

To the Committee on Graduate Study:

I am submitting to you a thesis written by Rowena Briel Hopper entitled "A Study of the Factors Affecting the Organization of an Adult Program in Homemaking Education in Eastern Virginia." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Home Economics Education.

Drucilla C. Kent
Major Professor

We have read this thesis
and recommend its acceptance:

Lottie Mitchell

Mary Williams

Ida Adelaide Anders

Accepted for the Committee

P. G. Wister
Dean of the Graduate School

A STUDY OF THE FACTORS AFFECTING THE ORGANIZATION
OF AN ADULT PROGRAM IN HOME MAKING EDUCATION
IN EASTERN VIRGINIA

A THESIS

Submitted to
The Committee on Graduate Study
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

by
Rowena Briel Hopper
December 1950

ACKNOWLEDGMENT

The writer wishes to express her sincere appreciation for the interest, help, and encouragement given by Dr. Druzilla Kent, Professor of Home Economics Education, under whose guidance this study was made.

Sincere appreciation is also expressed to Mrs. Rosa H. Loving, State Supervisor of Home Economics Education for Virginia, and to the Assistant State Supervisor of Home Economics Education, Mrs. Helen C. Hopper, for the guidance given by them in the initial stages of the study.

To the division superintendents, the secondary school principals, the homemaking teachers, and the homemakers, goes appreciation for their cooperation in furnishing information for this study.

R.B.H.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.	1
Purpose	10
Basic assumptions underlying study.	10
Limitations of the study.	11
Procedure	11
II. REVIEW OF LITERATURE.	13
III. INTERPRETATION OF DATA.	30
Beliefs and recommendations of superintendents in relation to homemaking education program for adults .	30
Beliefs and recommendations of principals in relation to homemaking education programs for adults	49
Beliefs and recommendations of homemaking teachers in relation to homemaking education programs for adults	73
Beliefs and recommendations of homemakers in relation to homemaking education programs for adults	118
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	130
BIBLIOGRAPHY.	138
APPENDIX.	143

LIST OF TABLES

TABLE		PAGE
I.	Enrollment in Federally Aided Vocational Homemaking Classes in United States and in Virginia, by Type of Class and by Year 1917-20, by Five Year Period 1920-40, and by Year 1940-48.	9
II.	School Divisions and Number of Schools Offering a General Program of Education for Adults, Reported by 13 Division Superintendents in Eastern Virginia	31
III.	Beliefs of Superintendents Concerning Relation of Educa- tional Programs for Adults to the Educational Program of Youth in the Community, Eastern Virginia, 1949-50. .	33
IV.	Educational Activities Engaged in or Which Could Be Engaged in by Teachers of Homemaking Reported by 13 Division Superintendents in Eastern Virginia, 1949-50	38
V.	Measures Which Have Been or Could Be Taken to Encourage the Organization of Homemaking Education for Adults as Reported by 13 Division Superintendents in Eastern Virginia, 1949-50	40
VI.	Provisions Which Have Been or Could Be Made for Travel of Homemaking Teachers in Connection with Program for Adults as Reported by 13 Division Superintendents in Eastern Virginia, 1949-50	44

VII.	Beliefs of 13 Division Superintendents Concerning Salaries of Homemaking Teachers in Eastern Virginia, 1949-50	46
VIII.	Beliefs of 35 High School Principals Concerning Relation of Educational Programs for Adults to the Educational Program for Youth in the Community, Eastern Virginia, 1949-50	51
IX.	Areas of Subject Matter Included in the General Program of Education for Adults Reported by Principals of 35 High Schools in Eastern Virginia, 1949-50	53
X.	Activities Included in Homemaking Education Program for Adults, Reported by Principals of 35 High Schools in Eastern Virginia, 1949-50	57
XI.	Number of Classes for Adult Homemakers and Number of Enrollees Considered Desirable for the High School Homemaking Teacher by the Principals in 35 High Schools in Eastern Virginia, 1949-50.	58
XII.	Measures Which Have Been or Could Be Taken to Encourage the Organization of Homemaking Education Activities for Adult Homemakers as Reported by 35 High School Princi- pals in Eastern Virginia, 1949-50	61
XIII.	Beliefs of 44 Homemaking Teachers Regarding Responsi- bility of the Public School for Providing Education for Adult Homemakers, Eastern Virginia, 1949-50	74

TABLE

PAGE

XIV.	Years Teaching Experience, Experiences other than Teaching, Day School Enrollment and Responsibilities of 44 Vocational Homemaking Teachers in Eastern Virginia, 1949-50	77
XV.	Relation of Homemaking Education to High School Program, Type of Program, Time Provided, Number of Home Visits Reported by 44 Homemaking Teachers by Years Teaching Experience in Eastern Virginia, 1949-50	84
XVI.	Means of Transportation Used by 44 Homemaking Teachers, Eastern Virginia, 1949-50	94
XVII.	Educational Activities for Adults Planned Cooperatively with Community Leaders and Others, Eastern Virginia, 1949-50	96
XVIII.	Pre-Service and In-Service Training Programs in Home-making Education for Adults Provided for 44 Homemaking Teachers in Eastern Virginia as Reported 1949-50. . . .	98
XIX.	Difficulties Interfering with Development of Adult Home-making Program. Percentage of Teachers, According to Years Training Experience, Reporting Difficulties with the Rank Order of Difficulties, Eastern Virginia, 1949-50	114

TABLE

XX.	Beliefs and Interests of 131 Homemakers Concerning Relation of Educational Program for Adults to the Educational Program of Youth in 20 School Communities in Eastern Virginia, 1949-50.	119
XXI.	Sources from Which Homemakers Were Receiving Help in Solving Problems as Reported by 131 Homemakers (1949-50) in 20 School Communities in Eastern Virginia.	122
XXII.	Magazines Reported as Helping 131 Homemakers in Eastern Virginia (1949-50) in Solving Problems in Homemaking. .	124
XXIII.	Types of Activities Which 131 Homemakers in Eastern Virginia (1949-50) Believed Should Be Included in a Homemaking Education Program for Adults	127
XXIV.	Time of Day and Season of Year Which 131 Homemakers in Eastern Virginia (1949-50) Reported as Convenient Times to Attend Adult Classes	128

CHAPTER I

INTRODUCTION

While the year 1926 has been considered the turning point in the general adult education movement in America, the year 1917 marks the turning point in the development of vocational education in the public schools of America. It was not until the passage of the Vocational Education Act, or the Smith-Hughes Bill, by the sixty-fourth Congress, 1917, that vocational education began to make progress in the nationwide system of public schools. The Act was passed "for the purpose of promoting and developing vocational education through a plan for cooperation between the Federal Government and the States."¹

It was specified in the Smith-Hughes Act for Vocational Education that funds provided by the Act might be used to reimburse (up to fifty percent) State or local school districts for the salaries of teachers of home economics subjects in all-day (high school), part-time and evening (adult) schools and classes.² A total of seven acts have been passed by Congress which have been designed to promote important steps in the development of the program of Vocational Education in the United States.

¹Administration of Vocational Education, Vocational Education Bulletin No. 1, General Series No. 1, Revised 1948, Federal Security Agency, Office of Education, Washington, D. C., p. iv.

²Ibid., p. 103.

All of these acts were passed for the same general purpose—to promote and develop vocational education of less than college grade. In the main, the basic principles and standards included in the first act have been carried over into the supplementary acts.³

The purposes for vocational education have been outlined by the United States Office of Education, the Federal agency responsible for administering the program, as follows:

The purpose of vocational education is to provide training, to develop skills, abilities, understandings, attitudes, working habits, and appreciations, and to impart knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. Vocational education is an integral part of the total education program. It makes a contribution toward the development of good citizens, including their health, social, civic, cultural, and economic interests.

The controlling purpose of vocational education as stated in the Smith-Hughes Act, is "to fit for useful employment."⁴

Provisions were made in the Act for vocational education to be provided for both the in-school groups and the out-of-school groups as follows:

The needs of two distinct groups of people were recognized by stating that the education provided shall be designed to meet the needs of persons over 14 years of age who are preparing for, or who have entered upon, the work of various occupations. Vocational education is intended to meet the training needs of persons who are preparing for employment and to supplement or extend training for those who are employed. These training opportunities should not be restricted to young persons who are enrolled in the regular day schools but should be extended to serve

³Ibid., p. viii.

⁴Ibid., p. 1.

all out-of-school youth and adults, both employed and unemployed, who are in need of the kinds of training which can be provided best in organized classes.⁵

One guiding principle which has been included in all of the vocational education acts has been "that such education shall be given in schools or classes under public supervision or control."⁶

Because the controlling purpose of vocational education has been "to fit for useful employment,"⁷ it follows that:

. . . the controlling purpose of vocational education in home economics, as provided for by the vocational education acts, is to prepare for the responsibilities and activities involved in homemaking and in achieving family well-being. The general objective of vocational education in home economics is to provide instruction which will enable families to improve the quality of their family life through the more efficient development and utilization of human and material resources.⁸

For the purpose of this study the terms "education for home and family living" and "homemaking education" will be interpreted according to the definitions outlined by the U. S. Office of Education which are as follows:

The term education for home and family living is used here to designate that part of a total education which equips individuals for effective membership in the family so that each contributes to home and community life according to his capacity. Homemaking education is that part of

⁵Ibid., p. 1.

⁶Ibid., p. 3.

⁷Ibid., p. 50.

⁸Ibid., p. 50.

education for home and family living which is centered on home activities and relationships and which enables the individual to assume the responsibilities of homemaking.⁹

and the following definition of adult education will be used,

Adult education includes activities designed to serve educational needs of adults and out-of-school youth beyond the compulsory school ages.¹⁰

A comprehensive program of vocational education will be designed to meet the needs of individuals in the local community.

A homemaking education program that adequately serves the community, provides instruction for both in-school and out-of-school groups.

In-school youth

Out-of-school youth and adults.

1. A well-rounded program for out-of-school students makes provision for units of instruction and directed home experiences in the several aspects of home economics. The number of units offered in a community each year and the sequence in the different aspects of home economics shall be determined by the needs and desires of the group. In some communities, the several aspects may be provided in 1 year—in others over a period of 3 or 4 years. A well-balanced emphasis needs to be maintained when several units are offered in a community in any 1 year.

2. The homemaking education department in the school should be a place to which adult members of the family, as well as youth, can come not only for

⁹ Vocational Education In The Years Ahead, Bulletin No. 234, Series No. 7, 1945, Federal Security Agency, Office of Education, Washington, D. C., p. 191.

¹⁰ Kempfer, Homer, Adult Education Activities of the Public Schools, Report of a Survey, 1947-48, U. S. Office of Education, Federal Security Agency, Pamphlet No. 107 (Washington, D. C., Superintendent of Documents, Government Printing Office, 1949), p. 1.

information, consultation, and study, but also to try out methods of solving furnishings, equipment, food conservation, and other home problems. Space for individual and group activity and for individual and group discussion is needed. If the school is not readily accessible, it may be necessary to provide some learning opportunities for adults in other public buildings, in homes, or in community centers in the immediate neighborhood.

3. The local school should provide funds for necessary maintenance costs for adult education in homemaking.

4. The reimbursable time in the teacher's schedule includes:

(a) Time for instruction.

(b) Time for directing home and community experiences of enrollees through home and community visits.

