	0	9	0	14	25	15	89
26	50	19	50	14	50	4	0
27	60	24	41	16	0	30	0
24	90	27	80	33	10	36	10
40	60	36	60	30	0	40	0
43	40	42	50	43	40	34	0
36	100	50	100	46	100	40	100
16	50	13	50	14	0	12	0
113	88	101	83	103	9	58	2
17	50	22	50	4	50	18	40
24	50	24	50	21	0	16	0
28	50	15	50	20	0	20	0
208	60	381	50	273	10	237	6
50	50	28	50	36	0	35	0
145	72	106	54	116	67	97	49
16	50	16	50	6	0	9	0
55	45	20	35	30	0	35	0
30	50	23	35	46	75	50	40
65	50	30	25	50	0	47	0
34	100	36	100	29	83	37	35
50	50	48	40	60	7	55	4
53	93	26	64	10	35	14	40
42	100	34	100	40	40	36	0
20	100	10	65	20	0	12	33
9	100	10	100	8	80	9	80
41	100	33	98	34	1	34	1
26	50	17	60	19	40	18	25
17	100	19	0	13	0	9	100
13	100	25	100	9	100	18	100
19	100	15	25	18	25	13	50
30	100	24	100	28	0	30	0
25	100	32	33	0	0	0	0
16	100	26	100	15	90	19	90
23	100	21	90	8	0	22	0
42	20	30	14	30	17	27	12

APPENDIX III

Teaching Schedule of Home Economics Teachers in Vocational Schools

Town	Subjects Taught	Total Enrolled	Rural	Town
Anamoose	Home Economics II	8	6	2
	Assembly			
	Home Economics I	13	8	5
	Physics	45	29	16
	Grade 8 Arithmetic	18	11	7
	German II	21	10	11
	Home Projects			
	Physical Education			
Beach	English I	21		
	Home Economics I	11	6	5
	Physical Education			
	Home Projects			
	Home Economics III	9	4	5
	English I			
Benson County	Home Economics III	Unknown		
	Assembly			
	Home Economics II			
	Home Economics I			
	Conference			
	Physical Education			
Bismarck	Junior Home Economics	20	0	20
	Conference			
	Junior Home Economics	15	1	14
	Home Economics, Junior	13	0	13
	Home Economics II	21	3	18
	Home Economics I	20	5	15
Bottineau	Home Economics I	22	18	4
	Home Economics II	23	7	16
	English IV	17	8	9
	English IV	16	8	8
	Physical Education	79	48	31

Appendix III Continued

Teaching Schedule of Home Economics Teachers in Vocational Schools

Town	Subjects Taught	Total Enrolled	Rural	Town
Bowhills	Biology	26		
	Home Economics I	14	4	10
	Home Economics II	12	4	8
	Physical Education			
	English II	28		
	Home Economics Projects			
	Grade 7 Arithmetic	17		
Carrington	Relative Science	34	16	18
	Home Economics III	12	9	3
	Home Economics I	19	15	4
	Home Economics I	13	4	9
	Home Economics 7 & 8	46	3	43
	Home Economics II	23	10	13
Cassleton	Home Economics I	14	6	8
	"ome Economics II	15	3	12
	Home Economics I	14	8	6
	Relative Art	30	15	15
	Conference			
	Home Economics II	11	6	5
Cooperstown	Relative Science	24	16	8
	Home Economics II	15	6	9
	Home Economics I	12		
	Home Economics I	12		
	Conference			
	Physical Education			
Dickinson	Home Economics II	20	2	
	Home Economics II	26	3	
	Home Projects	110	20	
	Home Economics I	18	6	
	Home Economics I	24	7	
	Home Economics I	22	2	

Appendix III Continued

Teaching Schedule of Home Economics Teachers in Vocational Schools

Town	Subjects Taught	Total Enrolled	Rural	Town
Devils Lake	Home Economics II	22	7	15
	Grade 8 Home Economics	13	0	13
	Home Economics I	19	6	13
	Home Economics I	28	7	21
	Grade 8 Home Economics	27	1	26
	Home Economics II	28	7	21
Drake	Junior Business	21		
	Bookbinding	49		
	Home Economics II	11		
	Home Economics I	24		
	Physical Education			
	Conference and Home Projects			
Edgeley	Library			
	Biology	22	10	12
	Home Economics I	14	7	7
	Library			
	Related Art	12	7	5
	Home Economics II	14	8	6
	Physical Education			
	Conference			
Enderlin	Home Economics II	22	7	15
	Grade 8 Home Economics	13	0	13
	Home Economics I	19	6	13
	Home Economics I	28	7	21
	Grade 8 Home Economics I	27	1	26
	Home Economics I	28	7	21
Fingal	Home Project	12	4	8
	Grade 8 History	10	4	6
	United States History	18	9	9
	Home Economics I	4	1	3
	Home Economics II	8	3	5
	Physical Education			
	Assembly			

