

ABSTRACT OF THESIS

BUDGETS AND EXPENDITURES
IN HOMEMAKING EDUCATION IN THE
ILLINOIS VOCATIONALLY APPROVED SCHOOLS

Submitted by
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In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado State College
of
Agriculture and Mechanic Arts
Fort Collins, Colorado

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ABSTRACT OF THESIS

In order to answer the question, "What budgets should an Illinois Vocational Home Economics teacher advisedly request?", the budgets and expenditures of 570 Illinois Vocational Departments were analyzed. The reports sent in by the vocational home economics teachers to the Home Economics Division of the Illinois Board for Vocational Education were used to obtain the needed data. These data pertained to the following:

1. The enrollment of the school
2. The amount of money allotted for supplies in the various phases of work
 - a. foods
 - b. clothing
 - c. home management
 - d. equipment
 - e. laundry
 - f. Home Economics I
 - g. Home Economics II
 - h. Home Economics III
3. The amount of money spent for supplies in the various phases of work
 - a. foods
 - b. clothing
 - c. home management
 - d. equipment
 - e. laundry

In addition a questionnaire was formulated and sent to 365 schools to obtain information which was not given completely in the state records as the following: the expenditures when they were not given completely in the state records; the number of weeks spent teaching the various phases of work in the composite courses; and the number of weeks in the school year, 1940-1941.

The information obtained from the state reports and the questionnaires was used in analyzing the budgets and expenditures and computing the cost per student per week.

The budgets and expenditures of all phases of work in the home economics departments were analyzed to find out the amount of money the various sizes of schools planned for and spent. Quartiles were used for the comparison. The cost per student per 300-minute week was figured and pattern budgets were recommended based on the quartiles.

Findings

1. The total budgets and expenditures increased as the enrollment of the school increased.

2. The cost per student per 300-minute week decreased as the enrollment of the school increased in all phases of Home Economics.

3. Equipment was the only phase in which the expenditures exceeded the budgets.

4. Very few schools included laundry in the budgets.

5. Seventy per cent of the schools had budgets.

6. Eighty-three per cent of the schools had records of their expenditures.

Additional findings

The quartiles of the cost per student per 300-minute week were determined, and these findings are given in the chart on the next page.

On the basis of quartiles per student per 300-minute week a pattern budget was formulated giving the unit cost per pupil-week for small, medium, large, and very large high schools for the various phases of home economics. Using this pattern budget a teacher of home economics in Illinois will have a basis for anticipating the approximate cost in her own school.

QUARTILES OF THE COST PER STUDENT PER 300-MINUTE WEEK¹

SIZE SCHOOL		FOODS	CLOTHING	HOME MANAGEMENT	LAUNDRY	EQUIPMENT
Small Schools	Q ₁	9.79¢	.56¢	.85¢	.45¢	1.35¢
	Q ₂	17.24¢	1.23¢	2.28¢	.86¢	4.98¢
	Q ₃	24.75¢	3.52¢	4.17¢	1.46¢	11.56¢
Medium Schools	Q ₁	6.43¢	.39¢	.38¢	.30¢	.97¢
	Q ₂	10.00¢	.73¢	.94¢	.50¢	4.28¢
	Q ₃	14.17¢	1.34¢	1.71¢	.93¢	8.28¢
Large Schools	Q ₁	2.19¢	.26¢	.16¢	.06¢	.56¢
	Q ₂	4.38¢	.51¢	.63¢	.35¢	2.88¢
	Q ₃	5.89¢	.75¢	1.13¢	.69¢	8.75¢
Very Large Schools	Q ₁	1.67¢	.01¢			.23¢
	Q ₂	3.33¢	.55¢			.75¢
	Q ₃	5.00¢	1.00¢			6.25¢

¹ The quartiles for home management and laundry for the very large schools were not included because there were only three schools on which to base these findings.

T H E S I S

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AGRICULTURE AND MECHANIC ARTS

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..... July 9 1943

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY DOROTHY ALINE TIMM.....

ENTITLED BUDGETS AND EXPENDITURES IN HOMEMAKING.....

EDUCATION IN THE ILLINOIS VOCATIONALLY APPROVED SCHOOLS.....

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE

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MAJORING IN HOME ECONOMICS EDUCATION.....

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Permission to publish this thesis or any part of it must be obtained from the Dean of the Graduate School.

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Chapter I

INTRODUCTION

"What budgets may a home economics teacher advisedly request in Illinois vocationally approved schools?", is a question over which many of the Illinois home economics teachers and school superintendents have pondered. When teachers are asked about the budget of their home economics departments, they often answer that they do not have a budget or that they have an "unlimited budget". Many of them have been told to "keep the expenditures as low as possible".

The reason that many of the home economics departments do not have definite budgets may be a lack of available authentic material on the subject. The beginning teachers and superintendents may not know what other departments have spent or what should be spent in their department.

In view of this situation, the purpose of this study is to make pattern budgets which might be recommended for use in Illinois home economics departments of varied enrollments. The findings could be used as a guide for making out a department budget or as a basis for evaluating a budget already in use.

They should help the teachers, to know how much money other schools spend for various phases of work.

Problem

What budgets may a home economics teacher in Illinois advisedly request for her department in a vocationally approved school?

Problem analysis.--The problem has been divided into the following questions:

1. How much money is budgeted for teaching the various phases of work?
2. How much money is spent for the various phases of work?
3. What pattern budget is recommended for the home economics departments in schools of different size?

Delimitation.--This report will be a comparative analysis of the budgets and of the expenditures of the vocationally approved schools of Illinois for the school year 1940-1941.

The budgets, which will be considered in this study, will include only supplies for the department such as the amount of money allotted for foods, clothing, home management, equipment, and laundry. No attempt will be made to account for the expense of buildings, salaries of the teachers, extra-curricular activities, or overhead expenses.

Chapter II

REVIEW OF LITERATURE

In this chapter, studies made on budgets and expenditures of the home economics departments, and budgets and expenditures of entire schools will be cited as they indicate methods and results pertinent to this study. The opinions of the authors, methods of gathering data, the number of schools, and the conclusions are varied. Parts of some of these studies have been published in periodicals, bulletins, or books; others are in the form of special reports or theses.

In 1924, Nelson B. Henry (4:58) reported that the home economics department costs more than any other department in the schools with the exception of manual arts, but that it might be due to local conditions as well as to the departments themselves. The reasons for high costs cited were as follows: more space required per pupil; smaller groups; and in general higher salaried teachers.

Annie Robertson Dyer (3:85) in 1928, wrote that the per pupil cost per pupil class hour for supplies used in food lessons was between two or

three cents to 10 cents with a mean of four and one-half cents. The per pupil class hour cost for other lessons was one-half cent to five cents with a mean of two and one-half cents. These findings were based (3:8) on questionnaires, writings, check lists, and reports of the city and state supervisors, educational specialists in home economics, and the superintendents of city schools.

In September, 1928, Home Economics Education Organization and Administration was published by the U. S. Federal Board for Vocational Education (13:15). In it were statements as follows: the cost of maintenance was very small in a course of clothing because the students furnished the material upon which they worked; the cost of home management was small because the stores were willing to lend supplies or to be visited; and the cost of food courses varied with the sources of supply, size of the classes, the localities, and the means of the disposal of the finished goods.

Margaret Hutchins (7:286) stated, in 1930, that the expenditures for equipment decreased as the expenditures for maintenance and operation increased until a maximum enrollment was reached. She also stated:

It is a relatively simple matter to sell budgets to principals and school officials if new departments are to be established because in this case the budget is accepted as an important and necessary part of the organization of the homemaking department. . . . The need for expert salesmanship arises when it is necessary to sell the idea of the budget plan in schools where homemaking departments have been already established with no financial plan. Each school system must be considered individually and the approach must be psychologically correct in order to be successful (7:302).

In another article, Margaret Hutchins (8:1021) disclosed that the results of the establishment of the budget systems in New York were the following:

1. Better opportunity for the teachers to have a progressive program.
2. More adequate and better equipment.
3. Recognition of the importance of the homemaking departments.

In 1931, Adah H. Hess, State Supervisor of Home Economics in Illinois, (5:77) said that the allowance for maintenance should be based on the enrollment of the classes and the expenditures listed in the budget.

Lydia Wehling (14:83) reported a study in 1933 in which she determined the instructional costs of the home economics departments in Illinois. It was based on reports submitted to the Illinois Board

for Vocational Education by 116 vocational schools in Illinois for the years 1929-1932. She found that the cost of instruction decreased as the number of classes in the department increased and that it was affected by the enrollment, salary of the teacher, and somewhat by the costs of supplies and books. The cost of instruction decreased in schools which had two to four classes of home economics each day during the period in which the study was made.

In 1933, the average cost of operating 13 vocational home economics departments in Nevada (11:6) was .0009 cents per student recitation period, \$5.77 per student per year for operating the department, and \$3.48 per student per year for food supplies.

A study was conducted by J. D. Hull (6) in 1934, based on an analysis of the reports of 30 high schools in Missouri during the years 1925-1926 and 1931-1932. The schools were classified according to enrollment as follows:

Group I	-	1	-	49 students
Group II	-	50	-	99 students
Group III	-	100	-	149 students
Group IV	-	150	-	299 students
Group V	-	300	-	499 students
Group VI	-	500	-	and over students

Two units were used in this study, the cost per pupil enrolled and the cost per pupil per credit unit. Hull reported that vocational home economics was the most expensive subject in 1925-26 and that it was four times more expensive than the social sciences (6:47). It was concluded that the high costs in home economics were due to heavy programs, small classes, and large salaries. The chief factors causing the variations between the expensive and the inexpensive departments were attributed entirely to the cost of the administrators (6:50).

Lillian Peek (12:92) reported in 1934, that the annual per capita cost for department maintenance was reduced from \$2.50 to \$1.00 per year in Texas because of a new emphasis on re-training of teachers and the change of emphasis in the teaching aspects of home economics.

In 1935, Marie M. Cox (2:290) questioned a statement by Adah H. Hess of 1931, "that at least \$1.00 per month for each pupil enrolled in foods is necessary" because no indication was given of the number of lessons that this was supposed to cover.

In Indiana (9:1), the cost per student per year in the home economics departments reported for the school year 1935-1936 was \$.92 for foods classes and \$1.26 for all home economics classes. This study

was based on reports from 190 teachers.

In Nebraska (10:15) the cost of food work per pupil was \$1.19 without fuel and \$1.38 with fuel. This was based on reports from 61 schools for the school year 1935-36.

In 1937, Clayton E. Willard (15:113) made a study of the instructional costs in 82 Oregon high schools. The schools varied in size from one to 1,081 students. He grouped the schools into four groups according to the size of the enrollment:

Group I - 8 - 89 students

Group II - 90 - 199 students

Group III - 200 - 499 students

Group IV - 500 - 1081 students

The cost per credit unit of instruction was found for every subject in each school. It was based on the salaries of the teachers. He found that certain subjects such as home economics were economical in larger schools and not expensive in the smaller schools. The cheapest units of instruction were in Group III. The enrollment of a school was an important factor in determining the size of the classes and the unit costs. There was a decided relationship between the size of the classes and the unit costs of instruction.

In Arizona (1), 1939, five advantages of having plans for money management in home economics were given by the Department of Agriculture and Home Economics Education as follows:

1. A plan for the use of money in a department is good business policy, which is appreciated by school administrators and boards of education.

2. A personal satisfaction is gained when a teacher has developed a well thought-out plan for the use of money in her department.

3. Accurate records of all expenditures of the homemaking departments in Arizona would provide an excellent basis upon which to build future plans in this field of education.

4. Homemaking programs would grow more rapidly and be run more efficiently if each teacher, when leaving a school, would make sure that adequate financial records were in her files. This would provide a basis upon which the new teachers might plan their work.

5. Management of departmental finance can provide real learning situations which will make the problem of finance in the home real and practical to the students (1:1).

Maude Williamson and Mary S. Lyle (16:390), in 1941, stated that no model budget can be used by every home economics department. The needs and the financial condition of each school must be considered in making a budget.

After reading these references, the writer concluded the following:

1. The writers of the various studies feel that a budget is desirable.

2. Home Economics costs more than any other subject with the exception of manual arts.
3. High costs are due largely to small classes.
4. The factors considered as a basis for determining the per-pupil costs varied in the studies.
5. A comparison of the results of these studies would be difficult because they were given for varied periods of time.