(c) Time for promotion and organization of the program.¹¹

The agreement between the State Board of Education and the Office of Education for the development of the vocational education program within the State is based upon the State Plan. In interpreting the law regarding the "State Plan" the following explanation is given:

Each State is required, under the terms of the Federal Vocational Education Acts, to submit a plan for the vocational education program for which it expects to use Federal funds. This plan, when approved by the Commissioner of Education, becomes a contract between the State and Federal Government. The plan for a State is initiated by that State and is reviewed by the Office of Education only as it applies to the use of Federal funds in that State. When a provision is included in a State plan for any phase of work in which Federal reimbursement may be involved, such provision shall conform to the

Federal Acts and the official policies of the Office of Education. Disapproval of any provision does not mean that a State may not adopt or use that provision in its State program; it means that Federal funds may be used only for work covered by the parts of the plan which are approved.¹²

The "State Plan for Vocational Education, 1947-1952" submitted by the Vocational Division, Virginia Department of Education was approved by the Office of Education and became a contract between the State and Federal Governments for the development of vocational education in Virginia.

Section V of the State Plan outlined the procedures which would be followed in developing a program of Home Economics Education in vocational schools and classes in Virginia. The following excerpts from the plan describe the provisions for the development of local programs of vocational education where vocational funds are to be used:

.

(b) For out-of-school groups

1. Aspects of homemaking to be emphasized.
The aspects of homemaking to be emphasized in the teaching of out-of-school groups will be determined by the needs and interests of the groups being served. Those problems of importance to the groups being taught will be used as a basis for planning the course or courses offered.

2. Space, equipment, maintenance and teaching materials. Classes shall be held in centers where the space and equipment are suitable and adequate for carrying on activities necessary and appropriate in solving the problem or problems being worked on. Space and equipment used must be approved by the State

¹²Ibid., p. 4.

supervisor or her designated representative. Maintenance allowed for the class shall be adequate to make provision for activities needed in finding satisfactory solutions to the problems worked on. The amount shall be in keeping with standards set up by the State supervisory staff in cooperation with others concerned in planning and carrying out the homemaking education program.

3. Program organization. The instructional program in homemaking education in addition to short unit courses of from six to twelve lessons each, with no class meetings less than one hour in length, shall be organized in one or more of the following ways:

a. Consultation services on homemaking problems.

b. Home visitation to aid individual families on homemaking problems.

c. Assistance in the solution of homemaking problems to a given number of families (five-ten) throughout the year, making not less than five planned visits to each family.

4. Provision for promotion and follow-up. Provision for promotion and follow-up are an integral part of the teacher's program.

It shall be the responsibility of the State supervisor and her designated representatives to work with the division superintendent of schools, the local school principal and others in promoting the development of a comprehensive program for out-of-school groups.

It shall be the responsibility of the district and local supervisors to work with the local school authorities in organizing and administering the out-of-school program.

Each local teacher of homemaking education shall accept the responsibility for organizing and administering work for out-of-school as well as in-school groups unless according to standards set up by the State supervisory staff, her in-school enrollment is too large to make it possible for her to work with both groups,

Advisory groups may be organized to assist in promoting the program.

5. Qualifications of teachers.

a. Education and experience. The teacher who works with out-of-school groups as well as in-school groups shall have the same education and experience as those for homemaking teachers qualified for the reimbursed vocational program or approved equal.

In the case of a teacher who works only with out-of-school groups, she shall be occupationally competent in the phase to be taught. If she has had no professional training or teaching experience,¹³ she shall be given professional training on-the-job.¹³

The first official reports of organized classes in homemaking education for adults in Virginia were made in 1921 (Table I). The development of the program of homemaking education for adults did not exhibit the same rate of continuous growth as did the program for the nation as a whole. During the year ending June, 1921 there were 1,089 enrollees in the homemaking education program for adults in the state; twenty years later (1941), according to the official reports, there were only 1,411 enrollees in the adult program. However, the following year, 1942, nearly six times as many adults were reported enrolled in homemaking classes as there were in 1941. In 1943, the enrollment in the adult program in homemaking education doubled that of 1942, and the peak enrollment, 19,299 enrolled in organized classes was reached in 1945. Since 1945 there has been a fluctuation of the enrollment in the adult

¹³"State Plan for Vocational Education, 1947-1952," Vocational Division, Virginia Department of Education, Richmond, unpublished report, p. 57-58.

TABLE I

ENROLLMENT IN FEDERALLY AIDED VOCATIONAL HOMEMAKING CLASSES IN UNITED STATES AND IN VIRGINIA, BY TYPE OF CLASS AND BY YEAR 1917-20, BY FIVE YEAR PERIOD 1920-40, AND BY YEAR 1940-48

School Session	Enrollment - United States*			Enrollment - Virginia*			
	Total	All Day	Evening and Part Time	Total	All Day	Evening and Part Time	
						General	Cannery
1917-1918	30,779	8,439	22,360	579	579		
1918-1919	39,414	12,445	26,969	545	545		
1919-1920	48,938	16,437	32,501	1,111	1,111		
1920-1921	63,395	22,561	40,834	1,996	907	1,089	
1925-1926	177,205	41,622	135,583	4,342	1,943	2,399	
1930-1931	220,248	67,471	152,777	4,566	3,827	739	
1935-1936	349,346	176,321	173,025	8,225	6,582	1,643	
1940-1941	871,891	545,408	326,483	21,598	20,187	1,411	
1941-1942	954,041	566,823	387,218	29,839	21,734	8,105	
1942-1943	873,771	542,920	330,851	38,419	22,766	15,653	8,056
1943-1944	806,605	507,425	299,180	32,580	23,849	17,731	13,602
1944-1945	890,464	512,933	377,531	43,231	23,932	19,299	32,330
1945-1946	911,816	527,314	384,502	42,553	25,145	17,408	38,458
1946-1947	968,846	530,287	438,559	37,292	25,386	11,906	47,363
1947-1948	1,823,132	1,249,358	573,774	39,729	26,131	13,598	35,569

*Vocational Education in the Years Ahead, Bulletin No. 234, General Series No. 7, 1945, Federal Security Agency, Office of Education, Washington, D. C., p. 235; Digest of Annual Reports of State Boards for Vocational Education to the Office of Education, Division of Vocational Education, Fiscal Year Ended June 30, 1948, Federal Security Agency, Office of Education, Washington, D. C., Appendix IV; Annual Report of the Superintendent of Public Instruction of The Commonwealth of Virginia, School Year 1947-48, Vol. XXXI, No. 3, State Board of Education, Richmond, Virginia, p. 169. (All sources used listed contents.)

homemaking program in regard to organized classes. However, in Virginia, the school community cannery phase of the adult program is a joint project of the vocational agriculture and homemaking programs and the enrollees in this phase of the programs were not reported in the general homemaking program for adults (Table I).

It was believed that the program for adult homemakers had grown to the extent that a study of the factors affecting the organization of the program would be pertinent at this stage of its development.

Purpose

To study the present status of the homemaking program for adults in the vocational homemaking program in 20 school divisions of Eastern Virginia in order to secure information which might be helpful in improving and extending the program.

Basic Assumptions Underlying Study

1. The extent to which the adult program in homemaking education is considered an integral part of the school program may be shown through such a study.
2. Certain strengths and weaknesses in the adult program in homemaking education may be suggested by obtaining and studying the opinions of local administrators, teachers, and representative groups of adults in the community.

3. The results of such a study may furnish information to teachers, local administrators, and the supervisory staff, which may be used in overcoming difficulties encountered in the organization and administration of a program for adult homemakers.

Limitations of the Study

1. This study will be limited to those programs of vocational homemaking in
 - a. Those 20 school divisions within the 16 counties and four cities in Eastern Virginia.
 - b. Those factors affecting the organization of adult work in connection with secondary school programs of vocational homemaking.

Procedure

1. Summaries of the annual reports of the homemaking teachers on file in the State Board of Education were studied and discussions were held with the state and the assistant state supervisors of home economics education in Virginia for the purpose of determining those factors relating to the homemaking program for adults which should be studied.
2. Four questionnaires were developed for use in collecting the data for the study. (See appendix.)
3. Questionnaires, accompanied by letters were sent to 13 division superintendents, 35 secondary school principals, 45 homemaking

teachers, and 135 homemakers in the 20 school divisions in Eastern Virginia in which vocational homemaking programs were offered. The homemakers were selected as follows: Each teacher was asked to send the questionnaires to the mothers of three girls enrolled in homemaking. The girls were selected according to where their names fell on the class rolls in homemaking; the ones whose names fell second on the enrollment in the first period, fourth in the second period, and sixth in the third period class were asked to take the questionnaire to their mothers.

Information reported on the questionnaire furnished the data for the study; replies were tabulated, analyzed, studied and interpreted; conclusions were drawn and recommendations made.

CHAPTER II

REVIEW OF LITERATURE

Adult education in America has been developed by a variety of agencies and for a variety of purposes. Four types of programs which contributed to the development of interest in an adult education movement in America were lyceums, chautauquas, correspondence schools and women's clubs.

The public school's early efforts to promote programs of adult education were concerned largely with teaching adults to read and with providing instruction which would enable individuals to qualify as citizens. These programs became identified with illiteracy. Concerning this attitude Kilpatrick says:

The original meaning of the term "adult education" was an education designed to even up for less fortunate adults some of the disadvantages they had suffered in childhood and youth. In this general outlook it was implied that education is properly a matter of years preparatory to full adulthood, that it consists primarily in the acquisition of knowledge, and once this has been got it remains as a sure possession for the rest of life.¹

In discussing the meaning of the term "adult education," Spence says that:

Several points should be noted in connection with this problem of definition: (a) adult education is something less extensive than the education of adults; (b) an adult is any person above compulsory school age who is not a full-time student in a school or college; (c) adult education tends to

¹William H. Kilpatrick, "How Shall We Conceive the Task of Adult Education," Adult Education in Action, edited by Mary Ely (New York: American Association for Adult Education, 1936), p. 57.

limit itself to the deliberate programs carried on by groups or agencies—the individual self-development efforts are not generally included; and (d) the distinction between what is education and what is something else—propaganda or recreation—is in need of classification.²

While adult education has been carried on in some of our public schools and by some agencies for a century or more, the year 1926 has been generally considered the turning point in the general adult education movement in America. According to Bryson:

At that time, the movement ceased to be a combination of spasmodic and scattered impulses, public and private both; some of which were doing noteworthy work, and began to take shape as an organization of community resources for community betterment.³

In discussing the adult education movement Kilpatrick says:

The adult education movement is in obvious process of strategic development. Limited hitherto to the relatively unfortunate, it now would reach our whole citizenry, and not least the most capable self. So urgent are our insistent social problems and so interdependent have all our interests become that only nation-wide study can meet the situation. Meanwhile "study" and "learn" take on new meaning. They are increasingly seen as representing inherent aspects of intelligent living whenever found, so that education becomes properly thought of as continuous, in extent of both time and content, with life itself.⁴

For a period of years the ability of adults to learn was questioned and numerous experiments were made by psychologists for the

²Ralph Spence, "Adult Education—An Overview," Review of Educational Research, Vol. XX, No. 3: 168, June 1950.

³Lyman Bryson, Adult Education (New York: American Book Company, 1936), pp. 14-24.

⁴Ruth Kotinsky, Adult Education and the Social Scene (New York: D. Appleton Century Company, 1933), Foreword by William H. Kilpatrick p. v.

purpose of determining the ability of individuals to learn as their age advanced. Thorndike made a very comprehensive study of the ability of adults to learn and in discussing the practical application of his findings says:

In general, nobody under forty-five should restrain himself from trying to learn anything because of a belief or fear that he is too old to be able to learn it. Nor should he use that fear as an excuse for not learning anything which he ought to learn. If he fails in learning it, inability due directly to age will very rarely, if ever, be the reason. The reason will commonly be one or more of these: He lacks and always has lacked the capacity to learn that particular thing. His desire to learn it is not strong enough to cause him to give proper attention to it. The ways and means which he adapts are inadequate, and would have been so at any age, to teach him that thing. He has habits or ideas or other tendencies which interfere with the new acquisition, and which he is unable or unwilling to alter.⁵

Studies in the field of adult education have given emphasis to the descriptive case study type and to the analysis of points of view. Educators have recognized today more than ever before that "organized learning opportunities are needed for adults."⁶ Kempfer estimated in 1949 that there were up to forty million adults who were interested in continuing their education in some form.⁷

⁵Edward Thorndike, et. al., Adult Learning (New York: The Macmillan Company, 1932), p. 177.