Appendix III Continued

Teaching Schedule of Home Economics Teachers in Vocational Schools

Town	Subjects Taught	Total Enrolled	Rural	Town
Gardner	English I	14	14	0
	English II	10	8	2
	Home Economics I	14	12	2
	Home Projects			
	Biology	41	36	5
Grafton	Home Economics II	23	11	13
	Home Economics I	23	6	17
	Home Economics I	23	6	17
	Related Art	21	4	17
	Related Art	20	5	15
	Home Economics III	15	8	7
	Home Projects			
Granville	Biology	23	3	20
	Home Economics II	10	0	10
	Home Economics I	16		
	Grade 5 & 6 Reading	37		
	English & Health	37		
	Spelling	37		
	Agricultural	37		
Central High Fargo	Home Economics I	18	2	16
	Grade 8 Home Economics	26	0	26
	Home Economics I	22	5	17
	Home Economics I	19	1	18
	Home Economics I	22	2	20
	Home Projects			
Central High Fargo	Home Economics I	24	2	22
	Home Economics I	28	4	24
	Home Economics I	24	2	22
	Home Economics I	24	2	22

Appendix III Continued

Teaching Schedule of Home Economics Teachers in Vocational Schools

Town	Subjects Taught	Total Enrolled	Rural	Town
Hettinger	Biology	16	8	8
	Home Economics I	15	11	4
	Home Economics I	15	11	4
	Home Economics I	13	5	8
	Home Economics I	12	8	4
	Physical Education			
Hunter	Home Economics II	7	6	1
	Assembly			
	Biology	17		
	Typing	13		
	Home Economics II	7	4	3
	Physical Education			
	Grade 7 & 8 Home Economics			
	Home Projects			
Jamestown	Home Economics I	17	7	10
	Home Economics III	16	2	14
	Home Economics II	24	1	23
Grand Forks Central I	Home Economics I	24	2	22
	Grade 8 Home Economics	22		
	Home Economics I	26	5	21
	Home Economics I	24	2	22
	Home Economics I	24	2	22
Grand Forks Central II	Boys Home Economics	28	2	26
	Home Economics II			
	Home Economics II			
	St. Michael 7th & 8th	37		37
	Home Economics III at St. Michael	28	2	26

Appendix III Continued

Teaching Schedule of Home Economics Teachers in Vocational Schools

Town	Subjects Taught	Total Enrolled	Rural	Town
Hatton	Home Economics II	18	11	7
	Home Economics I	16	5	11
	Home Economics II	21	11	10
	General Science	35	19	16
	Assembly			
	Conference			
Buffalo	Junior Science	19	10	9
	General Science	16	14	2
	Assembly			
	Home Economics II	7	6	1
	Home Economics I	9	8	1
	Biology	22	17	5
	Conference			
	Home Economics III	6	5	1
Jamestown	Home Projects			
	Home Economics I	21	2	19
	Home Economics I	22	6	16
Kenmare	Home Economics I	17	7	10
	Home Economics I	15	4	11
	Grade 7 & 8 Home Economics	24	2	22
	Grade 8 Social Science	26	3	23
	Home Economics II	15	8	7
	Home Economics II	13	9	4
Lansford	English III	19	11	8
	Assembly			
	Hygiene	31		
	Assembly			
	Home Economics I	15	10	5
	Typing	11		
	English	25		

Appendix III Continued

Teaching Schedule of Home Economics Teachers in Vocational Schools

Town	Subjects Taught	Total Enrolled	Rural	Town
Langdon	English III	31		
	Home Economics I	22	12	10
	Home Economics II	25	14	11
	Conference			
	Physical Education			
Leeds	Home Economics I	13	2	11
	Home Economics II	16	7	9
	Home Projects			
	General Science	33		
	Grade 7 & 8 Health			
Larimore	Biology	48	17	31
	Conference			
	Conference			
	Home Economics II	16	4	12
	Bookkeeping	23	10	13
	Home Economics I	29	14	15
	Home Economics 7 & 8	8	1	7
Lamoure	Home Economics I	14	6	8
	Boys Home Economics	13	7	6
	Biology	26	8	18
	Home Economics II	19	7	12
	Home Economics III	26	7	19
	Home Economics 7 & 8	18	8	10
	Conference			
Lidgerwood	Home Economics I	22	12	10
	Related Art	22	12	10
	Home Economics II	20	10	10
	Chemistry	12	3	9
	Assembly			
	Home Projects			