Chapter III
METHODS AND MATERIALS

Permission of the State Supervisor of Vocational Home Economics at Springfield, Illinois, was obtained for this study in order that the reports sent in by the vocational home economics teachers to the Home Economics Division of the Illinois Board for Vocational Education could be analyzed for the material needed. This material when analyzed pertained to the following:

1. Names of vocationally approved schools in Illinois.
2. Enrollment of the vocationally approved schools.
3. Enrollment in the homemaking classes.
4. Amount of money allotted for supplies in the various phases of work.
 - a. foods
 - b. clothing
 - c. home management
 - d. equipment
 - e. laundry
 - f. Home Economics I
 - g. Home Economics II
 - h. Home Economics III
5. Amount of money spent for supplies in the various phases of work.
 - a. foods
 - b. clothing
 - c. home management

- d. equipment
- e. laundry

To secure supplementary data not found in the official records, a questionnaire ^{1/} was formulated. A principal of a high school checked this questionnaire for simplicity of wording and clearness of ideas. The questionnaire was then sent to the teachers of all of the vocational home economics departments in Illinois. It was used to obtain:

1. The expenditure for the various phases of work when it was not given completely in the state records.

2. The number of weeks spent teaching the various phases of work in composite courses.

3. The length of the school year 1940-1941.

The 370 vocational home economics departments in Illinois during the school year 1940-1941 were used for this study. Questionnaires were sent to 365 schools, 161 were returned, 24 were incomplete, leaving 137 to be used for this study. Of the schools which did not return the questionnaires, 107 had a change of teachers during the summer of 1941. It is possible that the teacher of the school year 1940-1941 did not leave records with sufficient data so that the teacher of 1941-1942 could fill in the questionnaire.

^{1/} See Appendix for copy of questionnaire.

The data given in the state reports and the data given in the questionnaires were used for the analysis of budgets and expenditures and the determination of the cost per student per week.

The schools were classified into four groups according to the size of the enrollment:

1. small 0 - 199
2. medium 200 - 499
3. large 500 - 999
4. very large 1000 -

This classification was used in a circular on Books and Libraries issued in April, 1935, by the Supervisory Department of Illinois, Department of Public Instruction, Springfield, Illinois.

The 370 schools, all of which had vocationally approved home economics departments in 1940-1941, were used in this study. They were classified as follows:

- | | | |
|---------------|-----------|-------------|
| 1. small | 0 - 199 | 242 schools |
| 2. medium | 200 - 499 | 95 schools |
| 3. large | 500 - 999 | 27 schools |
| 4. very large | 1000 - | 6 schools |

Some of the schools had budgets for the composite courses: Home Economics I, Home Economics II, and Home Economics III. These courses were each composed of diversified units in foods, clothing, and

home management. Home management was considered to include the following units: interior decoration; child care; home planning; personality; laundry; home finance; family life; and family relationships.

Chapter IV
ANALYSIS OF DATA

The budgets and expenditures of 370 Illinois vocational home economics departments will be analyzed in order to determine the amount of money which should be allowed in the pattern budgets for the expenditures in the various phases of work.

These data will be analyzed in four groups according to the enrollment of the schools. The analysis will be broken down into the following topics:

1. Total budgets
2. Total expenditures
3. Budgets for
 - a. foods
 - b. clothing
 - c. home management
 - d. equipment
 - e. laundry
 - f. Home Economics I
 - g. Home Economics II
 - h. Home Economics III
4. Expenditures for
 - a. foods
 - b. clothing

- c. home management
 - d. equipment
 - e. laundry
5. Cost per student per week for each phase of home economics

Method of analysis

The total budgets and the budgets for the various phases of home economics in each type of school will be arranged in intervals according to the amount of money allowed in the budgets. The three quartiles (Q_1 , Q_2 , and Q_3) will be determined from the distribution of money in the various intervals. Q_1 , or the first quartile, will designate a point under which there will be one fourth or 25 per cent of the budgets and over which there will be three fourths or 75 per cent of the budgets. Q_2 , or the second quartile, will designate the point under and over which there will be one half or 50 per cent of the budgets. Q_3 , or the third quartile, will designate the point under which there will be 75 per cent or three fourths of the budgets and over which there will be one fourth or 25 per cent of the budgets. Comparisons will be made on the basis of quartiles.

The total expenditures and the expenditures of the various phases of home economics will be analyzed in the same method as the budgets.

The cost per student per 300-minute week in foods, clothing, and home management will be determined as follows:

$$(A) \frac{\text{Length of period in minutes} \times \text{No. of periods per week} \times \text{No. of students}}{300 \text{ minutes}} = \text{No. of students in 300-minute week}$$

$$(B) \frac{\text{No. of students in 300-minute week} \times \text{No. of weeks spent teaching the phase of home economics}}{\text{No. of weeks}} = \text{No. of student-weeks}$$

$$(C) \frac{\text{Expenditure in dollars}}{\text{No. of student weeks}} = \text{Cost per student per 300-minute week}$$

The costs per 300-minute week in each class of schools will be arranged in intervals and quartiles will be figured from this distribution.

The cost per student per week for laundry and equipment will not be figured on the basis of a 300-minute week as the number of minutes would not affect the amount of money spent in these two phases. The cost per week for laundry and equipment will be determined as follows:

$$(A) \frac{\text{No. of students enrolled in home economics} \times \text{No. of weeks}}{\text{No. of weeks}} = \text{No. of student weeks}$$

$$(B) \frac{\text{Expenditure in dollars}}{\text{No. of student weeks}} = \text{Cost per student per week}$$

The costs per student per week will be arranged in intervals, and quartiles will be figured from this distribution.

Total budgets

Seventy per cent of the vocational home economics departments in Illinois had budgets in the school year, 1940-1941. The total budgets of the vocational home economics departments increased on the average as the enrollment of the schools increased (Table 1).

Twenty-five per cent of the home economics departments in 187 small schools had total budgets under \$118.20; 25 per cent had total budgets of \$118.20 to \$161.67; 25 per cent had total budgets of \$161.67 to \$226.02; and 25 per cent had total budgets over \$226.02. There were more schools with budgets in the interval between \$100.00 and \$149.00 than in any other interval. All of the schools except two had budgets under \$550.00 (Table 1).

Twenty-five per cent of the home economics departments in 68 medium schools had total budgets under \$154.17; 25 per cent had total budgets of \$154.17 to \$218.75; 25 per cent had total budgets of \$218.75 to \$328.57; and 25 per cent had total budgets over \$328.57. There were more medium schools with budgets in the interval between \$200.00 and \$249.00 than there were in any other interval. Two schools had total budgets over \$1,000.00 (Table 1.).

Table 1.--TOTAL BUDGETS OF 279 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS¹ FOR SCHOOL YEAR, 1940-41

TOTAL AMOUNT OF BUDGETS	SMALL SCHOOLS (0-199) (N=187)	MEDIUM SCHOOLS (200-499) (N=68)	LARGE SCHOOLS (500-999) (N=19)	VERY LARGE SCHOOLS (over 1,000) (N=5)
Over \$1,000	1	2	2	1
950 - 999				
900 - 949			1	
850 - 899				1
800 - 849		1		1
750 - 799				
700 - 749		1	2	
650 - 699				
600 - 649	1	1		
550 - 599		2		
500 - 549	4			
450 - 499			1	
400 - 449	3	6	3	1
350 - 399	3	1	2	
300 - 349	12	7		1
250 - 299	13	3	1	
200 - 249	22	16	2	
150 - 199	45	12	3	
100 - 149	57	11	2	
50 - 99	21	4		
1 - 49	5	1		
QUARTILES Q ₁	\$118.20	\$154.17	\$195.83	\$312.50
Q ₂	161.67	218.75	337.50	825.00
Q ₃	226.20	328.57	731.25	853.75

¹ There were 91 schools that did not have budgets (30 per cent of 370): 55 small schools, 27 medium schools, eight large schools, and one very large school.

Twenty-five per cent of the home economics departments in 19 large schools had total budgets under \$195.83; 25 per cent had total budgets of \$195.83 to \$389.50; 25 per cent had total budgets of \$389.50 to \$731.25; and 25 per cent had total budgets over \$731.25. There were two intervals which had an equally large number of schools; they were between \$150.00 and \$199.00 and between \$400.00 and \$449.00. Two schools had budgets over \$1,000.00 (Table 1).

In the five very large schools the total budgets varied from \$300.00 to over \$1,000.00. The schools had total budgets in the intervals as follows: \$300.00 to \$349.00; \$400.00 to \$499.00; \$800.00 to \$849.00; \$850.00 to \$899.00; and over \$1,000.00.

Total expenditures

Eighty-three per cent of 370 vocational home economics departments in Illinois gave an account of the total expenditures in reports to the Home Economics Division of the Illinois Board for Vocational Education at Springfield, Illinois, in 1940-1941.

The total expenditures of the vocational home economics departments which reported increased as the total enrollment increased (Table 2). The total expenditures varied from \$14.00 to over \$3,400.00.

One fourth of the home economics departments in the small schools spent under \$80.39; one fourth

Table 2.--TOTAL EXPENDITURES OF 307 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS¹ FOR SCHOOL YEAR, 1940-41

TOTAL AMOUNT OF EXPENDITURES	SMALL SCHOOLS (0-199) (N=200)	MEDIUM SCHOOLS (200-499) (N=78)	LARGE SCHOOLS (500-999) (N=24)	VERY LARGE SCHOOLS (over 1,000) (N=6)
Over \$1,000	3	3	2	
950 - 999		1		
900 - 949				
850 - 899	1			1
800 - 849				
750 - 799		1		
700 - 749				
650 - 699				
600 - 649				
550 - 599	1			
500 - 549	1		2	
450 - 499	2	2		
400 - 449	3			2
350 - 399	3	1	4	
300 - 349	6	4	1	
250 - 299	10	6	1	
200 - 249	16	14	2	
150 - 199	29	18	7	1
100 - 149	55	12	4	1
50 - 99	51	13	1	
1 - 49	19	3		
QUARTILES	Q ₁	Q ₂	Q ₃	
	\$ 80.39	\$114.75	\$157.17	\$162.50
	127.27	180.55	200.00	412.50
	197.10	243.22	375.00	443.75

¹ 63 schools (17 per cent) of the total 370 schools did not report expenditures for 1940-41. There were 42 small schools, 17 medium schools, three large schools, and one very large school which did not have reports of expenditures.

spent from \$80.39 to \$127.27; one fourth spent from \$127.27 to \$197.10; one fourth spent over \$197.10. Three schools spent over \$1,000.00. There were more schools with total expenditures between \$100.00 and \$149.00 than in any other interval of \$50.00 (Table 2).

One fourth of the home economics departments in the medium schools spent under \$114.75; one fourth spent from \$114.75 to \$180.55; one fourth spent from \$180.55 to \$243.22; and one fourth spent over \$243.22. Three schools spent over \$1,000.00. There were more schools with total expenditures between \$150.00 and \$199.00 than in any other interval of \$50.00 (Table 2).

One fourth of the home economics departments in the large schools spent under \$157.17; one fourth spent from \$157.17 to \$200.00; one fourth spent from \$200.00 to \$375.00; and one fourth spent over \$375.00. Two schools spent over \$1,000.00. There were more schools with total expenditures between \$150.00 and \$199.00 than in any other interval of \$50.00 (Table 2).

One fourth of the home economics departments in the very large schools spent under \$162.50; one fourth spent from \$162.50 to \$412.50; one fourth spent from \$412.50 to \$443.75; and one fourth spent over \$443.75. There were more schools with total expenditures between \$400.00 and \$449.00 than in any other interval of \$50.00 (Table 2).

Unit budgets

In very few schools were budgets itemized so that the teacher knew the amount of money allotted to foods, clothing, home management, laundry, and equipment. In some schools the budgets were itemized according to the amount of money allotted for each composite course as Home Economics I, Home Economics II, and Home Economics III.

Budgets for foods.--In the budgets of the small schools less money was allotted for foods than there was allotted in the budgets of the other groups. In the budgets of some of the medium schools a larger amount of money was allotted to foods than there was allotted in the budgets of the schools in the other groups (Table 3).

There were more small schools which had food budgets in the intervals between \$50.00 and \$74.00, and between \$75.00 and \$99.00 than there were in any other intervals of \$25.00. Twenty-five per cent of the 21 small schools had budgets for foods of under \$57.25; 25 per cent had budgets of \$57.25 to \$82.25; 25 per cent had budgets of \$82.25 to \$131.25; and 25 per cent had budgets over \$131.25.

The amount of money allotted for foods in the budgets of the 14 medium schools varied from \$75.00 to over \$500.00. Twenty-five per cent had budgets of

under \$112.50; 25 per cent had budgets of \$112.50 to \$150.00; 25 per cent had budgets of \$150.00 to \$307.50; and 25 per cent had budgets over \$307.50.

Table 3.--BUDGETS FOR FOODS IN 46 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=21)	MEDIUM SCHOOLS (N=14)	LARGE SCHOOLS (N=9)	VERY LARGE SCHOOLS (N=2)
Over \$500		1		1
475 - 499				
450 - 474				
425 - 449				
400 - 424				
375 - 399			1	
350 - 274		2		
325 - 349				
300 - 324		1	1	
275 - 299			1	
250 - 274			1	
225 - 249		1		
200 - 224		1	2	
175 - 199		1		
150 - 174	3			
125 - 149	3	3	1	
100 - 124	1	1	2	
75 - 99	5	3		
50 - 74	5			
25 - 49	4			1
1 - 24				
QUARTILES Q ₁	\$ 57.25	\$307.50	\$293.75	
Q ₂	82.25	150.00	201.88	
Q ₃	131.25	112.50	131.25	

The budgets for food in the 9 large schools varied from \$100.00 to \$400.00 (Table 3). Twenty-five per cent of the schools had food budgets under \$131.25; 25 per cent had budgets of \$131.25 to \$201.88; 25 per cent had budgets of \$201.88 to \$293.75; and 25 per cent had budgets over \$293.75.