⁶Oscar Ewing, Frontiers in Homemaking Education, U. S. Office of Education, Federal Security Agency, Vocational Division Bulletin No. 235; Home Economics Education Series No. 25 (Washington, D. C.: Superintendent of Documents, Government Printing Office, 1949).

⁷Adult Education Activities of the Public Schools, Report of a Survey, 1947-48, op. cit., p. 1.

The expansion of the adult program and the interest which has been shown in the field of adult education has caused educators to appraise the trends in this field. Bradford listed five trends:

1. It is becoming obvious to more and more groups and individuals that in adult education lies much of the hope of the world.
2. Adult education is increasingly being seen as the hope of community development and growth.
3. Educators are gradually realizing the importance of adult education to the education of youth.
4. A significant trend in adult education today is the increasing spread of adult participancy.
5. At no time in the past few decades has there been such interest in cooperation among so many agencies concerned with adult education.⁸

Brown made an analysis similar to Bradford's and listed eight trends which seemed important in the field of adult education:

- a. A tendency to broaden the scope of organized programs.
- b. A tendency toward coordination and cooperation among agencies and organizations offering educational services to adults.
- c. A tendency to make increasingly better provisions for the systematic and continuous study of community needs as a basis for program planning.
- d. A tendency to integrate programs of study with programs of action and service, so that students may "learn by doing," and community improvement can be facilitated.

e. A tendency toward a more democratic type of teacher-student relationship in which learning experiences are jointly planned.

f. A tendency to seek out and use a wide variety of leadership.

g. A tendency toward much freer and better planned use of the new media of instruction.

h. A tendency to plan programs in relation to ultimate values and purposes, as well as to immediate goals.⁹

Hallenbeck summarized the factors which were important in understanding adult education today:

Strictly speaking, the needs which it is adult education's job to meet are not new. Most of them have been with us for a long time, but as they have not been adequately met, it seems legitimate to consider them as still within the category of new. There are, however, certain needs which, under the pressures of the present day, are passing from the area of awareness to that of action in at least some of our American communities. They are needs so deep-seated and so thoroughly infused in our communities that they call for the use of all available educational resources, and organization on a community basis. This clearly involves public schools. . . . Education in the public schools finds itself in an anomalous situation facing new needs community-wide in scope and involving greater costs, while at the same time suffering from a lack of understanding and of support on the part of the people of their communities. Among these needs are the pressing needs of adult education.¹⁰

The depression years followed by World War II have resulted in an awakening of adults to the need of continuous education for all. Not

⁹Muriel Brown, "Adapting Adult Education Programs to Postwar Needs," American Education in the Postwar Period, Forty-Fourth Yearbook, Part I, National Society for the Study of Education (Chicago: University of Chicago Press, 1945), p. 57-59.

¹⁰Wilbur Hallenbeck, "New Needs in Adult Education," Reprinted from Teachers College Record, Vol. 48, No. 8; p. 487-488; May 1947.

only has this need been recognized on a vocational level but the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the first world agency of adult education, furnishes evidence of the recognized need for an educational approach to the solution of world problems.

The importance of community action has been reviewed. The Ogdens, through their five year study of communities in Virginia and in other sections, have shown the importance of intelligent community action and the need for further education.¹¹

The need for better leadership in adult education programs has been recognized by the National Education Association and the "National Training Laboratory"¹² was organized in 1947 for the purpose of meeting the need of improved leadership.

In Kempfer's report of a survey made of adult education activities in public schools in the United States in 1947-48, he concluded:

The limited number of adults served by most public schools reflected against the widespread and growing interest of adults in further learning leads to the conclusion that a great many districts are providing far too little opportunity for continued education beyond the years of full-time schooling.¹³

¹¹ Jean and Jess Ogden, Small Communities in Action (New York: Harper and Brothers Publishers, 1946).

¹² Leland Bradford, "The National Training Laboratory in Group Development," Reprinted from Adult Education Bulletin, February 1950, pp. 67-82.

¹³ Adult Education Activities of the Public Schools, Report of a Survey, 1947-48, op. cit., p. 21.

Among the important studies which have been made of the organization and administration of adult education on a national level has been that made by the Commission on Higher Education appointed by President Truman in 1946. The Commission was

. . . called upon to re-examine higher education in the United States. In doing this, the Commission has undertaken to appraise our most urgent national needs, to define in terms of those needs the major goals toward which higher education should move, and to indicate certain changes in educational policy and program which it considers necessary for the attainment of these goals.¹⁴

The President's Commission on Higher Education reported the following in regard to the need for higher education:

Many factors make a broad program of adult education essential for our national well being. Some of these arise out of a new concept of the world community and others out of the problems of domestic environment. The population of the United States is becoming increasingly an adult one. . . . Today through man's conquest of disease, a drop in infant mortality rate, and change in the modes of living, the life expectancy of the individual at his birth has increased from an estimated thirty-five years in Massachusetts and New Hampshire in 1790 to a national expectancy of about sixty-seven years in 1945.

The increasing tempo of change in our technology is another factor which is increasing the demand for adult education. The human significance of social change is dramatically reflected in shifting occupational patterns. . . .

Increased technical efficiency has also made a drastic reduction in hours of work. . . . With further decline in the workweek, it will become increasingly important to learn how to make wiser use of leisure time.

¹⁴ U. S. President's Commission on Higher Education, "Establishing the Goals," Higher Education for American Democracy, Vol. I (Washington, D. C.: Superintendent of Documents, Government Printing Office, 1947), p. 3.

The increasingly specialized nature of work has done more than increase the leisure time at the disposal of the worker; it has changed the kinds of activities in which individuals need to engage during their leisure hours. The very nature of the work frequently tends to fractionalize the experience of the worker and to draw on only a part of his personality. Repetitive and simple operations too frequently fail to give any satisfying sense of creativeness. Adult education may assist in offsetting these factors and in giving meaning to work experience as well.

.....

A further element in the need for expanding adult education is that adults desire to learn. The Gallup Poll for December 16, 1944, reported that 34 percent of the adults desired to enroll in adult education classes after the war. . . . on July 6, 1947; 41 percent, or more than two of every five adults in the voting population, expressed the desire to engage in some kind of study. The survey revealed: (1) the desire for adult education was greater among women than men; (2) the more education a person has, the more he wants; and (3) the greatest demand for adult schooling was still in the younger age group 21-29 years of age.¹⁵

Because of the urgency of the increasing demand for adult education the Report of the President's Commission on Higher Education included the following suggestions and recommendations for improving the organizational machinery of adult education:

At the Community Level. Practically all adult education is part-time education for persons engaged in the home or in some money-making occupation. Therefore such education must be easily accessible to persons living at home. Community agencies must furnish the most of it, either with their own resources alone, or in cooperation with some noncommunity college or university, or some State or national program. The most important single development, then, is an agency or agencies in every community, large or small, where a variety of educational activities may be carried on for adults. . . . But the minimum essential

¹⁵U. S. President's Commission on Higher Education, "Equalizing and Expanding Individual Opportunity," Higher Education for American Democracy, Vol. II (Washington, D. C.: Superintendent of Documents, Government Printing Office, 1947), p. 61.

of every community is an effective evening division of the high school, or an adult education division of the local community college /institution designed to serve chiefly local community needs/, junior college, college, or university, or a well-supported community center, or similar agency with actual facilities and personnel available for use.

On the College and University Campus. A college or university has a triple role to play: (1) It should wherever possible provide a center for evening classes or for any other education activity in its local community. (2) It may prepare teachers and other leaders for effective participation in the community program. (3) It may develop background material to aid all the community programs in which it cooperates.

.

At the State Level. As in other phases of education, the State has the major responsibility of planning and stimulating the development of an effective program of adult education.

Because so many agencies have a keen interest in adult education, State councils on adult education are found to be very helpful. In those States where no such council exists the commission recommends that one be formed.

If the State department of education has a strong adult education division, it may well take the initiative in organizing such a council.

The State council should have representation from all the important institutions and agencies actively interested in adult education. It should be charged with responsibility for developing general policies with respect to:

(1) Continuing study of needs and interests in adult education.

(2) The preparation of teachers and other leaders of adult education.

(3) The preparation of suitable instructional materials.

(4) The evaluation of the many aspects of adult education programs.

(5) Stimulation of experimentation to develop new subjects and techniques, especially such media as motion pictures and radio.

(6) Bringing about the rapid expansion of the many aspects of the program.

.

At the National Level. From the standpoint of national safety and interest probably no other phase of education is more important at this time than adult education.

This does not mean that adult education should be "taken over" by national agencies, governmental or private. But it does mean that leadership on a national basis should be built up and recognized, and that funds should be made available to speed up developments in the State and local agencies.

This means three things organizationally. First, the United States Office of Education should create a strong division of adult education, or otherwise greatly strengthen its services in adult education, so as to provide leadership, inspiration, and cooperation to the State councils on adult education or other agencies in the States, local communities, or institutions. It should assume an unaccustomed aggressiveness in this field because time is so important.

Secondly, a national council on adult education, under the leadership of the United States Office of Education, should be organized to enlist the cooperation and resources of all the interested national agencies in planning.

Thirdly, special commissions on education by radio and by motion pictures representing both governmental agencies and voluntary organizations should be established. These commissions should propose procedures to coordinate existing programs in these areas and develop new ones.¹⁶

One of the generally accepted purposes of evaluation is to enable the teachers and leaders to measure the educational efficiency of programs, thereby discovering what changes need to be made in

¹⁶U. S. President's Commission on Higher Education, "Organizing Higher Education," Higher Education for American Democracy, Vol. III (Washington, D. C.: Superintendent of Documents, Government Printing Office, 1947) pp. 64-67.

curriculum content and in methods of teaching; several important studies have been made in the field of general adult education and in the field of homemaking education.

The Baltimore cooperative survey, termed by Benne¹⁷ "a historic event in the history of adult education" has contributed to the development of adult education in the United States because of its pioneering effort in evaluation and because of its report of the range of services which the public school can provide for adults. This cooperative survey made in 1947 had the following purposes:

1. to get a new community-wide view of adult education;
2. to explore new means of cooperative action within each adult education area and among all areas;
3. to uncover needs and interests of various kinds of groups within adult population.
4. to explore community resources and to assure their adequacy in meeting needs and interests of adults.
5. to discover the unique contribution of each agency in order to plan cooperatively how to eliminate undesirable duplication and how to provide for the present unmet needs.
6. to establish cooperatively more adequate publicity.
7. to continue research in cooperation with Bureau of Research.¹⁸

¹⁷ Baltimore Board of Education, "A Community Survey Through Cooperative Action," Baltimore Bulletin of Education, 25:172, January 1948.

¹⁸ Ibid.

All of the formal and informal adult education agencies in Baltimore and specialists and laymen from ten states and from several Federal offices participated in the study.