Appendix III Continued

Teaching Schedule of Home Economics Teachers in Vocational Schools

Town	Subject Taught	Total Enrolled	Rural	Town
Lakota	Home Economics I	20	9	11
	Biology	40	18	22
	Home Economics II	11	8	3
	Conference			
	Related Art	18	7	11
	Grade 7 History	22		
	Library			
	Hygiene			
McClusky	Biology	27		
	Home Economics II	9	6	3
	History	28		
	Home Economics I	14	6	8
	Assembly			
	Physical Education			
Minot	Assembly			
	Home Economics I	34		
	Home Economics I	26		
	Home Economics I	22		
	Assembly			
	Home Economics I	28		
	Conference			
	Home Economics II	26		
Medina	Home Economics I	Unknown		
	Home Economics II			
	Home Economics II			
	General Science			
	Grades 7 & 8 Science			
	Home Projects			
Mohall	English I	24	12	12
	Related Art	12	9	3
	Home Economics I	11	7	4
	Home Economics I			
	Home Projects	21	12	9
	Physical Education			
	Junior Home Economics			

Appendix III Continued

Town	Subjects Taught	Total Enrolled	Rural	Town
Neche	Home Economics II	6	2	4
	Conference			
	Assembly			
	History	18	8	10
	Home Economics I	8	4	4
	Grades 5 & 6 Hygiene			
Northwood	Home Economics I	16	9	7
	Home Economics II	30	17	13
	General Science 7 & 8	36		36
	Home Economics I	12	9	3
	Physical Education	43		
New Rockford	Home Economics II	19		
	Home Economics II	24		
	Home Economics III	8		
	Boys Home Economics	12		
	Assembly			
	Conference			
New England	Home Economics II	18	10	8
	Home Economics I	15	12	3
	Typing	23		
	General Science	35		
	Physical Education	48		
	Home Projects			
Oakes	Home Economics II	10	7	3
	General Science	19	10	9
	Physical Geography			
	Conference			
Oakes	Home Economics I	26	12	14
	Home Economics I			
	Physical Education			

Appendix III Continued

Teaching Schedule of Home
Economics Teachers in
Vocational Schools

Town	Subjects Taught	Total Enrolled	Rural	Town
Page	General Science	40	25	15
	Home Economics I	21	16	5
	General Science 7 & 8	25	12	13
	English I	17	12	5
	Assembly			
	Conference			
	Physical Education	40	22	18
Pembina	Physics	Unknown		
	Home Economics I			
	Typing			
	Conference			
	Junior Business			
	Physical Education			
Portland	History			
	Home Economics I	16	12	4
	Home Economics II	9	6	3
	Chemistry			
	Physical Education			
	Social Science			
	Physical Education			
	Glee Club			
Rugby	Physicl Education	Unknown		
	Conference			
	English I			
	English I			
	Home Economics I			
	Home Economics I			
Sarles	Assembly			
	Natural Science 7 & 8	21	8	13
	Home Projects			
	Home Economics I	9	2	7
	Home Economics I	8	3	5
	Modern History	16	7	9
	Physical Education	33	13	20

Appendix III Continued

Teaching Schedule of Home Economics Teachers in Vocational Schools

Town	Subjects Taught	Total Enrolled	Rural	Town
St. Thomas	Home Economics II	15	5	10
	Home Economics I	21	10	11
	General Science	17		
	Physics			
Tower City	Home Economics I	14	8	6
	Home Economics II	7	3	4
	Typing	8	5	3
	Assembly			
	Biology	15	7	8
	Home Projects			
Velva	Home Economics II	20	10	10
	Home Economics I	28	14	14
	Home Economics II	10	12	8
	Conference			
Wahpeton	Boys Home Economics	26	3	26
	Home Economics I	25	9	16
	Home Economics II	27	11	17
	Home Economics I	20	4	16
	Home Economics II	15	4	11
	Home Projects			
Walsh County	Home Economics I	Unknown		
	Home Economics I			
	Biology			
	Home Economics III			
	Home Economics Club			
	Physical Education			
W. C. A. C.	Related Science			
	Related Science	19	6	13
	Related Science	21	6	15
	Home Economics II	13	13	
	Physical Education			