In only two of the very large schools were there food budgets. The budget of one school was in the interval of \$25.00 to \$49.00, and the budget of the other school was over \$500.00.

Budgets for clothing.--The budgets for clothing varied between \$5.00 and \$75.00. One of the medium schools had the largest budget for clothing; it was about \$20.00 higher than any other budget. There were four small schools with budgets between \$45.00 and \$49.00, and this was the greatest number of schools which had clothing budgets within any interval (Table 4).

Twenty-five per cent of the small schools had clothing budgets under \$18.13; 25 per cent had budgets in the interval of \$18.13 to \$27.50; 25 per cent had budgets in the interval of \$27.50 to \$47.19; and 25 per cent had budgets over \$47.19.

Twenty-five per cent of the medium schools had clothing budgets under \$11.25; 25 per cent had budgets of \$11.25 to \$15.00; 25 per cent had budgets

of \$15.00 to \$32.50; and 25 per cent had budgets over \$32.50.

Table 4.--BUDGETS FOR CLOTHING IN 22 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=9)	MEDIUM SCHOOLS (N=6)	LARGE SCHOOLS (N=7)	VERY LARGE SCHOOLS
Over \$80				
75 - 79				
70 - 74		1		
65 - 69				
55 - 59				
50 - 54			1	
45 - 49	4			
35 - 39				
30 - 34		1		
25 - 29	1		2	
20 - 24	1	1	1	
15 - 19	2		1	
10 - 14		2	2	
5 - 9	1	1		
1 - 4				
QUARTILES Q ₁	\$18.13	\$11.25	\$14.38	
Q ₂	27.50	15.00	22.50	
Q ₃	47.19	32.50	28.13	

Twenty-five per cent of the large schools had clothing budgets under \$14.38; 25 per cent had budgets of \$14.38 to \$22.50; 25 per cent had budgets of \$22.50 to \$28.13; and 25 per cent had budgets over \$28.13.

None of the very large schools had clothing budgets.

Budgets for home management.--The amount of money allotted for home management in 20 schools varied from \$5.00 to \$55.00 (Table 5). There were four schools with budgets between \$5.00 and \$9.00, and two schools with budgets between \$50.00 and \$54.00. Two medium schools had the highest budgets.

Table 5.--BUDGETS FOR HOME MANAGEMENT IN 20 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=10)	MEDIUM SCHOOLS (N=6)	LARGE SCHOOLS (N=4)	VERY LARGE SCHOOLS
Over \$60				
55 - 59				
50 - 54		2		
45 - 49	2			
40 - 44				
35 - 39	1		1	
30 - 34		1		
25 - 29	3		1	
20 - 24				
15 - 19		1	1	
10 - 14	1	1	1	
5 - 9	3	1		
0 - 4				
QUARTILES Q ₁	\$ 9.17	\$12.50	\$15.00	
Q ₂	26.67	20.00	25.00	
Q ₃	37.50	51.25	30.00	

Twenty-five per cent of the small schools had budgets for home management under \$9.17; 25 per cent had budgets of \$9.17 to \$26.67; 25 per cent had budgets of \$26.67 to \$37.50; and 25 per cent had budgets over \$37.50.

Twenty-five per cent of the medium schools had budgets for home management under \$12.50; 25 per cent had budgets in the interval of \$12.50 to \$20.00; 25 per cent had budgets of \$20.00 to \$51.25; and 25 per cent had budgets over \$51.25.

Twenty-five per cent of the large schools had budgets for home management under \$15.00; 25 per cent had budgets in the interval of \$15.00 to \$25.00; 25 per cent had budgets in the interval of \$25.00 to \$30.00; and 25 per cent had budgets over \$30.00.

None of the very large schools had budgets for home management.

Budgets for equipment.--The budgets for equipment varied from \$1.00 to over \$1,000.00 (Table 6). There were more schools with budgets between \$1.00 and \$49.00 than in any other interval of \$50.00.

The budgets for equipment in the small schools varied from \$1.00 to \$200.00. Twenty-five per cent of the small schools had budgets for equipment under \$21.83; 25 per cent had budgets in the interval of \$21.83 to \$42.67; 25 per cent had budgets in the interval of \$42.67 to \$53.75; and 25 per cent had

budgets over \$53.75.

Table 6.--BUDGETS FOR EQUIPMENT OF 21 ILLINOIS
VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL
YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=10)	MEDIUM SCHOOLS (N=7)	LARGE SCHOOLS (N=4)	VERY LARGE SCHOOLS (N=2)
Over \$1,000		1		
950 - 999				
900 - 949				
850 - 899				
800 - 849				
750 - 799				
700 - 749				
650 - 699				
600 - 649				1
550 - 599				
500 - 549		1		
450 - 499				
400 - 449				
350 - 399				1
300 - 349			1	
250 - 299				
200 - 249		2		
150 - 199	1			
100 - 149	1		2	
50 - 99	2	1		
1 - 49	6	2	1	

QUARTILES Q ₁	\$21.83	\$ 44.75	\$ 50.00
Q ₂	42.67	212.50	125.00
Q ₃	53.75	512.50	150.00

The budgets for equipment in the medium schools varied from \$1.00 to over \$1,000.00. Twenty-five per cent had budgets under \$44.75; 25 per cent

had budgets in the interval of \$44.75 to \$212.50; 25 per cent had budgets of \$212.50 to \$512.50; and 25 per cent had budgets over \$512.50.

The budgets for equipment in the large schools varied from \$1.00 to \$350.00. Twenty-five per cent had budgets under \$50.00; 25 per cent had budgets in the interval, \$50.00 to \$125.00; 25 per cent had budgets in the interval, \$125.00 to \$150.00; and 25 per cent had budgets over \$150.00.

There were only two large schools which had budgets for equipment. One was in the interval of \$135.00 to \$400.00, and the other was in the interval of \$600.00 to \$650.00.

Budgets for laundry.--There were only two schools which had budgets for laundry (Table 7). One small school had a budget in the interval of \$40.00 to \$49.00, and one medium school had a budget in the interval of \$10.00 to \$19.00.

Table 7.--BUDGETS FOR LAUNDRY OF TWO ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=1)	MEDIUM SCHOOLS (N -1)
Over \$50		
40 - 49	1	
30 - 39		
20 - 29		
10 - 19		1
0 - 9		

Budgets for Home Economics I.--Home

Economics I is a composite course in which foods, clothing, home management, child care, family relationships, related art, and other units are taught for short periods of time. The budgets for Home Economics I varied from \$15.00 to over \$110.00 (Table 8).

Table 8.--BUDGETS FOR HOME ECONOMICS I OF 17 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=11)	MEDIUM SCHOOLS (N=5)	LARGE SCHOOLS (N=1)	VERY LARGE SCHOOLS
Over \$110		1		
105 - 109				
100 - 104				
95 - 99				
90 - 94	2	1		
85 - 90				
80 - 84	1			
75 - 79				
70 - 74				
65 - 69		1		
60 - 64				
55 - 59				
50 - 54				1
45 - 49	2			
40 - 44				
35 - 39				
30 - 34	1	1		
25 - 29	1	1		
20 - 24	2			
15 - 19	2			
10 - 14				
5 - 9				
0 - 4				

QUARTILES	Q ₁	\$21.88	\$31.25
	Q ₂	32.50	66.25
	Q ₃	80.63	91.25

The very large schools did not have budgets for Home Economics I, and only one large school had a budget for Home Economics I.

The budgets for the composite course, Home Economics I, in 11 small schools, varied from \$15.00 to \$95.00. Twenty-five per cent of the small schools had budgets for Home Economics I under \$21.88; 25 per cent had budgets in the interval of \$21.88 to \$32.50; 25 per cent had budgets between \$32.50 to \$80.63; and 25 per cent had budgets over \$80.63.

In the five medium schools reporting the budgets for Home Economics I varied from \$25.00 to over \$110.00. Two schools had budgets under \$35.00; one school had a budget in the interval between \$65.00 and \$69.00; one school had a budget between \$90.00 and \$94.00; and one school had a budget of over \$110.00.

There was only one large school which had a budget for Home Economics I. It was in the interval of \$50.00 to \$54.00. None of the very large schools had budgets for Home Economics I.

Budgets for Home Economics II.---Home

Economics II is a composite course in which all of the phases of Home Economics are taught. The budgets for Home Economics II were between \$10.00 and \$110.00 (Table 9). None of the large and very large schools had budgets for Home Economics II. The medium schools had larger budgets than the small schools had.

Table 9.--BUDGETS FOR HOME ECONOMICS II OF 14 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=10)	MEDIUM SCHOOLS (N=4)	LARGE SCHOOLS	VERY LARGE SCHOOLS
Over \$110				
105 - 109		1		
100 - 104	1	1		
95 - 99				
90 - 94	1			
85 - 89				
80 - 84				
75 - 79	1			
70 - 74				
65 - 69				
60 - 64		1		
55 - 59				
50 - 54	1	1		
45 - 49	2			
40 - 44				
35 - 39				
30 - 34	1			
25 - 29				
20 - 24	1			
15 - 19				
10 - 14	2			
5 - 9				
1 - 4				
QUARTILES Q ₁	\$21.25	\$55.00		
Q ₂	40.50	80.00		
Q ₃	76.25	105.00		

The budgets for Home Economics II of the 10 small schools varied from \$10.00 to \$105.00. Twenty-five per cent had budgets under \$21.25; 25 per cent

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had budgets in the interval from \$21.25 to \$40.50; 25 per cent had budgets of \$40.50 to \$76.25; and 25 per cent had budgets over \$76.25.

The budgets for Home Economics II of the four medium schools reporting varied from \$50.00 to \$110.00. One school had a budget of less than \$55.00 for Home Economics II; one school had a budget of about \$80.00; one school had a budget of about \$100.00; and one school had a budget over \$105.00.

None of the large schools had budgets for Home Economics II. None of the very large schools had budgets for Home Economics II.

Budgets for Home Economics III.---Home Economics III is an advanced composite course in which all phases of Home Economics are taught for short periods of time. The budgets for Home Economics III varied from \$10.00 and over \$70.00 (Table 10). There were only two medium schools which had budgets for Home Economics III. None of the large and very large schools had budgets for Home Economics III.

The budgets for the Home Economics III course in five small schools varied from \$10.00 to over \$70.00. Two schools had budgets under \$20.00; two schools had budgets between \$40.00 and \$49.00; and one school had a budget over \$70.00.

Table 10.--BUDGETS FOR HOME ECONOMICS III OF SEVEN ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=5)	MEDIUM SCHOOLS (N=2)	LARGE SCHOOLS	VERY LARGE SCHOOLS
Over \$70	1	1		
65 - 69				
60 - 64				
55 - 59				
50 - 54				
45 - 49	1			
40 - 44	1			
35 - 39				
30 - 34				
25 - 29		1		
20 - 24				
15 - 19	1			
10 - 14	1			
5 - 9				
1 - 4				

QUARTILES	Q ₁	\$11.25
	Q ₂	41.25
	Q ₃	46.25

Two medium schools had budgets for Home Economics III; the budgets were in the intervals of \$25.00 to \$30.00, and \$70.00 and over.

The large and very large schools did not have budgets for Home Economics III.

Expenditures for foods

The total expenditures for foods increased as the enrollment of the schools increased, (Table 11) with the exception that one medium school spent more than any other.

Table 11.--EXPENDITURES FOR FOOD BY 201 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=128)	MEDIUM SCHOOLS (N=49)	LARGE SCHOOLS (N=20)	VERY LARGE SCHOOLS (N=4)
Over \$600		1		
570 - 599				
540 - 569				1
510 - 539				
480 - 509				
450 - 479				
420 - 449				
390 - 419		1	1	
360 - 389				
330 - 359			1	
300 - 329		2		1
270 - 299	1		1	
240 - 269	2	1	1	
210 - 239			2	
180 - 209	3	3	2	
150 - 179	7	5	3	
120 - 149	6	9	2	
90 - 119	25	13	2	
60 - 89	42	10	3	1
30 - 59	32	3	2	
1 - 29	10	1		1
QUARTILES Q ₁	\$ 50.63	\$ 84.75	\$ 90.00	\$ 30.00
Q ₂	75.71	114.23	160.00	90.00
Q ₃	104.50	137.50	225.00	330.00

Twenty-five per cent of the home economics departments in 128 small schools had total expenditures for foods under \$50.63; 25 per cent had expenditures of \$50.63 to \$75.71; 25 per cent had expenditures of \$75.71 to \$104.50; 25 per cent had expenditures over \$104.50. There were more small schools having total expenditures for foods in the interval from \$60.00 to \$89.00 than there were in any other interval of \$30.00. All of the small schools except three had total expenditures for foods under \$209.00.

Twenty-five per cent of the home economics departments in 49 medium schools had total expenditures for foods under \$84.75; 25 per cent had expenditures of \$85.75 to \$114.23; 25 per cent had expenditures of \$115.23 to \$137.50; and 25 per cent had expenditures over \$137.50. There were more medium schools with expenditures for foods in the interval between \$90.00 and \$119.00 than there were in any other interval of \$30.00. One school had a total expenditure for foods over \$600.00, which was the highest amount of money spent by any school included in this study.