In summarizing the work-survey conference, Kempfer listed 12 principles of adult education established through the work survey as follows:

1. A program of community adult education should meet the needs and interests of all adults in the community.
2. The scope, extent, and quality of the activities in any area should be measured against the total numbers to be served and their needs.
3. Adequate physical facilities should be provided in which to conduct adult education activities.
4. The program should employ methods and materials suitable to the people and the purposes to be served with due consideration given to the optimum length of each activity, sequence within the activities, and articulation of activities.
5. An effective program in any area is dependent upon an adequate supply of teachers and leaders familiar with modern approaches to adult education and competent in adult education techniques.
6. The community should provide an adequate program for the selection and development of both lay and professional leaders.
7. Whenever possible the community program should seek to serve the established adult groups in educational ways.
8. Adult education activities should be maximally accessible to the population to be served with reference to location, time, psychological setting, and cost.
9. A community program of adult education should provide for cooperative planning and the integration of adult education activities.

10. Every community needs a coordinated program.

11. Any program should provide for good publicity of adult education opportunities and for promotion of long-range public understanding of the purposes and values of adult education.

12. Any program of coordination should respect the identity and recognize the contribution of all participating organizations.¹⁹

Lyle's²⁰ study of the family and community in a rural community in central Iowa, 1940 to 1942, was designed to discover to what extent the families were living under conditions favorable to the development of democracy and to propose for the school's adult education program such changes as would tend to promote growth in democratic living. The six criteria used by Lyle as a basis for judgment of the extent to which democracy prevailed were:

1. The physical environment promotes healthful living and stimulation to intellectual growth.

2. The pattern of family living furnishes stimulation to meeting new situations and problems with insight and intelligence.

3. Family members voluntarily share according to their abilities in making plans and carrying responsibility for procedures required to achieve goals cooperatively chosen for family life.

4. Family members respect the opinion and personalities of each other.

5. All members of the family are encouraged to develop their talents and abilities to the extent that contributes most to the welfare of both themselves and others.

¹⁹ Ibid., pp. 177-178.

²⁰ Mary Lyle, Adult Education for Democracy in Family Life (Ames, Iowa: Collegiate Press, 1944).

6. Family members show concern for the welfare of others in community, state, and world at large, and participate in those activities of the immediate and extended community which promise improvement in the general welfare. . . .²¹

Evidence for each criterion was sought by interviews with 120 town and farm women, by observation in the homes and in community activities, by analyses of newspapers and school records. A problem check list and a questionnaire concerning the relationships of high school students with their parents were filled in by all of the boys and girls in the high school in which the study was made.

Lyle's investigation revealed that:

. . . the major contributions of the adult education program toward encouraging democracy in family life were probably these:

1. Increased encouragement of a small group of adults to develop talents and abilities. This could come from the hobbies course, the homemaking course, and the music and typing courses as well.

2. Increased stimulation of some of the men and women at the heads of households to make a critical examination of facts and to arrive at decisions by intelligent methods.

3. Increased stimulation for about two hundred men and women to be concerned for the welfare of a larger group than themselves and their families.²²

Powell's study in 1940 of 100 farm families in Faulkner County, Arkansas was made in an effort to discover any evidence of constructive changes as a result of the homemaker's participation in an adult homemaking

²¹Ibid., pp. 124, 125.

²²Ibid., p. 128.

program "over a ten year period of time."²³ Powell concluded from the analysis of the data in her study that improvements in physical conditions had been made in the homes of the participants in terms of topics considered in the study groups which these women attended. Increased interest in home economics on the secondary level was evidenced and increased enrollment in adult education classes over the ten year period indicated an appreciation for home economics.²⁴

In homemaking education at any level, an attempt is made to develop the program around the needs and interests of individuals and families within the community. Bentley recognized that "quite often leaders have used what they thought were the needs of people instead of actually determining the facts, the actual problems and interests of the people."²⁵

In 1939 Bentley studied one hundred families in Coffee County, Alabama for the purpose of finding out some of the existing conditions of the homes in this county.

According to Bentley:

The families selected for the study were rural families, the mothers of whom attended the adult classes taught by home economics teachers. Three families were selected from each of the thirty-five classes . . . and [the data on] one hundred [of these families] . . . [were] considered complete enough for use in the study.²⁶

²³Ruth Powell, "Growth In the Homemaking Program of Faulkner County, Arkansas," (unpublished master's thesis, The University of Tennessee, Knoxville, 1940), p. 87.

²⁴Ibid., pp. 88, 89.

²⁵Alma Bentley, "Living Conditions of One Hundred Farm Families In Coffee County, Alabama," (unpublished master's thesis, The University of Tennessee, Knoxville, 1939), p. 71.

²⁶Ibid., p. 74.

One of Bentley's recommendations which would be of value to those interested in analyzing factors affecting the organization of an adult program in homemaking education was:

1. . . . people in different communities make a study of existing conditions as a means of getting the people to see their own problems and to plan ways of solving them.²⁷

Pollard's contribution to the field of homemaking education for adults has been important. During her years' experience in teaching classes for adults, in training teachers, and in promoting and supervising programs in the field of homemaking education for adults, she has tested hypotheses, drawn tentative conclusions, and has continued re-testing conclusions in regard to content and methods most suitable for the expanding field of adult education. Adult Education in Homemaking²⁸ presented content and methods most suited for the expanding field of adult education. The revised edition, Adult Education For Homemaking,²⁹ has used case studies of specific homemaking programs to illustrate the principles of adult education. Concerning adult education, Pollard says:

In America: adult education is classless, equitarian.
Programs are planned to meet the needs of everyone.

²⁷ Ibid., p. 74.

²⁸ L. Belle Pollard, Adult Education in Homemaking (New York: John Wiley and Sons, Inc., 1939).

²⁹ Pollard, Adult Education for Homemaking (New York: John Wiley and Sons, Inc., Revised, 1947).

Every person must be prized as an individual and given an opportunity to develop his own talents and to put them to use for common good. . . .

Adult education programs must focus attention upon practical needs, both individual and social.³⁰

³⁰Ibid., pp. 67, 68.

CHAPTER III

INTERPRETATION OF DATA

1. Beliefs and Recommendations of Superintendents in Relation to Homemaking Education Program for Adults

Local school systems in Virginia are:

Administered through local administrative units called school divisions which may include more than one county or city. The School Board or Boards of each school division appoints the division superintendent of schools who is selected from a list of eligibles certified by the State Board of Education. The duties of the Division Superintendent of Schools are fixed by the State Board of Education. In addition, there are certain specific duties prescribed by law. The Superintendent is the executive head and general manager of the school system.¹

There were 13 division superintendents responsible for administering the schools in the 16 counties and the four independent districts in the cities included in this study. These men served as executive heads and general managers of the sixty secondary schools in the twenty school divisions. Their beliefs and convictions would influence the character and scope of the educational programs offered in the schools. It seemed important, then, to secure their reaction to certain statements relating to adult education in general and to homemaking programs for adults in particular (Table II).

Superintendents were almost unanimous in their belief that the public school did have a responsibility for providing education for

¹ State Board of Education, Public Education in Virginia, Experimental Bulletin, Revised (Richmond: State Board of Education, Commonwealth of Virginia, 1949), p. 97-98.

TABLE II

SCHOOL DIVISIONS AND NUMBER OF SCHOOLS OFFERING A GENERAL PROGRAM OF
EDUCATION FOR ADULTS, REPORTED BY 13 DIVISION SUPERINTENDENTS
IN EASTERN VIRGINIA

Division Superintendents Reporting Case Number	Administrative Responsibilities		General Program of Educa- tion for Adults Offered In		Subject Matter Areas Included in General Program of Education for Adults										
	Number of school divisions	Number of secondary schools	Number of school divisions	Number of schools	Commer- cial	Indus- trial Arts	Eng- lish	His- tory	Music	Art	Foreign Lan- guages	Agri- culture	Home Eco- nomics	Civic Prob- lems	Others
1	1	9	0	0											
2	2	5	0	0											
3	1	4	0	0											
4	2	6	1	2	x		x	x			x	x	x		
5	2	9	0	0											
6	2	4	0	0											
7	1	2	0	0											
8	2	7	0	0											
9	2	4	0	0											
10	2	2	1	1	x	x	x			x	x		x	x	
11	1	4	1	2	x	x	x	x		x	x		x	x	
12	1	2	1	2	x	x	x	x	x				x	x	
13	1	2	0	0											
Total	20	60	4	7	4	3	4	3	1	2	3	1	4	3	0
Percent	-	-	20.0	11.6	100.0	75.0	100.0	75.0	25.0	50.0	75.0	25.0	100.0	75.0	0

adult homemakers in the community as a part of the total school program. One superintendent (7.7 percent) did not disagree fully with this point of view but reported that he was undecided in his belief as to the role of the public school in providing education for adults (Table III). In a recent national survey of school administrators, Kempfer reports that:

Approximately one-tenth of the superintendents feel that educational activities for adults and out-of-school youth should not be a responsibility of the public schools.²

The replies of the Virginia administrators then seem to have been in agreement with those reported by Kempfer.

Bradford, in a report of the National Education Association, observes that:

Curiously, it is not so important to adult education whether or not it is a part of the public school program, but it is of crucial importance to public education that adult education have a major place in its total program. First, adult education has the potential of making youth education live in the problems of our time by bringing to it adult-discussion methods, group work, and a more dynamic curriculum. Second, as adult education involves adults in the educational life of the community, so the total educational program is brought much more closely into the life of the community. . . . Third, adult education will help in the necessary revitalization of teacher preparation and improvement.³

² Homer Kempfer, Financing Education for Adults and Out-of-School Youth—Views of Superintendents (Washington, D. C.: Federal Security Agency, Office of Education, Division of Secondary Education, Circular No. 319, October 1949), p. 1.

³ "Report of the Division of Adult Education Services of the National Education Association," op. cit., p. 166.

TABLE III

BELIEFS OF SUPERINTENDENTS CONCERNING RELATION OF EDUCATIONAL
PROGRAMS FOR ADULTS TO THE EDUCATIONAL PROGRAM OF YOUTH
IN THE COMMUNITY, EASTERN VIRGINIA, 1949-50

Superintendents believed that adult education	Yes		No		No Answer or Undecided	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
should be part of total school program	12	92.3	0	0	1	7.7
in homemaking education should be part of high school program, taught by same teacher	10	76.9	2	15.3	1	7.7
in homemaking education should be separate from high school program, taught by separate teacher	2	15.3	10	76.9	1	7.7
activities carried out after school or in evening should be considered a part of the teaching load of homemaking teacher	8	61.5	3	23.0	2	15.3
activities should be considered a responsibility carried in addition to the teaching load of high school home- making teacher	6	46.1	5	38.4	2	15.3
should be offered by agency in community other than the public school	3	23.0	10	76.9	0	0

The beliefs of the superintendents in Virginia, insofar as this group is concerned, would seem to be in agreement with the ideas expressed by Bradford, but for some reason they have not been able, at the present time, to develop educational programs entirely consistent with their beliefs.

More than three-fourths of the 13 division superintendents (76.9 percent) believed that homemaking education for adults should be offered as a part of the regular high school homemaking program and should be taught by the regular homemaking teacher. The two superintendents who did not agree with them believed that the adult program should be separate from the high school program and should be taught by a special teacher. The one superintendent who was undecided in his belief as to the place of adult education in the total school program remained undecided in his beliefs regarding homemaking education for adults as a part of the regular homemaking education program. Concerning the responsibility of the regular homemaking teacher for adult education, Hadley says:

Adult education is of sufficient importance to justify giving it a definite place in the home economics teacher's schedule, but this work should be so planned that the teacher will not be exploited and her high school students will not suffer from her out-of-school activities.⁴

Although the superintendents tended to believe that homemaking education for adults should be a part of the regular high school

⁴Laura Hadley, "Teaching Our Elders," Journal of Home Economics, 37:259, May 1945.

homemaking program, nearly one-half of them (46.0 percent) reported that they did not discuss this phase of the program with a teacher before she was employed. More than one-half of the homemaking teachers in this section of the state, then, may have accepted positions on the assumption that they were responsible only for the development of the day school program. It would seem that the interest of a prospective teacher in developing a program for adults and her ability to develop such a program would be important considerations of those superintendents who believed that homemaking education for adults should be a part of the total school program and the responsibility of the high school teacher of homemaking.