Appendix III Continued

Teaching Schedule of Home Economics Teachers in Vocational Schools

Town	Subjects Taught	Total Enrolled	Rural	Town
Wimbledon	English II	30	15	15
	English III	15	7	8
	Grade 8 English	14	6	8
	Grade 7 English	8	2	6
	Home Economics I	18	7	11
	Home Projects			
	Assembly			
	Physical Education			
Wyndmere	Home Economics I	18	17	1
	Biology	25	5	20
	Typing	12	2	10
	Physical Education			
	Typing	12	3	9
	Typing	11	5	6
	Assembly			
Bismarck	General Science	21		
	Junior Home Economics	19		
	Home Economics I	19	3	16
	Home Economics I	19	4	15
	Junior Home Economics	16		
	Conference			
Mandan	Home Economics I	20	7	13
	Activity	20		
	Home Economics II	14	4	10
	Home Economics II	19	8	11
	Home Economics I	22	5	17
	Related Biology	25	12	13
	Related Art	21	7	13

APPENDIX IV

Number of Students Pursuing Home Economics

Number of Schools	Home Economics I	Home Economics II	Home Economics III
1	19	5	0
1	13	12	10
2	9	11	0
1	10	0	0
2	19	0	0
1	17	0	0
1	13	8	0
1	11	0	9
1	0	0	0
1	20	21	0
1	98	0	0
1	0	0	0
		0	
		28	
1	16	18	0
		21	
1	9	7	6
1	22	23	0
1	22	23	0
1	14	12	0
1	32	23	12
1	28	26	0
1	24	15	0
1	64	46	0
1	47	50	0
1	24	11	0
1	14	14	0
1	75	22	0
1	4	8	0
1	14	0	0
1	46	23	15
1	16	10	0
1	81	0	0
1	100	0	0
1	55	0	0
1	0	14	0
1	60	24	16
1	32	28	0
Totals 37	1018	503	68

APPENDIX IV CONTINUED

Number of Students Pursuing Home Economics

Number of Schools	Home Economics I	Home Economics II	Home Economics III
37	1018	503	68
1	15	0	0
1	22	25	0
1	13	16	0
1	29	16	0
1	14	19	26
1	22	20	0
1	20	11	0
1	14	9	0
1	110	26	0
1	0	0	0
1	11	21	0
1	8	6	0
1	28	30	0
1	24	19	8
1	15	8	0
1	26	10	0
1	21	0	0
1	0	0	0
1	16	9	0
1	0	0	0
1	17	0	0
1	21	15	0
1	14	7	0
1	28	40	0
1	45	42	0
1	0	0	0
1	0	13	0
1	18	0	0
1	18	0	0
1	38	0	0
1	42	43	0
Totals 68	1667	908	102

APPENDIX V

Daily Program of the Individual
Home Economics Teachers in
Non-Vocational Schools

Number of Teachers	Daily Program
1	English I A and B English II A and B English III A and B English IV A and B Sewing I 36 weeks Sewing II 12 weeks Library 2½ hours daily
1	Junior High Home Economics Home Economics I Home Economics II Home Economics III Supervises Dormitory, School lunch, Home Economics Club, and Adult Class Meeting for 90 minutes bi-monthly.
1	Hour Periods Biology--daily Junior High English--daily Chemistry--daily Home Economics II--daily Physical Education Dramatics Home Economics Social functions
1	Home Economics English United States History General Science Civics Rhythm Band 2 hrs. a month Declamation work

Appendix V Continued

Daily Program of the Individual
Home Economics Teachers in
Non-Vocational Schools

Number of Teachers	Daily Program
1	Home Economics Home Economics Theory Social Science (3 classes) Geometry Selling candy and pop at basketball games 36 hours per year
1	Sewing I Sewing II Sewing III Needlework I Movie duty 54 hours, Sunday Service duty 18 hours, Chapel programs 15 hours. (Hours per year)
1	English IV Home Economics I Library 1 hour daily Dramatics ½ hour daily

APPENDIX VI

Number of Years Home Economics Has Been Taught
in The Various Schools

Number of Schools	Years Home Economics has been taught	Vocational	Non-Vocational
5	1	1	0
5	3	3	0
4	10	0	10
3	20	0	20
3	7	0	7
2	15	0	15
2	16	0	16
2	25	12	13
2	15	15	0
1	4	2	2
1	14	14	0
1	16	12	4
1	21	1	19
1	8	6	2
1	30	10	20
1	5	5	0
1	35	10	25
1	12	12	0
1	8	8	0
1	25	0	25
1	30	8	22
1	25	20	5
1	30	20	0
1	20	9	11
1	12	2	10
1	15	1	14
1	10	3	7
1	11	1	10
1	27	22	5
1	2	2	0
1	22	15	7
Total 50	483	224	259