Twenty-five per cent of 20 large schools had total expenditures for foods under \$90.00; 25 per cent had expenditures from \$90.00 to \$160.00; 25 per cent had expenditures of \$160.00 to \$225.00; and 25 per cent had expenditures of over \$225.00. The

two modes for this distribution were in the intervals between \$60.00 and \$89.00 and between \$150.00 and \$179.00. The largest expenditure for foods was between \$360.00 and \$389.00.

There were only four very large schools for which the total expenditures for foods were given; therefore, this group may not be typical of all very large schools. Each school had total expenditures for foods in a different interval as follows: one school spent between \$1.00 and \$30.00; one school spent between \$60.00 and \$89.00; another school spent between \$300.00 and \$329.00; and the fourth school spend between \$540.00 and \$569.00.

Expenditures for clothing

The expenditures for clothing increased as the enrollment of the schools increased (Table 12) in small, medium, and large schools. The very large schools had total expenditures for clothing which were less on the average than those of the large schools, but the greatest expenditure for clothing in any one school was found in this group.

The quartiles of the total expenditures of clothing in 93 schools were as follows: Q_1 , \$4.31; Q_2 , \$8.61; and Q_3 , \$17.16. There were more small schools with total expenditures between \$1.00 and \$9.00 than there were in any other interval of \$10.00.

The highest expenditure in this group was between \$70.00 and \$79.00.

Table 12.--EXPENDITURES FOR CLOTHING BY 144 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=93)	MEDIUM SCHOOLS (N=33)	LARGE SCHOOLS (N=14)	VERY LARGE SCHOOLS (N=4)
Over \$150				
140 - 149				1
130 - 139				
120 - 129				
110 - 119				
100 - 109		1		
90 - 99				
80 - 89				
70 - 79	1			
60 - 69				
50 - 59	3			
40 - 49	2	2		
30 - 39	1	1		
20 - 29	10	3	6	
10 - 19	22	10	5	2
1 - 9	54	16	3	1
QUARTILES	Q ₁	Q ₂	Q ₃	
	\$ 4.31	\$ 5.17	\$11.00	\$10.00
	8.61	10.50	18.00	15.00
	17.16	18.75	28.33	20.00

The quartiles of the total expenditures for clothing in 33 medium schools were as follows: Q₁, \$5.17; Q₂, \$10.50; and Q₃, \$18.75. There were more medium schools with total expenditures for clothing

within the interval \$1.00 to \$9.00, than there were in any other interval. The highest expenditure was between \$100.00 and \$109.00.

The quartiles of the total expenditures for clothing in 14 large schools were as follows: Q_1 , \$11.00; Q_2 , \$18.00; and Q_3 , \$28.53. There were more large schools with total expenditures between \$20.00 and \$29.00 than there were in any other interval of \$10.00.

Three of the four very large schools had total expenditures for clothing under \$20.00. One school spent between \$140.00 and \$149.00.

Expenditures for home management

The expenditures for home management increased as the enrollment of the schools increased (Table 13). There were many schools which did not spend any money for home management supplies. The largest amount of money spent by any one school was \$160.00. There were more schools with total expenditures between \$1.00 and \$9.00 than there were in any other interval of \$10.00.

One fourth of the 79 small schools had total expenditures for home management under \$3.73; one fourth had expenditures between \$3.73 and \$7.45; one fourth had expenditures between \$7.45 and \$13.47; and one fourth had total expenditures over \$13.47. The

largest expenditure, over \$160.00, for home management was given by a school in this group.

Table 13.--EXPENDITURES FOR HOME MANAGEMENT OF 126 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=79)	MEDIUM SCHOOLS (N=22)	LARGE SCHOOLS (N=12)	VERY LARGE SCHOOLS (N=3)
Over \$160	1			
150 - 159			1	
140 - 149				
130 - 139				
120 - 129				
110 - 119				
100 - 109				
90 - 99				
80 - 89				
70 - 79				
60 - 69				
50 - 59				
40 - 49				
30 - 39	2	1	1	
20 - 29	5	2	2	
10 - 19	18	8	3	1
1 - 9	53	11	5	2
QUARTILES Q ₁	\$ 3.73	\$ 5.00	\$ 6.00	
Q ₂	7.45	10.00	13.30	
Q ₃	13.47	16.88	25.00	

One fourth of the 22 medium schools had total expenditures for home management under \$5.00; one fourth had expenditures of \$5.00 to \$10.00; one fourth had expenditures of \$10.00 to \$16.88; and one

fourth had expenditures over \$16.83.

One fourth of the 12 large schools had total expenditures for home management under \$6.00; one fourth had expenditures of \$6.00 to \$13.33; one fourth had expenditures of \$13.33 to \$25.00; and one fourth had expenditures of over \$25.00. The largest expenditure for this group was between \$150.00 and \$159.00.

The quartiles for the very large schools were not computed as there were only three schools which gave the total expenditures for home management. Of the three schools, the highest expenditure was in the interval of \$10.00 to \$19.00. Two schools had expenditures in the interval of \$1.00 and \$9.00.

Expenditures for equipment

The expenditures for equipment increased as the enrollment of the school increased (Table 14). Six schools spent over \$1,000.00 for equipment. There were more schools in each group with expenditures ranging from \$1.00 to \$49.00 than there were in any other interval of \$50.00.

Twenty-five per cent of the 114 small schools reporting spent under \$24.75 for equipment; 25 per cent spent between \$24.75 and \$48.50; 25 per cent spent between \$48.50 and \$99.03; and 25 per cent spent over \$99.03.

Table 14.--EXPENDITURES FOR EQUIPMENT OF 177 ILLINOIS VOCATIONALLY APPROVED HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=114)	MEDIUM SCHOOLS (N=45)	LARGE SCHOOLS (N=13)	VERY LARGE SCHOOLS (N=5)
Over \$1,000	2	2	2	
950 - 999				
900 - 949				
850 - 899				
800 - 849				
750 - 799				
700 - 749		1		
650 - 699				
600 - 649				1
550 - 599	1			
500 - 549				
450 - 499	1			
400 - 449				1
350 - 399		2		
300 - 349	3	1		
250 - 299	1	1	1	
200 - 249	4	1		
150 - 199	9	1	2	
100 - 149	7	8	2	
50 - 99	26	6	2	1
1 - 49	60	22	4	2
QUARTILES Q ₁	\$24.75	\$26.57	\$ 41.63	\$ 32.25
Q ₂	48.50	54.17	112.50	75.00
Q ₃	99.03	134.38	191.50	437.50

Twenty-five per cent of the medium 45 schools reporting spent under \$26.57 for equipment; 25 per cent spent between \$26.57 and \$54.17; 25 per cent spent between \$54.17 and \$134.38; and 25 per cent

spent over \$134.38.

Twenty-five per cent of the 13 large schools reporting spent under \$41.63 for equipment; 25 per cent spent between \$41.63 and \$112.50; 25 per cent spent between \$112.50 and \$191.50; and 25 per cent spent over \$191.50.

The expenditures for equipment in the five very large schools were in the intervals as follows: two schools spent between \$1.00 and \$49.00; one school spent between \$50.00 and \$99.00; one school spent between \$400.00 and \$490.00; and one school spent between \$600.00 and \$649.00.

Expenditures for laundry

There was no definite relationship shown between the amount of money spent on laundry and the size of the school (Table 15).

The greatest number of 71 small schools spent between \$9.00 and \$11.00 for laundry. Three schools spent over \$30.00, while 27 schools did not spend any money for laundry. Twenty-five per cent of the small schools spent under \$5.20 for laundry; 25 per cent spent between \$5.20 and \$9.97; 25 per cent spent between \$9.97 and \$15.61; and 25 per cent spent over \$15.61.

Twenty-five per cent of the 25 medium schools spent under \$6.94 for laundry; 25 per cent

spent between \$6.94 and \$11.63; 25 per cent spent between \$11.63 and \$19.50; and 25 per cent spent over \$19.50.

Table 15.--EXPENDITURES FOR LAUNDRY OF 108 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS¹ FOR SCHOOL YEAR, 1940-1941

TOTAL AMOUNT OF MONEY	SMALL SCHOOLS (N=71)	MEDIUM SCHOOLS (N=25)	LARGE SCHOOLS (N=10)	VERY LARGE SCHOOLS (N=2)
Over \$50	1		1	
48 - 49				1
45 - 47				
42 - 44		1		
39 - 41		2	1	
36 - 38				
33 - 35	1			
30 - 32	1	1	1	
27 - 29				
24 - 26	5	2		
21 - 23			1	
18 - 20	4	1		
15 - 17	7	4		1
12 - 14	3	1		
9 - 11	17	4	2	
6 - 8	10	4		
3 - 5	16	3	4	
1 - 2	6	2		

QUARTILES Q ₁	\$ 5.20	\$ 6.94	\$ 4.88
Q ₂	9.97	11.63	10.50
Q ₃	15.61	19.50	31.50

¹ There were 43 schools which did not spend any money for laundry (27 small schools, 12 medium schools, two large schools, and two very large schools).

Twenty-five per cent of the 10 large schools spent under \$4.88 for laundry; 25 per cent spent between \$4.88 and \$10.50; 25 per cent spent between \$10.50 and \$31.50; and 25 per cent spent over \$31.50.

There were only two home economics departments which reported expenditures for laundry. The expenditures were in the intervals of \$48.00 to \$50.00, and \$15.00 to \$17.00.

The cost of foods per student per 300-minute week

The cost per student per 300-minute week decreased as the enrollment of the school increased. There were more schools with the cost per student per 300-minute week between 5¢ and 9¢ than in any other interval. The cost of foods for all 151 schools varied from a fraction of one cent to \$1.15 (Table 16).

In 93 small schools the cost of foods per student per 300-minute week varied from .1¢ to 74¢. Twenty-five per cent of the small schools spent under 9.79¢ per student per 300-minute week; 25 per cent spent between 9.79¢ and 17.24¢; 25 per cent spent between 17.24¢ and 24.75¢; and 25 per cent spent over 24.75¢.

The cost of foods per student per 300-minute week in 40 medium schools varied from .1¢ to \$1.14. Twenty-five per cent spent under 6.43¢ per student

Table 16.--COST PER STUDENT PER 300-MINUTE WEEK FOR FOODS IN 151 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

RANGE IN CENTS	SMALL SCHOOLS (N=93)	MEDIUM SCHOOLS (N=40)	LARGE SCHOOLS (N=14)	VERY LARGE SCHOOLS (N=4)
110 - 114		1		
105 - 109				
100 - 104				
95 - 99				
90 - 94				
85 - 89				
80 - 84				
75 - 79				
70 - 74	1			
65 - 69	1			
60 - 64				
55 - 59				
50 - 54	1			
45 - 49	1			
40 - 44	5			
35 - 39	1			
30 - 34	4			
25 - 29	9			
20 - 24	13	4		
15 - 19	19	3		
10 - 14	14	12	1	
5 - 9	18	14	5	1
.1 - 4	6	6	8	3

QUARTILES Q ₁	9.79¢	6.43¢	2.19¢	1.67¢
Q ₂	17.24¢	10.00¢	4.38¢	3.33¢
Q ₃	24.75¢	14.17¢	5.89¢	5.00¢

per 300-minute week; 25 per cent spent between 6.43¢ and 10.00¢; 25 per cent spent between 10.00¢ and 14.17¢; and 25 per cent spent over 14.17¢.

The cost of foods per student per 300-minute week in 14 large schools varied from .1¢ to 14¢. Twenty-five per cent spent under 2.19¢ per student per 300-minute week; 25 per cent spent between 2.19¢ and 4.38¢; 25 per cent spent between 4.38¢ and 5.89¢; and 25 per cent spent over 5.89¢.

The cost of foods per student per 300-minute week in 4 very large schools varied from .1¢ to 9¢.

The cost of clothing per student per 300-minute week

The cost per student per 300-minute week for clothing in 118 schools varied from .001¢ to over 15¢. There were more schools with the cost per student in the interval of .1¢ to .9¢ than there were in any other interval. The cost per student decreased as the enrollment of the school increased (Table 17).

There were more small schools with the cost of clothing per student per 300-minute week under 1¢ than there were in any other interval. The clothing expenditures in this size school varied from .01¢ to 15¢. One fourth of the 73 small schools spent under .56¢; one fourth spent between .557¢ and 1.23¢; one fourth spent between 1.23¢ and 3.52¢; and one fourth spent over 3.52¢.

In medium schools the cost per student per 300-minute week varied from .01¢ to 12¢. Over one-half of the 30 medium schools had costs per student

per 300-minute week under 1¢. One fourth of the schools spent under .39¢ per student per week for clothing; one fourth spent between .39¢ and .73¢; one fourth spent between .73¢ and 1.34¢; one fourth spent over 1.34¢.