Ten of the 12 superintendents believed that the public school should be the agency through which a program of homemaking education for adults should be developed (Table III). Two superintendents suggested that the program of homemaking education for adults in the public schools could be supplemented by other agencies such as the Agriculture Extension Service, Y.W.C.A., Recreational Departments, churches, and civic organizations. Spafford says:

Not all adult work is being done or should be done by the school. Much fine work has been done by the home demonstration agents, working with adults in groups and as individuals. . . . Much social service work carries educational value. . . . The Young Women's Christian Association and the churches in many places sponsor adult classes. Stores and other commercial agencies offer instruction of one kind or another.⁵

⁵Ivöl Spafford, Fundamentals in Teaching Home Economics (New York: John Wiley and Sons, 1946), p. 232.

The term, educational program, as it is generally used in relation to the public school, implies a systematic, organized instructional program. The term, as used by those working in the field of adult instruction, is not necessarily limited to organized classes. A wide variety of means, other than organized classes, have been used to provide opportunities for adults to secure help when they need it. In view of the complex job of homemaking and the unforeseen difficulties which may confront homemakers, home economists have been interested in developing comprehensive programs for adults in which the teacher might engage in a variety of activities designed to aid homemakers with their problems, in addition to teaching organized classes when they seemed most appropriate in terms of the needs to be met. According to the official annual reports of the homemaking teachers in the twenty school divisions, organized classes were conducted in ten of these school divisions. Copies of the teachers' annual reports were signed by the division superintendents and each superintendent had been requested to retain a duplicate copy for his own files. However, only four administrators reported organized classes in homemaking education and these superintendents were located in those divisions in which the teachers received additional compensation over the regular salary for teaching organized groups of adults (Table II). The discrepancy between the annual reports of the teachers and the information furnished by the superintendents on the questionnaire would tend to indicate that the teachers needed to help their administrators develop a better understanding of the scope of the

homemaking program and the work they were doing. This situation would seem to be rather general in Virginia, for a recent report states that:

With very little special financial aid except in the vocational fields many of the schools of Virginia and many of the teachers have encouraged the organization of adult groups who recognized their need for services which the schools and school people could render. There are many unreported groups organized by teachers to meet local needs and counted by them merely as a part of their day's work.⁶

The superintendents (61.5 percent) who did not report organized classes for adult homemakers reported that classes could be organized in their divisions (Table IV). However, more superintendents (69.2 percent) reported that "work in relation to individual problems of homemakers through conferences in their homes" would be an effective means of assisting homemakers than reported on any other suggested type of activity. It would need to be recognized, however, that in spite of the effectiveness of individual instruction for adults through home visits that it would be a very expensive type of educational activity from the standpoint of the amount of time and the amount of travel demanded of the homemaking teacher. The superintendents did not see possibilities for the expansion of the school-community cannery program beyond the five school divisions in which the program existed.

Nearly two-thirds of the superintendents (61.5 percent) reported that they considered the work with adults carried on after school hours and in the evening a part of the regular high school homemaking teacher's

⁶ State Board of Education, Public Education in Virginia (Commonwealth of Virginia, Experimental Bulletin Revised, August 1949), p. 70.

TABLE IV

EDUCATIONAL ACTIVITIES ENGAGED IN OR WHICH COULD BE ENGAGED
IN BY TEACHERS OF HOME MAKING REPORTED BY 13 DIVISION
SUPERINTENDENTS IN EASTERN VIRGINIA, 1949-50

Educational Activity	Activities of Home- making Teachers in Adult Program		Activities Which Home- making Teachers Might Engage in in Relation to Adult Program	
	Number	Percent	Number	Percent
Organized classes	4	30.7	8	61.5
Consultative services	3	23.0	6	46.1
Work on individual prob- lems of homemakers through conferences in their homes	3	23.0	9	69.2
Directed experiences deal- ing with homemakers' problems, as canning in school-community cannery	5	38.4	5	38.4
Others	0	0	1	7.6
Total	15		29	

teaching load (Table III). The three administrators (23.0 percent) in these divisions where homemaking teachers received additional compensation for organized classes for homemakers reported that they did not consider adult education activities carried on after school as a part of the teaching load of the high school homemaking teacher, a position which would be consistent with their employment policy.

It should be recalled that all but one of the superintendents believed that homemaking education activities for adults should be developed as a part of the total school program (Table III). When they checked suggested ways by means of which administrators might provide time for work with adults in the homemaking teacher's program of work, they tended to separate the adult program in homemaking from the day school program (Table V-A). They were more likely to suggest that the homemaking teacher be employed for twelve months or that time be provided after school or in the evening to work with adults than to suggest setting aside class periods during the school day. In discussing the development of homemaking programs for adults in the United States, the Office of Education makes the following statement concerning the extended term of employment of the teachers:

The program for adults is being implemented by the employment of the homemaking teacher for two or three months beyond the regular school term. Employment during the summer when schools are not in regular session permits teachers to give more individual help to secondary school pupils enrolled in homemaking classes, as well as work with adults. In some

TABLE V

MEASURES WHICH HAVE BEEN OR COULD BE TAKEN TO ENCOURAGE THE ORGANIZATION OF HOMEMAKING EDUCATION FOR ADULTS AS REPORTED BY 13 DIVISION SUPERINTENDENTS IN EASTERN VIRGINIA, 1949-50

<u>A. Providing Time in the Teacher's Program of Work</u>				
Item	School Divisions Now Taking These Measures		School Divisions Which Could Take These Measures	
	Number	Percent	Number	Percent
Extended term of service of teachers - 11 months	0	0	2	15.3
Extended term of service of teachers - 12 months	7	53.8	5	38.4
Class periods set aside during day	1	7.6	2	15.3
Time scheduled after school in afternoons	2	15.3	8	61.5
Time scheduled in the evenings	2	15.3	9	69.2
Miscellaneous	0	0	0	0
Total				
<u>B. Facilities Available for Adult Groups in Homemaking Education</u>				
Item	School Divisions Now Taking These Measures		School Divisions Which Could Take These Measures	
	Number	Percent	Number	Percent
Use of homemaking department at night	7	53.8	6	44.4
Use of facilities by adults during day by so arranging classes of high school pupils	1	7.6	4	30.7
Use of homemaking department and facilities during summer months by adults	4	30.7	9	69.2
Use of projector and films for adult education activities	3	23.0	10	76.9
Use of books and library facil- ities by homemaking teacher in conducting adult program	5	38.4	10	76.9
Funds for securing consumable supplies for instruction in homemaking for adults	2	15.2	3	23.0
Miscellaneous	0	0	0	0
Total				

communities parents are more likely to be able to attend homemaking classes in the summer when older children are at home.⁷

There is no implication in this statement that the extended employment will be devoted to any one phase of the program; on the other hand, it points out that such a plan may be of benefit to both youth and adults. While only two of these superintendents (15.3 percent) reported that time could be set aside in the teacher's day school program of work for work with adults, reports received by the Office of Education showed such arrangements had been made throughout the country. According to the 1946 digest of annual reports from the states:

The good results of offering instruction at all hours of the day as well as in the evening and the value of using a variety of forms of instruction such as classes, conferences, and home contacts were mentioned often.⁸

In view of this attitude toward the day-school schedule it was not surprising that 11 of the 13 division superintendents (84.5 percent) favored "evening classes" as a means of developing homemaking education program for adults.

The administrators tended to see more possibilities for providing physical facilities for homemaking education for adults than they did

⁷ Homemaking Education in Secondary Schools of the United States, Vocational Education Division, Federal Security Agency, Office of Education (Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1947), p. 2.

⁸ Digest of Annual Reports of State Boards for Vocational Education to the U. S. Office of Education, Vocational Division (Washington, D. C.: Federal Security Agency, June 30, 1946), p. 22.

in arranging the day-school schedule so that adults might use the department or in providing funds for securing consumable supplies (Table V-B). The problem of financing the adult education program was of sufficient importance on the national level to cause Kempfer to include in his national survey of school superintendents, a section on financing.⁹ In a later report he states that "nearly one-half of the superintendents responding, feel that educational activities for adults and out-of-school youth should be entirely free or free except for a nominal registration fee."¹⁰ It will also be recalled that when Federal funds are used in reimbursing the homemaking teacher's salary, not only must the facilities and equipment be provided but:

The local school board should provide funds for necessary maintenance costs for adult education in homemaking.¹¹

It has been generally true that when funds were limited the kind and amount of activities which were provided were also limited.

Further evidence that it had been difficult for the administrators in Eastern Virginia to organize programs which were consistent with their beliefs was shown when less than one-third of them (30.6 percent) reported that any type of provision had been made in the

⁹ Kempfer, Financing Education for Adults and Out-of-School Youth--Views of Superintendents, op. cit.

¹⁰ Kempfer, Adult Education Activities of the Public Schools, Report of a Survey, 1947-48, op. cit., p. 1.

¹¹ Administration of Vocational Education, op. cit., p. 52.

teacher's travel for work with adults (Table VI). Less than one-half of them (46.1 percent) reported that any provisions "could be made" in their divisions for travel for adult work. In the most recent superintendents' memorandum in regard to the use of travel by the homemaking teacher, Loving states:

Travel allowances which are reimbursed from Federal and State funds may be used as follows:

1. To visit homes of pupils enrolled in vocational homemaking classes and in homemaking classes for adults for the purpose of supervising work being done in the home. This is the major purpose for which the fund was established. Travel for this purpose should be claimed from the school to the home and back to the school.

.

4. To attend meetings for in-school and out-of-school youths and adults for the purpose of providing organized instruction or to give guidance to groups working on various phases of the program.¹²

It will be recalled that the administrators (92.2 percent) in Eastern Virginia reported that they believed that the most effective adult work in homemaking education could be developed through individual conferences in the home (Table IV). It would seem that in order to develop any effective adult education program, provisions would have to be made for work with adult homemakers in the homemaking teacher's travel allowance.

¹² Rosa H. Loving, "Use of Money Appropriated for Travel of Home Economics Teachers," Superintendents' Memo No. 2110 (unpublished material, Commonwealth of Virginia, State Board of Education, February 16, 1948).

TABLE VI

PROVISIONS WHICH HAVE BEEN OR COULD BE MADE FOR TRAVEL OF
HOMEMAKING TEACHERS IN CONNECTION WITH PROGRAM FOR ADULTS
AS REPORTED BY 13 DIVISION SUPERINTENDENTS
IN EASTERN VIRGINIA, 1949-50

Provisions	School Divisions Now Making These Provisions		School Divisions In Which These Provisions Could Be Made	
	Number	Percent	Number	Percent
Fixed allowance for travel for a specific period of time	1	7.7	5*	38.4
Mileage reimbursement on personal car	3	23.0	6	46.1
Use of county-owned car	0	0	1**	7.7
Other	0	0	0	0
Total				

*The five superintendents who checked "fixed allowance for travel" also checked "mileage reimbursement."