Table 17.--COST PER STUDENT PER 300-MINUTE WEEK FOR CLOTHING IN 118 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-41

RANGE IN CENTS	SMALL SCHOOLS (N=73)	MEDIUM SCHOOLS (N=30)	LARGE SCHOOLS (N=11)	VERY LARGE SCHOOLS (N=4)
Over 15	1			
14 - 14.9				
13 - 13.9	1			
12 - 12.9	1			
11 - 11.9	1	1		
10 - 10.9	1			
9 - 9.9	1			
8 - 8.9		1		
7 - 7.9	3			
6 - 6.9	1			
5 - 5.9	2			
4 - 4.9	5			
3 - 3.9	3			1
2 - 2.9	10	3		
1 - 1.9	10	4		
.1 - .9	32	20	10	2
.01 - .09	1	1	1	
.001 - .009				1
QUARTILES Q ₁	.56¢	.39¢	.26¢	.01¢
Q ₂	1.23¢	.73¢	.51¢	.55¢
Q ₃	3.52¢	1.34¢	.75¢	1.00¢

The cost of clothing in the 11 large schools varied from .01¢ to 2¢ per student per 300-minute week. One fourth of the 11 large schools spent under .26¢ per student per 300-minute week for clothing; one fourth spent between .26¢ and .51¢; one fourth spent between .51¢ and .75¢; one fourth spent over .75¢.

The cost of clothing in four very large schools varied from .001¢ to 4¢ per student per 300-minute week. Three of the four schools spent less than 1¢ per student per 300-minute week.

The cost of home management per student per 300-minute week

The cost per student per 300-minute week for home management decreased as the enrollment of the schools increased (Table 18). The cost of home management per student per week in 98 schools varied from .001¢ to 11.0¢. There were more schools with costs per student under 1¢ than there were in any other half-cent interval.

The cost of home management in 63 small schools varied from a fraction of a cent to over 11¢ per student per week. There were more schools with the cost per student per 300-minute week in the range of .5¢ and .9¢ than there were in any other interval. Twenty-five per cent of the small schools spent under .85¢ for home management per student per 300-minute

Table 18.--COST PER STUDENT PER 300-MINUTE WEEK FOR HOME MANAGEMENT IN 98 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

RANGE IN CENTS	SMALL SCHOOLS (N=63)	MEDIUM SCHOOLS (N=23)	LARGE SCHOOLS (N=9)	VERY LARGE SCHOOLS (N=3)
Over 11	4	1		
10.5 - 10.9				
10.0 - 10.4	1			
9.5 - 9.9				
9.0 - 9.4	1			
8.5 - 8.9	1			
8.0 - 8.4				
7.5 - 7.9	1			
7.0 - 7.4	2			
6.5 - 6.9				
6.0 - 6.4				
5.5 - 5.9	1			
5.0 - 5.4	2			
4.5 - 4.9	1			
4.0 - 4.4	3	1		
3.5 - 3.9	2			
3.0 - 3.4	5	1	1	
2.5 - 2.9	2	1		
2.0 - 2.4	9	1	1	
1.5 - 1.9	3	2		
1.0 - 1.4	6	4	1	
.5 - .9	10	4	2	
.1 - .4	8	5	2	
.05 - .09	1	1		3
.01 - .04		1	1	
.004 - .009		1	1	
QUARTILES Q_1	.85¢	.38¢	.16¢	
Q_2	2.28¢	.94¢	.63¢	
Q_3	4.17¢	1.71¢	1.13¢	

week; 25 per cent spent between .85¢ and 2.28¢; 25 per cent spent between 2.28¢ and 4.17¢ and 25 per cent spent over 4.17¢.

The cost of home management in 23 medium schools varied from a fraction of a cent to over 11¢ per student per 300-minute week. There were more schools with the cost per student per 300-minute week in the interval of .1¢ to .4¢ than there were in any other interval. There was one school which had per student cost of over 11¢, and there were 12 schools with per student costs under 1¢. Twenty-five per cent had per student costs per 300-minute week under .38¢; 25 per cent had per student costs of .38¢ to .94¢; 25 per cent had costs of .94¢ to 1.71¢ and 25 per cent had costs of over 1.71¢.

There were more large schools with costs per student per 300-minute week below 1¢ than there were over 1¢. The cost per student varied from a fraction of one cent to 3.5¢. Twenty-five per cent of the nine large schools had costs per student per 300-minute week under .16¢; 25 per cent had costs ranging from .16¢ to .63¢; 25 per cent had per student costs .63¢ to 1.13¢; and 25 per cent had per student costs over 1.13¢.

The cost per student per 300-minute week for home management in the three large schools were between .05¢ and .1¢.

The cost of equipment per student per week

The cost of equipment per student per week in 174 schools decreased as the enrollment of the school increased. There were more schools with costs per student per week between 1¢ and 5¢ than in any other interval of five cents. The costs per student per week varied from a fraction of a cent to over 50¢ (Table 19).

Table 19.--COST PER STUDENT PER WEEK FOR EQUIPMENT IN 174 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS FOR SCHOOL YEAR, 1940-1941

RANGE IN CENTS	SMALL SCHOOLS (N=113)	MEDIUM SCHOOLS (N=43)	LARGE SCHOOLS (N=13)	VERY LARGE SCHOOLS (N=5)
Over 50	4	1		
45 - 49	2	1	1	
40 - 44	1	1		
35 - 39				
30 - 34				
25 - 29	4		1	
20 - 24	3			
15 - 19	7			
10 - 14	12	5	1	
5 - 9	15	3	1	2
1 - 4	45	16	4	
.5 - .9	12	4	2	1
.1 - .4	7	7	3	1
.05 - .09				1
.01 - .04	1			
.005 - .009				
.001 - .004				
QUARTILES				
Q ₁	1.35¢	.97¢	.56¢	.23¢
Q ₂	4.93¢	4.28¢	2.88¢	.75¢
Q ₃	11.56¢	3.28¢	8.75¢	6.25¢

The cost per student per week for equipment in 113 small schools varied from .01¢ to over 50¢. Twenty-five per cent of the small schools had costs per student per week under 1.35¢; 25 per cent had per student costs of 1.35¢ to 4.98¢; 25 per cent had per student costs of 4.98¢ to 11.56¢; and 25 per cent had per student costs of over 11.56¢.

The cost per student per week for equipment in 43 medium schools varied from .1¢ to over 50¢. Twenty-five per cent of the medium schools had costs per student per week of under .97¢; 25 per cent had per student costs of .97¢ to 4.28¢; 25 per cent had per student costs of 4.28¢ to 8.28¢; and 25 per cent had per student costs over 8.28¢.

The costs per student per week for equipment in 13 large schools varied from .1¢ to 49¢. Twenty-five per cent of the schools had costs per student per week under .56¢; 25 per cent had per student per week costs of .56¢ to 2.88¢; 25 per cent had costs of 2.88¢ to 8.75¢; and 25 per cent had costs over 8.75¢.

Three of the five very large schools had costs per student per week for equipment under 1¢. All of the schools had costs per student per week under 9¢. Two schools had costs per student per week in the interval, 5¢ to 9¢. There was one school with the cost per student per week for equipment in each of

the following intervals: .5¢ to .9¢; .1¢ to .4¢; and .05¢ to .09¢.

The cost of laundry per student per week

The cost of laundry per student per week in 104 schools varied from .001¢ to over 5¢. Over one half of the schools had per student costs for laundry under 1¢. The cost per student per week decreased as the enrollment of the schools increased. There were more schools which had per student laundry costs between .5¢ and .9¢ than in any other .5¢ interval (Table 20).

In 68 small schools the cost per student per week for laundry varied from .1¢ to 5.0¢. One fourth of the small schools had costs per student per week under .45¢; one fourth had per student costs of .45¢ to .86¢; one fourth had per student costs of .86¢ to 1.46¢ and one fourth had per student costs over 1.46¢.

The largest amount of money spent for laundry was spent by one of the medium schools; it was over 5.00¢ per student per week. One fourth of the 24 medium schools had per student costs under .30¢ per week; one fourth had per student costs of .30¢ to .50¢ per week; one fourth had per student costs of .50¢ to .93¢; and one fourth had per student costs over .93¢ per week.

Table 20.--COST PER STUDENT PER WEEK FOR LAUNDRY IN
104 ILLINOIS VOCATIONAL HOME ECONOMICS DEPARTMENTS
FOR SCHOOL YEAR, 1940-1941

RANGE IN CENTS	SMALL SCHOOLS (N=68)	MEDIUM SCHOOLS (N=24)	LARGE SCHOOLS (N=10)	VERY LARGE SCHOOLS (N=2)
Over 5		1		
4.5 - 4.9	2			
4.0 - 4.4				
3.5 - 3.9	1			
3.0 - 3.4	2			
2.5 - 2.9	2			
2.0 - 2.4				
1.5 - 1.9	9			
1.0 - 1.4	12	4		
.5 - .9	21	7	4	1
.1 - .4	19	10	2	1
.05 - .09		1	2	
.01 - .04		1		
.005 -.009				
.001 -.004			2	
QUARTILES	Q ₁	.45¢	.30¢	.06¢
	Q ₂	.86¢	.50¢	.35¢
	Q ₃	1.46¢	.93¢	.69¢

The costs per student per week for laundry in 10 large schools were between .001¢ and .9¢. One fourth of the large schools had per student costs for laundry under .06¢ per week; one fourth had per student costs of .063¢ to .35¢ per week; one fourth had per student costs of .35¢ to .69¢ per week; and one fourth had per student costs over .69¢.

Chapter V

DISCUSSION

In an effort to determine the cost per student per week for each phase of home economics, the budgets and expenditures of 370 Illinois Vocational Home Economics Departments for the school year, 1940-1941, were analyzed.

The data collected gave evidence that 30 per cent of these schools did not have budgets, and 17 per cent did not have any records of their expenditures. This may have indicated that the teachers or school administrators did not think that the financial planning of the department was important; they did not know what should be spent; or they did not have available authentic material on this subject.

The first two questions as stated in the Introduction under the heading Problem Analysis, "How much money is budgeted for teaching the various phases of work?", and "How much money is spent for the various phases of work?" are discussed under the one heading, Budgets and Expenditures. The third question, "What pattern budget is recommended for the home economics department in schools of different size?"

is discussed under the heading, Pattern Budgets.

Budgets and expenditures

The total expenditures of the schools were less than the total budgets in the same schools. This indicated that the schools did not spend as much money as was allowed in their budgets.

The total budgets and expenditures increased as the enrollment of the school increased. This was to be expected as in the larger schools the departments would be larger, there would be more students taking home economics, and a greater amount of equipment and supplies would be required.

The expenditures exceeded the budgets in only one phase of home economics; the expenditures for equipment were greater than the budgets. This would vary from year to year as in some schools budgeting for equipment is done over a period of years and the study of one year would not give a complete picture of the budget for equipment. There would be some years when the amount of money spent would be lower or greater than the year of this study. The amount of money not used in some years is often accumulated, and one or more expensive pieces of equipment are bought in one year.

There was a wide variation in the expenditures for foods and for equipment. This variation can

be attributed to the differences in the following: the size of classes; the standards of the teachers; the local prices; the amount of laboratory work; and the quantity of supplies bought at one time.

The expenditures for foods were greater than for the other phases of home economics. The schools furnished the supplies for foods classes while, in clothing classes the students furnished the material upon which they worked. In a bulletin published by the U. S. Federal Board for Vocational Education (13:15), in 1928, it was stated that the cost of home management was low because the stores were willing to lend supplies or to be visited by the classes.

This study revealed a probable lack of planning or regard for laundry since only a few schools had budgets in which money was allotted for laundry. The amount of money spent showed little relationship with the enrollment of the school. The expenditures for laundry must have depended upon the standards of the teachers and the amount of laundry done by the school or the class members.

The cost per student for foods, clothing, and home management was figured on the basis of a 300-minute week. The length of time spent on each phase in all of the schools, no matter whether the school

taught foods for 280 minutes per week or home management for 450 minutes per week, were all converted to the standard 300-minute week. This standard was used as it would be easy for any teacher or superintendent to change from the cost per 300-minute week to their own minute week.

The cost per student per 300-minute week decreased as the enrollment of the school increased. This gave evidence that it was cheaper to teach one student in a large school than one student in a small school. The reasons for this can be assumed to be as follows: large schools being able to buy their supplies in large quantities obtain them at cheaper prices or at a discount; larger groups use supplies more economically; and there are some overhead costs which in all schools are stable since every home economics department requires about the same variety of equipment. In larger schools more students use this same equipment thereby reducing the per pupil cost.

Pattern budgets

Since any pattern budget is just a guide for those making out budgets, it will be necessary for those formulating the budgets to modify it in accordance with the amount of money available. The amount of money available would depend on the

recognized ability of the various communities to provide educational funds. True pattern budgets for each size group were suggested as a guide; the person making out a budget would use the pattern budget which most closely utilizes the available money. If the school were in a community in which the amount of money provided for education was small, the pattern budget of the first quartile, Q_1 , should be used as a guide for making out the budget. If the school were in a community in which the liberal amount of money were available for education, the pattern budget of the third quartile, Q_3 , would be recommended as a guide.

The following pattern budgets have been formulated on the basis of the cost for one student for one 300-minute week. If foods were taught for six 300-minute weeks to 10 students, the budget should be figured by multiplying the cost for foods of one student for one week by 60.

Three pattern budgets are suggested for each size school based on the quartiles of the cost per student per 300-minute week for each phase of home economics. The pattern budgets of the first quartile, Q_1 , indicate that 25 per cent of the schools may have budgets of less than the amount of money given, but 75 per cent of the schools may have budgets over that amount. The pattern budgets of the second

SUGGESTED BUDGETS FOR ONE STUDENT FOR ONE WEEK FOR EACH PHASE¹ OF HOME ECONOMICS

SIZE SCHOOL		FOODS	CLOTHING	HOME MANAGEMENT	LAUNDRY	EQUIPMENT
Small Schools	Q ₁	9.79¢	.56¢	.85¢	.45¢	1.35¢
	Q ₂	17.24¢	1.23¢	2.28¢	.86¢	4.98¢
	Q ₃	24.75¢	3.52¢	4.17¢	1.46¢	11.56¢
Medium Schools	Q ₁	6.43¢	.39¢	.38¢	.30¢	.97¢
	Q ₂	10.00¢	.73¢	.94¢	.50¢	4.28¢
	Q ₃	14.17¢	1.34¢	1.71¢	.93¢	8.28¢
Large Schools	Q ₁	2.19¢	.26¢	.16¢	.06¢	.56¢
	Q ₂	4.38¢	.51¢	.63¢	.35¢	2.88¢
	Q ₃	5.89¢	.75¢	1.13¢	.69¢	8.75¢
Very Large Schools	Q ₁	1.67¢	.01¢			.23¢
	Q ₂	3.33¢	.55¢			.75¢
	Q ₃	5.00¢	1.00¢			6.25¢

¹ In the budgets for the very large schools, home management and laundry were not included because there were only three schools on which to base these findings.

quartile, Q_2 , indicate that one half of the schools have budgets below and above the given amount. The pattern budgets of the third quartile, Q_3 , indicate that 75 per cent of the schools may have budgets below the given amount and 25 per cent above the given amount.

Use of "Pattern Budgets" illustrated.--The use of the pattern budgets will be illustrated using as an example an hypothetical school. The school is small; the total enrollment is 36 students. The money available for home economics work is the amount usually available in communities where school expenditures must be small; therefore, the pattern budget of the first quartile, Q_1 , will be used as a guide in making out this budget. The information supplied in order to determine the amount of money to be allotted for the various phases of work in the budget is as follows:

Total number of home economics students = 25

Number of students in the foods class = 10

Number of students in the clothing class = 10

Number of students in the home management
class = 10

The foods class meets for 10, 45-minute periods
per week

The clothing class meets for five, 60-minute
periods per week

The home management class meets for 10, 45-minute periods per week

The school year is 36 weeks

The budget for foods will be determined as follows:

A.	No. of students in foods class (10)	X	No. of periods per week (10)	X	Length of periods in minutes (45)	=	No. of students per 300-minute week (15)
	300 minute week						

B.	No. of students (15)	X	No. of weeks (36)	=	No. student weeks (540)
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C.	No. of student weeks (540)	X	Amount of money suggested in pattern budget, Q ₁ (9.79¢)	=	Amount of money to be allotted for foods (\$52.87)
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The amount of money that should be allotted for foods in the budget is \$52.87.

The budget for clothing will be determined as follows:

A.	No. of students in clothing class (10)	X	No. of weeks (36)	=	No. of student weeks (360)
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	No. of student weeks (360)	X	Amount of money suggested in pattern budget, Q ₁ (.56¢)	=	Amount of money to be allotted for clothing (\$2.92)
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The amount of money that should be allotted for clothing in the budget is \$2.92.

The budget for home management will be determined as follows:

A.	No. of stu- dents in class	X	No. of periods per week	X	Length of periods in minutes	=	No. of students in 300- min. week
	(5)		(10)		(45)		(7.8)
	300 minutes						

B.	No. of students in 300-minute week	X	No. of weeks	=	No. student-weeks
	(7.8)		(36)		(280.8)

C.	No. of student weeks	X	Amount of money suggested in pattern budget, Q_1	=	Amount of money to be allotted for home management
	(280.8)		(.85%)		(\$2.39)

The amount of money that should be allotted for home management is \$2.39.

The budget for laundry will be determined as follows:

Total number Home Econo- mics students	X	No. weeks in school year	X	Amount of money allotted per student in pat- tern budget, Q_1	=	Amount of money to be allot- ted for laundry
(25)		(36)		(.45%)		(\$4.05)

The amount of money to be allotted for laundry is \$4.05.

The budget for equipment will be determined as follows:

Total number Home Econo- mics students	X	No. weeks in school year	X	Amount of money allotted per student in pat- tern budget, Q_1	=	Amount of money to be allot- ted for equipment
(25)		(36)		(1.35%)		(\$12.15)

The amount of money that should be allotted for equipment is \$12.15.

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The total budget for the school year will be determined by totaling the amount of money to be allotted for each phase of home economics as follows:

Foods -----	\$ 52.87
Clothing -----	2.92
Home management -----	2.39
Laundry -----	4.05
Equipment -----	12.15

Total Budget ----- \$74.38

The total budget for the school should be \$74.38 when the pattern budget, Q₁, is used as a guide.

Suggestions for further study

The writer suggests the following problems for further investigation:

1. What are the costs per student per week for the various units as interior decoration, child care, home planning, family life, and personality?

This investigation would give more definite information on which to base the budgets.

2. What is the length of life of the equipment used in the home economics departments? How often must this equipment be replaced? What is the average cost per year for equipment?

This information would give the person who might be making out a budget for the school a

general knowledge on which to figure out the amount of money to allot for equipment.

3. Why are there wide variations in costs of laundry? How is the laundry problem solved in the schools that do not spend any money for laundry?

This would be an interesting problem. The writer was puzzled to find that some of the schools did not have expenditures for laundry. This investigation would give teachers suggestions for getting the laundry done at no cost, or it would give better information on which to base the pattern budgets.

4. How does the cost of laboratory work in foods compare with the cost of recitation work?

This would give a basis for determining the amount of money that should be used in a class that has only one laboratory period per week as well as the class that has five laboratory periods per week.

5. How do the expenditures of the home economics departments compare with the location of the school? Are the expenditures for supplies in rural high schools the same as those for city schools?

This investigation would give information as to whether the rural schools should have the budgets include the same amount of money as the city schools.

6. How much money should be included in the budget of home economics classes for boys?

This information would be valuable for those schools which are planning to start classes for boys.

7. How much money is collected from the students as fees for home economics in the schools. For what is this money spent?

The writer found that some of the schools did assess students. The amount and the use of this money was not given.

8. How much money is spent for books, magazines, and illustrative material in the home economics departments?

This was included in the expenditures for equipment in this study, but it would be better to have definite information about these expenditures to use as a guide in formulating budgets.

Chapter VI

SUMMARY

In order to answer the question, "What budgets should an Illinois Vocational Home Economics teacher advisedly request?", the budgets and expenditures of 370 Illinois Vocational Departments were analyzed. The reports sent in by the vocational home economics teachers to the Home Economics Division of the Illinois Board for Vocational Education were used to obtain the needed data. These data pertained to the following:

1. The enrollment of the school
2. The amount of money allotted for supplies in the various phases of work
 - a. foods
 - b. clothing
 - c. home management
 - d. equipment
 - e. laundry
 - f. Home Economics I
 - g. Home Economics II
 - h. Home Economics III
3. The amount of money spent for supplies in the various phases of work
 - a. foods
 - b. clothing
 - c. home management
 - d. equipment
 - e. laundry

In addition a questionnaire 1/ was formulated and sent to 365 schools to obtain information which was not given completely in the state records as the following: the expenditures when they were not given completely in the state records; the number of weeks spent teaching the various phases of work in the composite courses; and the number of weeks in the school year, 1940-1941.

The information obtained from the state reports and the questionnaires was used in analyzing the budgets and expenditures and computing the cost per student per week.

The budgets and expenditures of all phases of work in the home economics departments were analyzed to find out the amount of money the various sizes of schools planned for and spent. Quartiles were used for the comparison. The cost per student per 300-minute week was figured and pattern budgets were recommended based on the quartiles.

Findings

1. The total budgets and expenditures increased as the enrollment of the school increased.

1/ See appendix for copy of questionnaire

2. The cost per student per 300-minute week decreased as the enrollment of the school increased in all phases of Home Economics.

3. Equipment was the only phase in which the expenditures exceeded the budgets.

4. Very few schools included laundry in the budgets.

5. Seventy per cent of the schools had budgets.

6. Eighty-three per cent of the schools had records of their expenditures.

Additional findings

The quartiles of the cost per student per 300-minute week were determined, and these findings are given in the chart on the next page.

On the basis of quartiles per student per 300-minute week a pattern budget was formulated giving the unit cost per pupil-week for small, medium, large, and very large high schools for the various phases of home economics. Using this pattern budget a teacher of home economics in Illinois will have a basis for anticipating the approximate cost in her own school.

QUARTILES OF THE COST PER STUDENT PER 300-MINUTE WEEK¹

SIZE SCHOOL		FOODS	CLOTHING	HOME MANAGEMENT	LAUNDRY	EQUIPMENT
Small Schools	Q ₁	9.79¢	.56¢	.85¢	.45¢	1.35¢
	Q ₂	17.24¢	1.23¢	2.28¢	.86¢	4.98¢
	Q ₃	24.75¢	3.52¢	4.17¢	1.46¢	11.56¢
Medium Schools	Q ₁	6.43¢	.39¢	.38¢	.30¢	.97¢
	Q ₂	10.00¢	.73¢	.94¢	.50¢	4.28¢
	Q ₃	14.17¢	1.34¢	1.71¢	.93¢	8.28¢
Large Schools	Q ₁	2.19¢	.26¢	.16¢	.06¢	.56¢
	Q ₂	4.33¢	.51¢	.63¢	.35¢	2.88¢
	Q ₃	5.89¢	.75¢	1.13¢	.69¢	8.75¢
Very Large Schools	Q ₁	1.67¢	.01¢			.23¢
	Q ₂	3.33¢	.55¢			.75¢
	Q ₃	5.00¢	1.00¢			6.25¢

¹ The quartiles for home management and laundry for the very large schools were not included because there were only three schools on which to base these findings.

A P P E N D I X

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Appendix A.--QUESTIONNAIRE

Ela Township High School
Lake Zurich, Illinois
May 6, 1942

Dear

I am making a study of the budgets and expenditures of the Vocational Home Economics Departments in Illinois for the school year, 1940-1941 (last year).

Miss Sparks has allowed me to use the state records to obtain information, but I have found that some of the records were incomplete. Will you please fill in the following blanks and return this paper to me?

Sincerely,

Dorothy Timm

Expenditures for:

- A. Groceries - - - - - _____
- B. Clothing supplies - - - - - _____
- C. Laundry - - - - - _____
- D. Equipment - - - - - _____
- E. Supplies for Home Management - - - _____
- F. Miscellaneous - - - - - _____
- G. Total amount spent - - - - - _____

Appendix A.--QUESTIONNAIRE--Continued

Number of weeks spent on:

- A. Foods in Home Ec. I. - - - - - _____
- B. Foods in Home Ec. II - - - - - _____
- C. Foods in Home Ec. III - - - - - _____
- D. Clothing in Home Ec. I - - - - - _____
- E. Clothing in Home Ec. II - - - - - _____
- F. Clothing in Home Ec. III - - - - - _____
- G. Home Management in Home Ec. I - - - - - _____
- H. Home Management in Home Ec. II - - - - - _____
- I. Home Management in Home Ec. III - - - - - _____

Number of weeks in school year 1940-
1941 _____

Name of school _____

STATISTICS RELATIVE TO BUDGETS AND EXPENDITURES OF ILLINOIS VOCATIONALLY APPROVED HOME ECONOMICS DEPARTMENTS FOR THE SCHOOL YEAR,