**One superintendent checked all three provisions which "could be made."

The majority of the superintendents (76.9 percent) in Eastern Virginia believed that homemaking education for adults should be an integral part of the regular high school homemaking teacher's program (Table III). They were consistent in this belief in regard to the salary of the homemaking teacher. While more than two-thirds of these administrators (69.2 percent) did not believe that the homemaking teacher's salary was adequate compensation for a program which included work with adults, less than three-fifths of them (38.4 percent) reported that they believed that the homemaking teacher should receive additional compensation over the regular salary for instruction of adult homemakers (Table VII). The implication of these replies, that the salary which the homemaking teacher is paid should be such that would cover instruction for the in-school program and the out-of-school program, would seem important. Since the salaries paid to the homemaking teachers are determined by the local superintendent and school board, the attitude of the superintendent in regard to salary would be important in relation to the policies adopted. The salaries of the homemaking teachers in Virginia are paid in full by the local divisions and in turn the local divisions are reimbursed, in part, from State and Federal funds. The proportion of State and Federal funds received on a homemaking teacher's salary is determined by the schedule of reimbursement of the Home Economics Service, State Board of Education. The schedule of reimbursement is a "statement of the extent to which local boards can be reimbursed,

TABLE VII

BELIEFS OF 13 DIVISION SUPERINTENDENTS CONCERNING SALARIES
OF HOME MAKING TEACHERS IN EASTERN VIRGINIA, 1949-50

Beliefs of Superintendents	Yes		No		No Answer or Undecided	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Teachers' annual salaries are sufficient compen- sation for program which includes work with adult homemakers	3	23.0	9	69.2	1	7.7
Additional compensation over regular salary should be given teachers for instruction to adult homemakers	5	38.4	6	46.1	2	15.3

with funds available for that purpose, on salaries of full-time vocational home economics teacher who meet the qualifications prescribed by the State Board of Education."¹³ According to the policies of the State Board of Education:

A qualified teacher must hold or be eligible for a Collegiate Professional Certificate endorsed for teaching Vocational Home Economics. The Collegiate Professional Certificate may be endorsed for teaching Vocational Home Economics when the applicant has completed a curriculum approved by the Virginia State Board of Education for teaching Vocational Home Economics or the curriculum required for teaching Vocational Home Economics in the state in which training is received.¹⁴

Certain types of activities have been set forth as reimbursable from State and Federal vocational funds.

Work on which we are permitted to reimburse from vocational funds includes:

1. Program--A three-year vocational homemaking course for pupils fourteen years of age or older which provides for home project work for each pupil and work with adults. After a sufficient number of classes have been provided in this course to meet the needs of pupils in a given school, the teacher's time in the following activities is reimbursable:

(a) A one-year homemaking course for pupils in the junior or senior years of high school who have not been enrolled in the ~~three-year~~ vocational homemaking course.

¹³Robert N. Anderson and Rosa H. Loving, "Reimbursement on Salaries of Home Economics Teachers," 1949-50, Superintendents' Memo. No. 2460 (unpublished material, Commonwealth of Virginia: State Board of Education), p. 1.

¹⁴Ibid., p. 1.

(b) Work closely related to homemaking; such as, eighth grade exploratory course in home economics; nutrition education and supervisory activities connected with the school lunch program; or assistance to elementary teachers in a program of education for home living, if such assigned activities do not consume more than one-fifth of the scheduled teaching time or one period per teacher per day.

2. Time Schedule—(a) In-school classes meeting for a minimum of 50 minutes per day, five days per week; (b) out-of-school group meetings for a minimum of 20 hours.

Work on which we are not permitted to reimburse from vocational funds includes academic classes and other work; such as, study hall, library periods, and classes in excess of one per teacher per day, as described in (1) (b) above. Where the schedule requires this, it is necessary to reduce full reimbursement by fifteen percent for each such scheduled period.¹⁵

The above information serves as a guide to local administrators in regard to reimbursement on the salary of a teacher qualified to teach vocational home economics. No attempt has been made on the state level to recommend the salaries which homemaking teachers should be paid.

The questionnaire sent to the superintendents (see appendix) was organized around certain factors which home economics administrators believed were important in the development of the adult program in homemaking education. In order to provide the superintendents with opportunities to express their ideas about other factors which they considered important and to make suggestions for the program, they were asked to present their points of view in regard to ways in which they believed a more effective program in homemaking education for adults might be developed in their communities.

¹⁵Ibid., p. 1.

While six of the administrators (46.1 percent) made no comment, some very pertinent suggestions for developing a more effective program in homemaking education for adults were given by seven of the division superintendents (35.8 percent). The latter group suggested that the regular high school homemaking teachers should receive more training in homemaking education for adults through both the pre-service and in-service programs. Some administrators suggested that before an effective program in homemaking education for adults could be developed, the in-school program of the regular high school homemaking teachers would have to be lightened by the employment of additional homemaking teachers. They suggested, too, that the time would have to be provided in the homemaking teacher's program of work for working with adults before an effective program could be developed. It was suggested that there was a need for more cooperative planning between the administrators of home economics, the local school administrators and the homemaking leaders for the purpose of developing plans for making homemaking education for adults an integral part of the school program.

2. Beliefs and Recommendations of Principals in Relation to Homemaking Education Programs for Adults

The principal of a school is the key person in any school situation and his educational philosophy is reflected throughout the total school program. According to the Virginia State Board of Education:

The principal and the superintendent of schools are jointly responsible for initiating thoughtful planning and for seeing that the plans are accomplished. . . . The principal is the responsible director, professional leader, and coordinating and integrating head of the school.¹⁶

One of the factors directly affecting the organization of an educational program for homemakers is the attitude of the principal toward such a program. More than four-fifths of the principals (85.7 percent) in this area of Virginia believed that the public school had a responsibility for providing education for adult homemakers in the community as a part of the total school program (Table VIII).

Concerning adult education as a part of the total school program, the Virginia State Board of Education says:

Schools can provide a varied and continuous program of education for all the people of the community. The same school and facilities used for the education of children can be made available for adult education. An educational program that neglects its adults is failing in one of its greatest opportunities and responsibilities.¹⁷

Nearly one-half of the principals (45.7 percent) in Eastern Virginia reported that they offered a program of education for adult homemakers as a part of the school program. A report of the organized programs for adults revealed that slightly more than one-half of them (56.2 percent) offered programs for adults in only two areas of subject matter. Two of the 16 schools had organized programs in eight areas

¹⁶ State Board of Education, Manual of Administration for the High Schools of Virginia (Richmond: Division of Purchase and Printing, 1942), pp. 80-81.

¹⁷ Public Education in Virginia, op. cit., p. 31.

TABLE VIII

BELIEFS OF 35 HIGH SCHOOL PRINCIPALS CONCERNING RELATION OF
EDUCATIONAL PROGRAMS FOR ADULTS TO THE EDUCATIONAL PROGRAM
FOR YOUTH IN THE COMMUNITY, EASTERN VIRGINIA, 1949-50

Principals believed that adult education	Yes		No		No Answer or Undecided	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
should be part of total program	30	85.7	4	11.4	1	2.8
in homemaking education should be part of high school program, taught by same teacher	16	45.7	17	48.5	2	5.2
in homemaking education should be separate from high school program, taught by separate teacher	17	48.5	15	42.8	3	8.5
activities carried out after school or in the evening considered part of teaching load of high school homemaking teacher	5	14.2	17	48.5	13	37.2
activities considered to be a responsibility in addition to the teaching load of the high school homemaking teacher	9	25.8	10	28.5	16	45.7

of subject matter; two schools offered five areas, and one school offered four areas of subject matter in the adult program. The subject matter areas most likely to be included in the adult education program were Home Economics, Agriculture, Commercial, and Industrial Arts (Table IX). It will be noted that these are the subjects usually classified as vocational; one factor which may have affected the offerings in academic subjects was that it has been the policy in some divisions to pay all teachers, except the vocational agriculture and homemaking teachers on an hourly basis for instruction given to adults. According to a recent publication of the State Board of Education:

State support is being provided to assist programs of general adult education in thirty-four of Virginia's 111 school divisions. In a few areas programs are provided which operate entirely from local support. The requests for financial support for adult education are approximately double the available resources for that purpose.¹⁸

This policy, in itself, implies a distinct separation of the educational program in the public school for youth and for adults. The policy of the vocational program, it will be recalled, is that "vocational education is an integral part of the total education program--training opportunities should not be restricted to young persons who are enrolled in the regular day schools but should be extended to serve all out-of-school youth and adults, both employed and unemployed, who are in need of the kinds of training which can be provided best in organized classes."¹⁹ This policy, as outlined by the United States

¹⁸ Ibid., p. 111.

¹⁹ Administration of Vocational Education, op. cit., p. 1.

TABLE IX

AREAS OF SUBJECT MATTER INCLUDED IN THE GENERAL PROGRAM OF
EDUCATION FOR ADULTS, REPORTED BY PRINCIPALS OF 35 HIGH
SCHOOLS IN EASTERN VIRGINIA, 1949-50

Area of Subject Matter	Number	Percent	
		In Relation to Total Number Schools in District	In Relation to 16 Schools Offer- ing General Pro- gram for Adults
Commercial	9	25.8	56.2
Industrial Arts	7	20.0	43.7
English	3	8.5	18.7
History	2	5.4	12.5
Music	1	2.8	6.2
Art	3	8.5	18.7
Foreign Languages	1	2.8	6.2
Agriculture	11	31.1	68.7
Home Economics	12	34.2	75.0
Civic Problems	3	8.5	18.7
Other	0	0	0
None	17	48.5	106.2
No answer	2	5.7	

Office of Education, is reflected in the development of adult programs in Virginia as an integral part of the regular vocational agriculture and homemaking programs.

A policy which would separate a program for youth and for adults would seem to be contrary to the proposals of the State Board of Education for a program of public education in Virginia. According to the proposals:

A good public school program should be designed to serve the needs of children, youth, and adults as a basis for state-wide consideration, it may be said that an adequate program of education should: . . . (7) Serve the adults of the community by extending to them facilities and services desired and needed as they attempt to solve the problems of life.

The people of Virginia have brought into being an extensive and expanding system of public education.

This system of public education has developed because citizens believe that schools should provide wide opportunities for children and adults to live effectively in a democracy.²⁰

The proposals for consideration by the State Board of Education regarding adult education would seem important if the above program of public education is to be developed. The three proposals are:

(a) Local school divisions should survey the needs for adult education.

(b) Consideration should be given to support of adult education on the basis of attendance, and this support should be extended to include all school divisions needing such assistance.

(c) A study should be made to clearly define the responsibilities of the public schools in this area and how desirable needs may be financed.²¹

²⁰Public Education in Virginia, op. cit., pp. 1-2.

²¹Ibid., p. 111.

More schools (75.0 percent) reported classes in homemaking education than in any other area of vocational education. However, a comparison of the offerings of the 16 schools reporting organized programs for adult homemakers with the total number of secondary schools in the district showed that only one-third of the schools (34.2 percent) had made provisions for helping homemakers with the solution of their problems through organized classes (Table IX). The State Board of Education makes 16 recommendations regarding the offerings of a comprehensive high school program; one of these recommendations states that:

A comprehensive high school should provide for all pupils effective training in homemaking, and for girls, training with a vocational emphasis. In addition, evening and part-time classes can do much by way of reaching into the farms and homes, and bringing groups together in the school plant for study of their problems in this area, thus developing both producer and consumer efficiency.²²

While the majority of the principals in Eastern Virginia believed that the public school should provide education for adult homemakers, less than one-half of the principals (45.7 percent) reported that they believed that homemaking education for adults should be provided as a part of the regular high school homemaking education program, that is, taught by the same teacher (Table VIII). They were consistent in this belief. The same principals (48.5 percent), who opposed the organization of the program as a part of the regular

²² Manual of Administration for the High Schools of Virginia,
op. cit., p. 37.

program in homemaking, later indicated that homemaking education for adults should be provided as a separate program from the regular high school homemaking program, that is, taught by a special teacher. Three-fifths of the principals (40.0 percent) believed that two adult classes in homemaking education were a reasonable number for a homemaker teacher to organize in addition to her day school program (Table XI). The number of enrollees in an adult class considered desirable by the principals ranged from six to 25, with approximately one-third of the principals (31.4 percent) suggesting twenty enrollees in each class. More than one-half of the principals (58.8 percent) reported that in addition to, or in lieu of, having provided organized classes for homemakers, home economics teachers had provided assistance to homemakers through conferences in the homes.