	1940 - 1941																																							
SCHOOL	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70					
ENROLLMENT	137	189	176	45	109	132	198	174	86	96	142	75	96	174	197	94	135	66	90	140	126	81	85	101	128	111	151	170	92	128	134	162	93	179	55					
TOTAL BUDGET IN DOLLARS	200.00	235.00	—	500.00	200.00	90.00	—	300.00	—	100.00	140.00	—	75.00	—	100.00	125.00	75.00	250.00	100.00	437.00	225.00	100.00	225.00	300.00	100.00	100.00	100.00	—	200.00	—	200.00	—	180.00	—						
TOTAL EXPENDITURES IN DOLLARS	150.00	225.00	171.00	177.00	225.00	120.00	67.00	100.00	170.00	110.00	250.00	226.00	100.00	140.00	127.00	90.00	113.00	85.00	57.00	114.00	420.00	500.00	207.00	75.00	123.00	240.00	226.00	400.00	115.00	165.00	280.00	100.00	55.00	340.00	38.00					
HOME ECONOMICS I																																								
NO. STUDENTS IN FOODS	—	25	11	—	25	—	14	10	16	—	14	16	30	—	9	—	8	16	—	12	—	10	—	10	—	—	20	17	—	31	—	32	13	—	—					
NO. OF PERIODS PER WEEK	—	10	5	—	20	—	5	10	10	—	10	10	20	—	5	—	5	10	—	10	—	10	—	10	—	—	10	10	—	10	—	20	10	—	—					
LENGTH OF PERIOD IN MIN.	—	40	60	—	40	—	60	40	40	—	40	40	40	—	60	—	60	40	—	45	—	43	—	—	—	40	42	—	60	—	45	40	—	—						
NO. OF WEEKS	—	12	3	—	11	—	12	6	6	—	12	4	12	—	12	—	18	12	—	14	—	14	—	12	—	—	14	12	—	12	—	12	7	—	—					
HOME ECONOMICS II																																								
NO. STUDENTS IN FOODS	—	—	—	6	—	8	—	20	9	5	—	5	4	—	10	—	10	8	—	6	—	7	—	—	—	—	—	—	13	—	11	11	—	—						
NO. OF PERIODS	—	—	—	10	—	10	—	5	10	10	—	10	10	—	5	—	5	10	—	10	—	10	—	10	—	—	10	10	—	5	—	10	10	—	—					
LENGTH OF PERIODS	—	—	—	45	—	40	—	60	40	40	—	40	40	—	60	—	60	40	—	45	—	43	—	—	—	—	40	42	—	60	—	45	40	—	—					
NO. OF WEEKS	—	—	—	10	—	12	—	12	6	8	—	12	16	—	12	—	9	12	—	6	—	8	—	—	—	—	—	6	—	8	12	—	—	—						
HOME ECONOMICS I																																								
NO. STUDENTS IN CLOTHING	—	25	11	—	25	—	14	10	16	—	16	30	—	9	—	8	16	—	12	—	10	—	10	—	—	20	17	—	31	—	32	13	—	—						
NO. OF PERIODS	—	10	5	—	20	—	5	10	10	—	10	20	—	5	—	5	10	—	10	—	10	—	10	—	—	10	10	—	10	—	20	10	—	—						
LENGTH OF PERIODS	—	40	60	—	40	—	60	40	40	—	40	40	40	—	60	—	60	40	—	45	—	43	—	—	—	40	42	—	60	—	45	40	—	—						
NO. OF WEEKS	—	12	0	—	12	—	12	18	11	—	13	12	—	12	—	12	12	—	12	—	12	—	12	—	—	—	12	12	—	6	—	12	14	—	—					
HOME ECONOMICS II																																								
NO. STUDENTS IN CLOTHING	—	—	—	6	—	8	—	20	9	5	—	4	—	10	—	10	8	—	6	—	7	—	—	—	—	—	—	13	—	11	11	—	—	—						
NO. OF PERIODS	—	—	—	10	—	10	—	5	10	10	—	10	—	5	—	5	10	—	10	—	10	—	10	—	—	—	10	10	—	5	—	10	10	—	—					
LENGTH OF PERIODS	—	—	—	45	—	40	—	60	40	40	—	40	—	60	—	60	40	—	45	—	43	—	—	—	—	—	40	42	—	60	—	45	40	—	—					
NO. OF WEEKS	—	—	—	10	—	12	—	12	22	6	—	7	—	12	—	12	—	9	12	—	6	—	12	—	—	—	10	—	12	8	—	—	—	—						
HOME ECONOMICS I																																								
NO. STUDENTS IN M.B.T.	—	25	11	—	25	—	14	10	16	—	16	30	—	9	—	8	16	—	12	—	10	—	10	—	—	20	17	—	31	—	32	13	—	—						
NO. OF PERIODS	—	10	5	—	20	—	5	10	10	—	10	20	—	5	—	5	10	—	10	—	10	—	10	—	—	10	10	—	10	—	20	10	—	—						
LENGTH OF PERIODS	—	40	60	—	40	—	60	40	40	—	40	40	40	—	60	—	60	40	—	45	—	43	—	—	—	40	42	—	60	—	45	40	—	—						
NO. OF WEEKS	—	12	5	—	12	—	12	10	18	—	2	12	—	12	—	12	—	12	—	12	—	12	—	—	—	12	6	—	7	—	4	15	—	—						
HOME ECONOMICS II																																								
NO. STUDENTS IN M.B.T.	—	—	—	6	—	8	—	20	9	5	—	4	—	10	—	10	8	—	6	—	7	—	—	—	—	—	—	13	—	11	11	—	—	—						
NO. OF PERIODS	—	—	—	10	—	10	—	5	10	10	—	10	—	5	—	5	10	—	10	—	10	—	10	—	—	—	10	10	—	5	—	10	10	—	—					
LENGTH OF PERIODS	—	—	—	45	—	40	—	60	40	40	—	40	—	60	—	60	40	—	45	—	43	—	—	—	—	—	40	42	—	60	—	45	40	—	—					
NO. OF WEEKS	—	—	—	16	—	12	—	12	3	15	—	3	—	12	—	12	—	3	10	—	12	—	—	—	—	—	7	—	8	16	—	—	—	—						
FOODS CLASS																																								
NO. OF STUDENTS	15	12	21	—	18	—	13	—	12	—	20	—	18	7	—	9	—	13	16	—	8	—	—	—	9	6	—	9	—	25	—	—	13	9						
NO. OF PERIODS	10	10	5	—	10	—	10	—	10	—	10	—	10	10	—	5	—	10	5	—	10	—	10	—	—	10	10	—	10	—	10	—	10	10						
LENGTH OF PERIODS	45	40	60	—	40	—	40	—	40	—	40	—	40	40	—	60	—	45	60	—	45	—	45	—	—	40	45	—	40	—	40	—	40	40						
NO. OF WEEKS	36	36	36	—	36	—	36	—	36	—	36	—	36	35	—	37	—	36	37	—	36	—	36	—	—	36	36	—	36	—	36	—	36	36						
CLOTHING																																								
NO. OF STUDENTS	—	9	24	—	—	13	—	—	16	—	—	—	17	—	11	—	19	16	—	—	—	—	—	—	4	16	8	18	11	—	16	—	—	20	—					
NO. OF PERIODS	—	5	5	—	—	10	—	—	10	—	—	—	10	—	5	—	10	5	—	—	—	—	—	—	10	10	10	10	—	10	—	—	—	10	—					
LENGTH OF PERIODS	—	40	60	—	—	40	—	—	40	—	—	—	40	—	60	—	45	60	—	—	—	—	—	—	40	45	40	42	40	—	40	—	40	—	40					
NO. OF WEEKS	—	36	36	—	—	36	—	—	36	—	—	—	35	—	37	—	36	37	—	—	—	—	—	—	36	36	40	36	36	—	36	—	36	—	36					
HOME MANAGEMENT																																								
NO. OF STUDENTS	10	—	—	11	—	12	—	6	—	—	—	5	—	11	—	12	18	—	—	—	—	—	—	8	—	7	6	—	—	—	—	9	—	7						
NO. OF PERIODS	10	—	—	5	—	5	—	10	—	—	—	10	—	5	—	5	5	—	—	—	—	—	—	5	—	10	5	—	—	—	—	5	—	10						
LENGTH OF PERIOD	45	—	—	60	—	60	—	40	—	—	—	41	—	60	—	45	60	—	—	—	—	—	—	40	—	40	42	—	—	—	—	40	—	40						
NO. OF WEEKS	36	—	—	36	—	30	—	36	—	—	—	35	—	37	—	36	37	—	—	—	—	—	—	36	—	36	36	—	36	—	36	—	36	—	36					
BUDGET FOR FOODS																																								
EXPENDITURE FOR FOODS	75.00	150.00	100.00	40.00	80.00	73.00	44.00	75.00	190.00	50.00	80.00	160.00	52.00	120.00	90.00	40.00	75.00	30.00	30.00	60.00	230.00	200.00	370.00	180.00	100.00	100.00	120.00	40.00	52.00	200.00	91.00	125.00	80.00	75.00	150.00	150.00				
COST/STUDENT/300 MIN. WEEK	112.50	104.00	12.00	14.00	11.37	8.40	7.77	18.30	2.61	23.62	8.34	52.87	30.40	6.33	27.53	21.87	7.42	0.10	0.00	2.22	6.25	13.21	15.00	10.00	2.50	4.44	10.00	10.00	12.00	1.00	12.50	8.00	7.50	10.00	150.00					
BUDGET FOR CLOTHING																																								
EXPENDITURE FOR CLOTHING	10.00	1.00	0	—	6.00	4.00	0	40.00	0	40.00	—	10.00	15.00	—	10.00	0	2.00	6.00	15.00	13.00	15.00	—	10.00	—	10.00	3.00	1.00	5.00	5.00	0	30.00	1.00	2.00	10.00	35.00					
COST/STUDENT/300 MIN. WEEK	9.82	0.16	—	—	1.67	1.02	—	7.94	—	5.40	—	3.18	2.43	1.81	—	2.487	0.586	0.585	2.275	1.176	—	—	—	3.76	1.062	0.111	1.757	4.00	—	13.79	0.100	0.178	9.011	3.65						
BUDGET FOR HOME M.B.T.																																								
EXPENDITURE FOR H. M.B.T.	1.00	5.00	5.00	0	15.00	10.00	—	20.00	12.00	33.00	20.00	—	5.00	5.00	10.00	7.00	0.50	10.00	10.00	7.00	10.00	30.00	—	—	—	—	—	—	—	—	—	—	—	—	—					
COST/STUDENT/300 MIN. WEEK	1.66	9.91	—	—	3.77	1.62	—	2.60	7.10	2.82	7.94	—	8.53	0.83	1.27	3.08	0.16	18.52	7.03	2.16	1.67	18.00	—	—	—	—	—	—	—	—	—	—	—	—	—					
BUDGET FOR EQUIPMENT																																								
EXPENDITURE FOR EQUIPMT.	12.00	50.00</																																						

STATISTICS RELATIVE TO BUDGETS AND EXPENDITURES OF ILLINOIS VOCATIONALLY APPROVED HOME ECONOMICS DEPARTMENTS FOR THE SCHOOL YEAR, 1940-1941.