In a national study of the satisfaction of home economics teachers, which included approximately one hundred teachers from Virginia, it was found that teacher load tended to be associated with low job satisfaction scores. In the National Study, "the mean satisfaction score of 971 teachers on the 12 items making up the attitude score toward load, was 6.05."²³ The mean satisfaction score for the "Virginia teachers toward load was 5.76."²⁴ Since this score was

²³ Home Economics Research Committee, Home Economics Education Section, A. V. A., "Factors Affecting the Satisfaction of Home Economics Teachers," A. V. A. Research Bulletin (Washington, D. C.: American Vocational Association), Bulletin No. 3, May 1948, p. 42.

²⁴ Home Economics Research Committee, American Vocational Association, unpublished material.

TABLE X

ACTIVITIES INCLUDED IN HOMEMAKING EDUCATION PROGRAM FOR
ADULTS, REPORTED BY PRINCIPALS OF 35 HIGH SCHOOLS
IN EASTERN VIRGINIA, 1949-50

Types of Educational Activities	Number	Percent	
		In Relation to Total Number Schools in District	In Relation to 17 Schools In Which Homemaking Educa- tional Activities Were Offered Adults
Organized classes	6	17.1	35.2
Consultative services	9	25.8	52.9
Work on individual problems of homemakers through conferences in their homes	10	28.5	58.8
Directed experiences dealing with home- making problems, as canning in school- community cannery	5	14.2	29.4
Other	1	2.8	5.8
None	18	51.4	
Total	49		

TABLE XI

NUMBER OF CLASSES FOR ADULT HOMEMAKERS AND NUMBER OF ENROLLEES
CONSIDERED DESIRABLE FOR THE HIGH SCHOOL HOMEMAKING TEACHER
BY THE PRINCIPALS IN 35 HIGH SCHOOLS IN EASTERN VIRGINIA,
1949-50

A. Reasonable Number Classes for Adult Homemakers		
Number Classes	Principals	
	Number	Percent
One	9	25.7
Two	14	40.0
Three	3	8.5
No answer	9	25.7
Total	35	99.9

B. Reasonable Number Enrollees per Class		
Number Enrollees	Principals	
	Number	Percent
25	1	2.8
20	11	31.4
18	1	2.8
15	4	11.4
12	3	8.5
10	2	5.7
6	1	2.8
?	3	8.5
No answer	9	25.7
Total	35	99.6

below the midpoint of the possible range, it would indicate a considerable amount of dissatisfaction among the Virginia teachers in regard to the teaching load. A study of the relationship of teacher load to job satisfaction of these Virginia teachers included in the National Study was made by Gilliam.²⁵ It was found through her study that among the "factors interfering most seriously with the satisfaction of home economics teachers in regard to teaching load were lack of time for various jobs which schools and communities expected of home economics teachers and lack of time for extended school program."²⁶

Nearly one-half of the principals (48.5 percent) included in the study did not consider educational activities carried on after school or in the evening a part of the teaching load of the high school homemaking teacher (Table VIII). Approximately one-seventh of them (14.2 percent) reported that they did consider these activities a part of the teaching load of the regular homemaking teacher and nearly two-fifths of the principals (37.2 percent) did not answer this question. Further evidence of the principals' indecision regarding the place of homemaking education for adults in relation to the teaching load of the regular high school teacher was shown when only one-fourth of the principals (25.8 percent) reported that they considered adult education activities a responsibility in addition to the teaching

²⁵Virginia Gilliam, "A Study of the Relationship of Teacher Load to the Job Satisfaction of a Group of Virginia Home Economics Teachers," (unpublished Master's thesis, The University of Tennessee, Knoxville, 1948).

²⁶Ibid., p. 102.

load of the high school homemaking teacher; nearly one-half of these principals (45.7 percent) did not answer this question. It would seem from the above responses that some of these principals did not see the importance of developing a close relationship between the high school homemaking program and the program for adults in homemaking education.

Forty-one measures considered factors in encouraging the organization of homemaking education for adults were grouped into six sections (Table XII). It would seem that few of the principals in Eastern Virginia had taken these measures to encourage the organization of adult work in their schools since the largest number of principals checking any one of the 41 items as "having been provided" was 14 (40.0 percent) while the average number of principals checking any one item was five (14.2 percent). Providing time for the homemaking teachers to work with adults appeared to have been considered to a limited degree; one-fifth of the principals (20.0 percent) reported that the homemaking teachers had been employed for 12 months and some principals (22.8 percent) reported that time could be provided for homemaking teachers to work with adults by extending the term of employment from ten to 12 months (Table XII-A). Slightly more than two-fifths of the principals (42.8 percent) reported that time either had been provided or could be provided for work with adults by extending the term of employment; it will be recalled that all of the division superintendents reported that such measures either "had been taken" or "could be taken" in their divisions. In regard to the terms of employment of teachers for vocational schools and classes, it is suggested by those responsible for

TABLE XII

MEASURES WHICH HAVE BEEN OR COULD BE TAKEN TO ENCOURAGE THE
ORGANIZATION OF HOMEMAKING EDUCATION ACTIVITIES FOR ADULT
HOMEMAKERS AS REPORTED BY 35 HIGH SCHOOL PRINCIPALS
IN EASTERN VIRGINIA, 1949-50

A. Provisions in the Teachers' Programs of Work for Educational Activities in Adult Work				
Item	Schools In Which These Measures Have Been Taken		Schools In Which These Measures Could Be Taken	
	Number	Percent	Number	Percent
Extended term of service to 11 months	0	0	7	20.0
Extended term of service to 12 months	7	20.0	8	22.8
Class periods set aside during day for adult work	3	8.5	6	17.1
Time scheduled after school	4	11.4	11	31.1
Time scheduled in evenings	5	14.2	16	45.7
Miscellaneous	1	2.8	1	2.8
Total	20		49	

TABLE XII (continued)

MEASURES WHICH HAVE BEEN OR COULD BE TAKEN TO ENCOURAGE THE
ORGANIZATION OF HOMEMAKING EDUCATION ACTIVITIES FOR ADULT
HOMEMAKERS AS REPORTED BY 35 HIGH SCHOOL PRINCIPALS
IN EASTERN VIRGINIA, 1949-50

B. Facilities Available for Adult Groups in Homemaking Education				
Item	Schools In Which Facilities Have Been Provided		Schools In Which Facilities Could Be Provided	
	Number	Percent	Number	Percent
Use of homemaking department at night	8	22.8	20	57.1
Time for working with adults during school hours provided by arranging schedule	2	5.7	3	8.5
Use of homemaking department and facilities during summer months	5	14.2	26	74.2
Use of books and library facil- ities by homemaking teacher in carrying out adult program	6	17.1	22	62.8
Use of projector and films for adult education activities	7	20.0	23	65.7
Funds for securing consumable supplies for adult program	1	2.8	9	25.8
Miscellaneous	0	0	0	0
Total	29		103	

TABLE XII (continued)

MEASURES WHICH HAVE BEEN OR COULD BE TAKEN TO ENCOURAGE THE
ORGANIZATION OF HOMEMAKING EDUCATION ACTIVITIES FOR ADULT
HOMEMAKERS AS REPORTED BY 35 HIGH SCHOOL PRINCIPALS
IN EASTERN VIRGINIA, 1949-50

C. Means Which Have Been Used in Studying the Interests and Needs of Homemakers in the Community for Work on Problems in Homemaking		
Item	Schools In Which Means Have Been Used	
	Number	Percent
None	7	20.0
Findings of other groups	1	2.8
Questionnaire to homemakers in community	4	11.4
Visiting in homes to discuss needs	12	34.2
Observation	14	40.0
Discussion with homemakers	12	34.2
Conferences with professional persons	5	14.2
Physicians	2	
Ministers	4	
Public Health Nurse	5	
Social Worker	5	
Farm and Home Agents	5	
Others	0	
Conferences with superintendent, homemaking teachers, other teachers	12	34.2
Conferences with key community persons	6	17.1
Other means	0	0
Total	73	

TABLE XII (continued)

MEASURES WHICH HAVE BEEN OR COULD BE TAKEN TO ENCOURAGE THE
ORGANIZATION OF HOMEMAKING EDUCATION ACTIVITIES FOR ADULT
HOMEMAKERS AS REPORTED BY 35 HIGH SCHOOL PRINCIPALS
IN EASTERN VIRGINIA, 1949-50

D. Types of Publicity Which Have Been Used Or Which Could Be Used				
Item	Schools In Which Types of Publicity Have Been Used		Schools In Which Types of Publicity Could Be Used	
	Number	Percent	Number	Percent
Newspaper	7	20.0	17	48.5
Radio	5	14.2	6	17.1
Announcements at community group meetings	6	17.1	17	48.5
Messages to adult homemakers given to in-school pupils	9	25.7	13	37.1
Miscellaneous	2	5.7	2	5.7
Total	29		55	

TABLE XII (continued)

MEASURES WHICH HAVE BEEN OR COULD BE TAKEN TO ENCOURAGE THE
ORGANIZATION OF HOMEMAKING EDUCATION ACTIVITIES FOR ADULT
HOMEMAKERS AS REPORTED BY 35 HIGH SCHOOL PRINCIPALS
IN EASTERN VIRGINIA, 1949-50

E. School and Community Resources Which Have Been Utilized Or Which Could Be Utilized				
Item	Schools Which Have Utilized School and Community Resources		Schools Which Could Utilize School and Community Resources	
	Number	Percent	Number	Percent
Specialists in various professional fields	6	17.1	13	37.1
Skilled lay persons	8	22.8	9	25.7
Departments within school	6	17.1	5	14.2
School-community cannery	5	14.2	2	5.7
Frozen food locker	0	0	5	14.2
Homes in community where homemaking problems may be studied	2	5.7	13	37.1
Agencies within county:				
Health Department	4	11.4	12	34.2
Welfare Department	4	11.4	10	28.5
Extension Division	3	8.5	13	37.1
Other	0	0	0	0
Total	38		82	

TABLE XII (concluded)

MEASURES WHICH HAVE BEEN OR COULD BE TAKEN TO ENCOURAGE THE
ORGANIZATION OF HOMEMAKING EDUCATION ACTIVITIES FOR ADULT
HOMEMAKERS AS REPORTED BY 35 HIGH SCHOOL PRINCIPALS
IN EASTERN VIRGINIA, 1949-50

F. Educational Activities for Adults Planned Cooperatively with Community Leaders and Others				
Item	Schools In Which Cooperative Plan- ning Has Been Done		Schools In Which Cooperative Plan- ning Could Be Done	
	Number	Percent	Number	Percent
Discussions to consider home- making problems in com- munity - homemaking teacher, principal, homemakers, and others	10	28.5	16	45.7
Visits to homes in community to discuss possible educa- tional activities to be carried out through group participation of homemakers	9	25.6	16	45.7
Miscellaneous	0	0	0	0
Total	19		32	

administering Federal funds for vocational education that: "the optimum number of months of employment of the teacher in any given community should be a matter of cooperative consideration by all concerned; the people to be served, local school boards, the homemaking teachers, the school administrators, and the State supervisor of home economics education."²⁷ It was possible that the principals were influenced in checking the item of employment of the homemaking teacher by their own term of employment. While the employment of principals for 12 months' period was begun in 1946, it had not been extended into all school divisions and there were principals in the area whose term of employment had not been extended beyond the ten months' program.