SCHOOL	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152
ENROLLMENT	159	99	118	118	99	138	126	107	99	122	96	142	120	177	101	126
TOTAL BUDGET IN DOLLARS	500 ⁰⁰	100 ⁰⁰	125 ⁰⁰	90 ⁰⁰	200 ⁰⁰	150 ⁰⁰	175 ⁰⁰	150 ⁰⁰	150 ⁰⁰	125 ⁰⁰	125 ⁰⁰	150 ⁰⁰	200 ⁰⁰	200 ⁰⁰	150 ⁰⁰	150 ⁰⁰
TOTAL EXPENDITURES IN DOLLARS	331 ²⁵	75 ⁰⁰	212 ⁰⁰	120 ⁰⁰	160 ⁰⁰	92 ⁰⁰	77 ⁵⁰	97 ⁵⁰	275 ⁰⁰	80 ⁰⁰	125 ⁰⁰	125 ⁰⁰	125 ⁰⁰	200 ⁰⁰	71 ²⁵	150 ⁰⁰
HOME ECONOMICS I.																
NO. STUDENTS IN FOODS	27	13	12	17	15	22	12	10	12	17	18	16	18	30	6	18
NO. PERIODS PER WEEK	10	5	5	5	5	10	10	5	10	5	5	5	10	20	10	10
LENGTH OF PERIOD IN MIN.	40	60	84	60	60	45	45	60	45	34	60	55	45	45	40	42
NO. OF WEEKS	10	12	12	12	12	8	12	6	4	6	6	18	15	10	8	12
HOME ECONOMICS II.																
NO. STUDENTS IN FOODS	8	9	10	13	13	11	6	9	7	8	11	9	-	20	6	8
NO. OF PERIODS	10	5	5	5	5	10	10	5	10	10	5	5	-	10	10	10
LENGTH OF PERIODS	40	60	84	60	60	45	45	60	45	34	60	55	-	45	40	42
NO. OF WEEKS	8	12	12	13	12	12	7	12	6	4	6	6	-	10	14	12
HOME ECONOMICS III.																
NO. STUDENTS IN FOODS	16	4	10	12	12	11	7	15	3	8	11	8	8	24	7	6
NO. OF PERIODS	10	5	5	5	5	10	10	5	10	10	5	5	10	5	10	10
LENGTH OF PERIODS	40	60	84	60	60	45	45	60	45	34	60	55	45	45	40	42
NO. OF WEEKS	10	12	12	2	2	12	5	12	3	6	8	9	9	10	12	12
HOME ECONOMICS I.																
NO. STUDENTS IN CLOTHING	27	13	12	17	15	22	12	10	12	17	18	16	18	30	6	13
NO. OF PERIODS	10	5	5	5	5	10	10	5	10	10	5	5	10	20	10	10
LENGTH OF PERIODS	40	60	84	60	60	45	45	60	45	34	60	55	45	45	40	42
NO. OF WEEKS	9	12	9	18	10	12	8	18	8	6	10	16	15	10	16	12
HOME ECONOMICS II.																
NO. STUDENTS IN CLOTHING	8	9	10	13	13	11	6	9	7	8	11	9	-	20	6	8
NO. OF PERIODS	10	5	5	5	5	10	10	5	10	10	5	5	-	10	10	10
LENGTH OF PERIODS	40	60	84	60	60	45	45	60	45	34	60	55	-	45	40	42
NO. OF WEEKS	10	12	9	12	8	12	6	12	6	4	6	6	-	10	8	12
HOME ECONOMICS III.																
NO. STUDENTS IN CLOTHING	16	4	10	12	12	11	7	15	3	8	11	8	8	24	7	6
NO. OF PERIODS	10	5	5	5	5	10	10	5	10	10	5	5	10	5	10	10
LENGTH OF PERIODS	40	60	84	60	60	45	45	60	45	34	60	55	45	45	40	42
NO. OF WEEKS	11	12	9	4	8	12	5	12	1	4	6	4	10	4	12	12
HOME ECONOMICS I.																
NO. STUDENTS IN MGT.	27	13	12	17	15	22	12	10	12	17	18	16	18	30	6	13
NO. OF PERIODS	10	5	5	5	5	10	10	5	10	10	5	5	10	20	10	10
LENGTH OF PERIODS	40	60	84	60	60	45	45	60	45	34	60	55	45	45	40	42
NO. OF WEEKS	2	12	3	5	4	12	5	6	20	4	20	2	3	3	16	12
HOME ECONOMICS II.																
NO. STUDENTS IN MGT.	8	9	10	13	13	11	6	9	7	8	11	9	-	20	6	8
NO. OF PERIODS	10	5	5	5	5	10	10	5	10	10	5	5	-	10	10	10
LENGTH OF PERIODS	40	60	84	60	60	45	45	60	45	34	60	55	-	45	40	42
NO. OF WEEKS	6	12	5	10	8	12	5	18	4	4	22	2	-	6	14	12
HOME ECONOMICS III.																
NO. STUDENTS IN MGT.	16	4	10	12	12	11	7	15	3	8	11	8	8	24	7	6
NO. OF PERIODS	10	5	5	5	5	10	10	5	10	10	5	5	10	5	10	10
LENGTH OF PERIODS	40	60	84	60	60	45	45	60	45	34	60	55	45	45	40	42
NO. OF WEEKS	3	12	8	30	12	12	10	12	32	4	20	6	15	6	20	12
BUDGET FOR FOODS																
EXPENDITURE FOR FOODS	40 ⁰⁰	50 ⁰⁰	90 ⁰⁰	100 ⁰⁰	60 ⁰⁰	73 ⁰⁰	49 ⁰⁰	53 ⁰⁰	50 ⁰⁰	35 ⁰⁰	70 ⁰⁰	75 ⁰⁰	40 ⁰⁰	125 ⁰⁰	45 ⁰⁰	80 ⁰⁰
COST/STUDENT /300 MIN. WEEK	29.32 ¹	16.02 ¹	22.57 ²	26.31 ⁶	15.62 ⁴	9.32 ⁶	18.89 ¹	18.17 ¹	27.00 ⁴	20.26 ⁴	20.94 ⁶	22.21 ⁴	9.72 ¹	8.97 ⁴	22.38 ¹	27.69 ¹
BUDGET FOR CLOTHING																
EXPENDITURE FOR CLOTHING	15 ⁰⁰	22 ⁰⁰	22 ⁰⁰	32 ⁰⁰	15 ⁰⁰	25 ⁰⁰	42 ⁰⁰	42 ⁰⁰	28 ⁰⁰	0	32 ⁰⁰	0	22 ⁰⁰	10 ⁰⁰	5 ⁰⁰	10 ⁰⁰
COST/STUDENT /300 MIN. WEEK	4.87 ⁷	12.04 ⁴	5.08 ⁴	4.28 ⁶	2.79 ¹	1.82 ¹	2.52 ⁴	11.82 ⁶	0	3.77 ⁶	0	5.87 ⁴	7.17 ⁴	2.10 ⁶	1.80 ⁴	1.80 ⁴
BUDGET FOR HOME MGT.																
EXPENDITURE FOR HOME MGT.	3 ⁰⁰	2 ⁰⁰	0	10 ⁰⁰	13 ⁰⁰	22 ⁰⁰	8 ⁰⁰	10 ⁰⁰	5 ⁰⁰	5 ⁰⁰	0	5 ⁰⁰	5 ⁰⁰	12 ⁰⁰	8 ⁰⁰	5 ⁰⁰
COST/STUDENT /300 MIN. WEEK	1.41 ⁴	1.07 ⁰	0	3.29 ⁷	1.76 ⁴	9.87 ⁴	2.18 ⁶	5.93 ⁴	2.49 ⁰	1.00 ⁴	0	2.07 ⁴	2.04 ⁴	2.89 ⁴	1.90 ⁴	1.90 ⁴
BUDGET FOR EQUIPMENT																
EXPENDITURE FOR EQUIPM'T.	171 ⁰⁰	24 ⁰⁰	22 ⁰⁰	40 ⁰⁰	40 ⁰⁰	0	11 ⁰⁰	31 ⁰⁰	100 ⁰⁰	40 ⁰⁰	25 ⁰⁰	00 ⁰⁰	77 ⁰⁰	25 ⁰⁰	00 ⁰⁰	43 ⁰⁰
NO. OF STUDENTS	27	13	12	17	15	22	12	10	12	17	18	16	18	30	6	13
NO. WEEKS IN SCHOOL YEAR	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
COST/STUDENT /WEEK	9.38 ¹	1.82 ⁴	1.82 ⁴	1.82 ⁴	1.82 ⁴	0	1.01 ⁷	1.52 ⁴	2.31 ⁷	2.31 ⁷	1.75 ¹	1.75 ¹	1.75 ¹	1.75 ¹	1.75 ¹	1.75 ¹
BUDGET FOR LAUNDRY																
EXPENDITURE FOR LAUNDRY	10 ⁰⁰	15 ⁰⁰	9 ⁰⁰	10 ⁰⁰	0	5 ⁰⁰	0	20 ⁰⁰	0	25 ⁰⁰	0	1 ⁰⁰	25 ⁰⁰	00 ⁰⁰	22 ⁰⁰	22 ⁰⁰
NO. OF H. E. STUDENTS	26	32	40	40	0	29	0	22	0	40	0	21	76	19	27	27
NO. WEEKS IN SCHOOL YEAR	36	36	36	36	0	36	0	36	0	36	0	36	36	36	36	36
COST/STUDENT /WEEK	1.06 ⁸	1.26 ⁴	.87 ⁶	1.00 ⁴	0	.58 ⁷	0	2.52 ⁴	0	1.38 ⁷	0	.13 ²	.90 ²	1.16 ⁴	1.26 ⁴	1.26 ⁴

STATISTICS RELATIVE TO BUDGETS AND EXPENDITURES OF ILLINOIS VOCATIONALLY APPROVED HOME ECONOMICS DEPARTMENTS FOR THE SCHOOL YEAR, 1940-1941

School	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	
Enrollment	1055	146	999	568	497	746	524	233	252	213	385	250	228	235	221	200	219	203	212	302	246	286	273	303	266	359	200	320	243	463	302	408	113	98	
Total Budget in Dollars	-	135 ⁰⁰	378 ⁰⁰	-	200 ⁰⁰	700 ⁰⁰	200 ⁰⁰	-	200 ⁰⁰	125 ⁰⁰	200 ⁰⁰	70 ⁰⁰	200 ⁰⁰	200 ⁰⁰	425 ⁰⁰	250 ⁰⁰	-	-	110 ⁰⁰	700 ⁰⁰	-	700 ⁰⁰	-	-	-	150 ⁰⁰	300 ⁰⁰	200 ⁰⁰	200 ⁰⁰	-	270 ⁰⁰	300 ⁰⁰	200 ⁰⁰	194 ⁰⁰	
Total Expenditure in Dollars	100 ⁰⁰	-	365 ⁰⁰	110 ⁰⁰	150 ⁰⁰	-	150 ⁰⁰	172 ⁰⁰	80 ⁰⁰	-	-	120 ⁰⁰	222 ⁰⁰	150 ⁰⁰	675 ⁰⁰	307 ⁰⁰	90 ⁰⁰	-	70 ⁰⁰	300 ⁰⁰	775 ⁰⁰	-	-	-	25 ⁰⁰	150 ⁰⁰	160 ⁰⁰	700 ⁰⁰	-	-	-	215 ⁰⁰	244 ⁰⁰	-	700 ⁰⁰

School	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292
Enrollment	196	111	171	150	271	203	432	275	419	424	212	289	226	259	427	375	208	270	217	259	64	178	76	109	125	152	197	143	168	129	199	92	144	125	
Total Budget in Dollars	100 ⁰⁰	170 ⁰⁰	-	250 ⁰⁰	200 ⁰⁰	-	400 ⁰⁰	150 ⁰⁰	600 ⁰⁰	-	70 ⁰⁰	315 ⁰⁰	-	-	200 ⁰⁰	-	150 ⁰⁰	-	125 ⁰⁰	-	70 ⁰⁰	150 ⁰⁰	250 ⁰⁰	180 ⁰⁰	100 ⁰⁰	93 ⁰⁰	200 ⁰⁰	162 ⁰⁰	225 ⁰⁰	200 ⁰⁰	400 ⁰⁰	270 ⁰⁰	180 ⁰⁰	100 ⁰⁰	
Total Expenditure in Dollars	75 ⁰⁰	150 ⁰⁰	-	150 ⁰⁰	-	91 ⁰⁰	-	116 ⁰⁰	178 ⁰⁰	200 ⁰⁰	-	170 ⁰⁰	-	155 ⁰⁰	25 ⁰⁰	122 ⁰⁰	225 ⁰⁰	20 ⁰⁰	-	150 ⁰⁰	70 ⁰⁰	172 ⁰⁰	172 ⁰⁰	20 ⁰⁰	29 ⁰⁰	27 ⁰⁰	120 ⁰⁰	118 ⁰⁰	275 ⁰⁰	152 ⁰⁰	272 ⁰⁰	152 ⁰⁰	23 ⁰⁰	157 ⁰⁰	

School	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326
Enrollment	194	125	136	106	179	33	99	105	73	74	109	94	123	151	108	94	124	152	71	140	49	86	70	74	30	90	193	96	64	100	87	149	58	117
Total Budget in Dollars	250 ⁰⁰	150 ⁰⁰	200 ⁰⁰	150 ⁰⁰	150 ⁰⁰	37 ⁰⁰	100 ⁰⁰	120 ⁰⁰	110 ⁰⁰	150 ⁰⁰	100 ⁰⁰	125 ⁰⁰	625 ⁰⁰	-	150 ⁰⁰	-	200 ⁰⁰	100 ⁰⁰	100 ⁰⁰	-	150 ⁰⁰	40 ⁰⁰	150 ⁰⁰	125 ⁰⁰	100 ⁰⁰	100 ⁰⁰	100 ⁰⁰	100 ⁰⁰	117 ⁰⁰	100 ⁰⁰	-	100 ⁰⁰	100 ⁰⁰	150 ⁰⁰
Total Expenditure in Dollars	140 ⁰⁰	82 ⁰⁰	-	122 ⁰⁰	125 ⁰⁰	-	-	90 ⁰⁰	120 ⁰⁰	125 ⁰⁰	-	205 ⁰⁰	201 ⁰⁰	10 ⁰⁰	100 ⁰⁰	62 ⁰⁰	-	-	75 ⁰⁰	200 ⁰⁰	20 ⁰⁰	-	157 ⁰⁰	-	75 ⁰⁰	75 ⁰⁰	24 ⁰⁰	-	-	-	125 ⁰⁰	47 ⁰⁰	15 ⁰⁰	-

School	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360
Enrollment	54	96	172	168	152	91	65	150	97	88	197	75	64	105	123	127	160	196	93	147	196	86	123	96	105	194	182	130	111	120	122	95	78	53
Total Budget in Dollars	75 ⁰⁰	-	250 ⁰⁰	150 ⁰⁰	100 ⁰⁰	225 ⁰⁰	90 ⁰⁰	200 ⁰⁰	100 ⁰⁰	275 ⁰⁰	180 ⁰⁰	150 ⁰⁰	150 ⁰⁰	125 ⁰⁰	250 ⁰⁰	200 ⁰⁰	500 ⁰⁰	250 ⁰⁰	150 ⁰⁰	-	-	150 ⁰⁰	200 ⁰⁰	275 ⁰⁰	150 ⁰⁰	200 ⁰⁰								
Total Expenditure in Dollars	-	-	-	25 ⁰⁰	-	-	-	-	100 ⁰⁰	197 ⁰⁰	-	-	120 ⁰⁰	237 ⁰⁰	120 ⁰⁰	377 ⁰⁰	215 ⁰⁰	70 ⁰⁰	25 ⁰⁰	100 ⁰⁰	21 ⁰⁰	-	119 ⁰⁰	109 ⁰⁰	75 ⁰⁰	56 ⁰⁰	100 ⁰⁰	110 ⁰⁰	125 ⁰⁰	160 ⁰⁰	75 ⁰⁰	140 ⁰⁰	20 ⁰⁰	-

School	361	362	363	364	365	366	367	368	369	370	371
Enrollment	110	72	152	116	171	154	64	70	129	142	90
Total Budget in Dollars	-	-	80 ⁰⁰	50 ⁰⁰	-	-	-	-	-	-	-
Total Expenditure in Dollars	70 ⁰⁰	48 ⁰⁰	20 ⁰⁰	40 ⁰⁰	-	-	-	49 ⁰⁰	-	-	-

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