The school principals did not see possibilities for more time in the homemaking teacher's in-school schedule for working with adults than had been provided (Table XII-B). However, the provisions which "could be made" tended to be those which would require that organized programs for homemakers be limited to "after school" or "evening classes." Experience has demonstrated that homemakers with young children or children of school age find it difficult, if not impossible, to attend classes during these hours and teachers with heavy day school schedules may be too exhausted to work effectively after school or in the evenings.

²⁷ Administration of Vocational Education, op. cit., p. 53.

It was evident that principals and superintendents did not see opportunities for providing time for activities in homemaking education for adults in the day school schedule. Only two of the superintendents (15.3 percent) had previously checked the item (Table V-A) which provided time in the day school schedule and approximately one-sixth of the principals (17.1 percent) checked this item (Table XII-A). According to a recent report of adult education activities in the United States it was found that "while most educational activities for adults go on in the evening, there is considerable activity in other portions of the day."²⁸

In considering the availability of facilities of the homemaking department it will be recalled that "the homemaking education department in the school should be a place to which adult members of the family, as well as youth, can come not only for information, consultation, and study, but also to try out methods of solving furnishings, equipment, food conservation, and other home problems."²⁹ More principals tended to see opportunities for providing facilities than "had provided them" (Table XII-B). Less than one-fourth of the principals (22.8 percent) indicated that any item listed under facilities had been made available. However, the number of principals checking the four items of physical facilities which "could be provided" ranged

²⁸ Adult Education Activities of the Public Schools, Report of a Survey, 1947-48, op. cit., p. 9.

²⁹ Administration of Vocational Education, op. cit., p. 53.

from almost three-fifths of these principals (57.1 percent) to approximately three-fourths of them (74.2 percent).

The two items which principals did not believe "could be provided" for adult homemakers concerned scheduling the day school program so that adults might use the department when desirable and providing funds for securing consumable supplies. Only two of the principals (5.7 percent) reported that schedules had been arranged so that adults could use the department during the day and three other principals (8.5 percent) believed that schedules could be arranged to provide for this item. One principal (2.8 percent) reported that funds had been provided for securing consumable supplies, but approximately one-fourth of them (25.8 percent) checked the item indicating that funds "could be provided." Superintendents had previously responded to both the items regarding "schedules" and "funds" in a similar manner. It was not surprising that both groups of school administrators responded to these items in the manner in which they did; it was possible, with few exceptions, that the administrators had not given previous consideration to arranging their day school program so as to provide time for adults to use the department. It was also possible that the homemaking education activities carried out with adults may have been such that the few consumable supplies required were procured without discussing this financial problem with administrators.

One of the trends in the field of adult education previously cited was "a tendency to make increasingly better provisions for

systematic and continuous study of the community needs as a basis for better planning."³⁰ In homemaking education the attempt is made to develop the program around the needs and interests of the individuals and families within the community. These needs and interests may be determined in several ways (Table XII-C). While observation as a means of studying community needs was checked by more principals (40.0 percent) than was any other item, the responses of the principals indicated that they realized that "observation" without using other means would be inadequate. More than one-third of the principals (34.2 percent) reported that they had used "visiting in the home to discuss needs with adults" and "discussion with homemakers" as means of helping to find the needs and problems of the families. Principals employed on a 12 months program have had the opportunity to make more home visits and to study the problems of their communities. Conferences with superintendents and teachers had been used by slightly more than one-third of the principals (34.2 percent). All other means had been used by less than one-fifth of the principals in Eastern Virginia. Brown has said that "the administrator who relies entirely on his personal knowledge of his community in deciding what should or should not be offered in a program of adult education is often at a serious disadvantage."³¹

³⁰"Adapting Adult Education Programs to Postwar Needs," op. cit., pp. 57-59.

³¹Ibid., p. 65.

The people in many school communities have not been made aware of the possibility of securing a program in homemaking education. Publicizing the program has been one means of encouraging the development of adult education in homemaking. The principals in Eastern Virginia did not report having used publicity to any extent in furthering the organization of adult education in their schools (Table XII-D). These principals apparently had not seen the need for publicizing the program because less than one-half of them reported that such measures "could be taken." It is recognized that the best publicity which any program can have is that type of publicity which comes through the results of the program. However, promotion is necessary in launching adult education programs in communities.

According to the responses of the principals in Eastern Virginia (Table XII-E), school and community resources had not been utilized to an appreciable degree in the development of programs in homemaking education for adults. While more principals (22.8 percent) reported that skilled lay persons had been utilized than reported the utilization of any other measures, they expressed an interest in the use of persons, agencies, and places as resources which "could be utilized" in their schools in developing programs with adults.

Principals tended to consider more favorably cooperative planning with community leaders, interested homemakers and others, as means which "had been," and as means which "could be" used in furthering programs in homemaking education for adults (Table XII-F) than some other

suggested measures for furthering the program. Brown also noted the increased tendency to make use of "trained observations of professional workers other than teachers and facts showing community conditions, the desires, and personal needs of prospective students"³² in planning programs in adult education.

Principals were given the same opportunity as superintendents to express their ideas about factors other than those included in the questionnaire (see appendix) which they considered important in the development of programs of homemaking education for adults. Nearly three-tenths of the principals (28.5 percent) made no comment. However, the points of view expressed by more than seven-tenths of them (71.4 percent) should be encouraging to division superintendents and state administrators responsible for the development of the vocational home-making program. All but four (16.0 percent) of the 25 principals who commented made favorable suggestions for the development of the program. The four principals who did not favor homemaking education for adults as a part of the total school program believed that their in-school programs and facilities were already overloaded. The forty favorable suggestions given by these principals might be grouped for summary as follows:

Employ additional homemaking teachers in order to provide time for the development of a homemaking program to include work with adults.

³²Ibid., p. 62.

Study the needs of adults in the community and plan programs which will help to meet these needs.

Make communities aware of the educational opportunities available to them through the homemaking department of the high school.

Make facilities of the homemaking department available for work with adults.

Provide more training in adult education for homemaking teachers through both the pre-service and in-service training program.

3. Beliefs and Recommendations of Homemaking Teachers in Relation to Homemaking Education Program for Adults

Slightly more than four-fifths of the homemaking teachers (81.8 percent) in Eastern Virginia who participated in the study believed that it was the responsibility of the public school to provide education for adult homemakers (Table XIII). It will be recalled that all but one of the division superintendents (92.3 percent) and more than four-fifths of the secondary school principals (85.7 percent) who participated in the study were in agreement in regard to this point. This general agreement in regard to the responsibilities of the school for adult education would be of considerable advantage in extending or establishing educational programs for adult homemakers. Both problems confront the teacher and the administrators in this area of Virginia since slightly more than one-third of the schools (35.2 percent) had provided

TABLE XIII

BELIEFS OF 44 HOMEMAKING TEACHERS REGARDING RESPONSIBILITY
OF THE PUBLIC SCHOOL FOR PROVIDING EDUCATION FOR ADULT
HOMEMAKERS, EASTERN VIRGINIA, 1949-50

Years Teaching Experience	Is the Responsibility of Public School to Provide Education for Adult Homemakers							
	Teachers		Yes		No		No Answer or Undecided	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Less than 1	4	9.1	2	50.0	1	25.0	1	25.0
1 to 3	6	13.6	4	66.6	0	0	2	33.3
3 to 5	8	18.2	7	87.5	1	12.5	0	0
5 to 10	13	29.5	11	84.6	2	15.3	0	0
Ten and over	13	29.5	12	92.3	1	7.6	0	0
Total	44	99.9	36	81.8	5	11.3	3	6.5

organized programs in homemaking education for adults (Table X).

According to the responses of the homemaking teachers in regard to the types of informal adult education programs conducted as a part of their regular high school homemaking program, all but ten of these teachers (22.7 percent) reported at least one type of such instruction (Table XV, p. 85). However, the official reports of these teachers filed at the close of the year would indicate that these programs were limited as to the extent of instruction actually given to the homemakers in terms of the problems they faced.

Some factors which may be responsible for the lag in the adult program in homemaking education are the day school schedule; the in-school scheduled activities relating to the day school schedule; the concept of the teacher's job, and the training which the homemaking teacher has received for working with adults. The homemaking teacher can satisfactorily participate in the development of a broad program in homemaking education only insofar as it is feasible within the time limits of the total program assignment within the school. In analyzing the teachers' replies for the purpose of identifying factors which might be those affecting the organization of a program in homemaking education for adults, it seemed desirable that these responses be arranged in five groups according to the number of years experience of these teachers.

The responsibilities of the homemaking teacher to the total in-school program are often varied and are of a nature that would not be revealed through a study of her schedule. One-half of the homemaking

teachers (50.0 percent) in Eastern Virginia reported having less than fifty girls enrolled in their classes in the day school program (Table XIV), and more than three-fourths of them (77.2 percent) taught no classes other than homemaking. While the majority of these teachers did not teach any classes other than homemaking, one-half of them (50.0 percent) reported either having the responsibility of purchasing the food for the lunch room or assisting with its management; or, as was reported by nearly two-fifths of these teachers (38.6 percent), they were responsible for purchasing food for the school lunch program and for assisting with the management of the school lunch program (Table XIV).

Teachers with ten or more years experience were more likely to report no responsibility for the lunchroom than were teachers of less than five years experience. It may be that the more experienced teachers were in larger schools where provisions had been made for full-time managers of the school lunch. There seemed to be a relationship between the school lunch room responsibilities assumed and the amount of homemaking education for adults carried out in Eastern Virginia (Table XIV). Three-fifths of the teachers with less than three years teaching experience reported purchasing food for the school lunch program and assisting with the management. Organized classes were reported conducted by one of these teachers (10 percent) and this teacher had been employed for 12 months. The other types of educational experiences provided for adults by the group with less than three years teaching experience were limited to individual assistance through home

TABLE XIV

YEARS TEACHING EXPERIENCE, EXPERIENCES OTHER THAN TEACHING, DAY SCHOOL ENROLLMENT
AND RESPONSIBILITIES OF 44 VOCATIONAL HOME MAKING TEACHERS IN EASTERN VIRGINIA,
1949-50

Years Teaching Experience as in Previous Table	Teachers		Experience Other Than Teaching				
			Home	Institutional	Merchandising	Other	None
	Number	Percent	Demonstration Agent Percent	Management Percent	Percent	Percent	Percent
Less than 1	4	9.1	0	50.0	0	0	50.0
1 to 3	6	13.6	0	0	0	16.6	83.3
3 to 5	8	18.2	0	37.5	12.5	25.0	25.0
5 to 10	13	29.5	7.6	15.3	0	23.0	53.8
Ten and over	13	29.5	7.6	15.3	7.6	15.3	53.8
Total	44	99.9	4.5	20.4	4.5	18.1	52.2

TABLE XIV (continued)

YEARS TEACHING EXPERIENCE, EXPERIENCES OTHER THAN TEACHING, DAY SCHOOL ENROLLMENT
AND RESPONSIBILITIES OF 44 VOCATIONAL HOMEMAKING TEACHERS IN EASTERN VIRGINIA,
1949-50

Years Teaching Experience as in Previous Table	Teachers		Enrollment in Day Classes				
			Less than 50 Percent	50-74 Percent	75-99 Percent	100-124 Percent	125 and over Percent
Less than 1	4	9.1	100.0	0	0	0	0
1 to 3	6	13.6	83.3	0	16.6	0	0
3 to 5	8	18.2	37.5	12.5	37.5	12.5	0
5 to 10	13	29.5	53.8	15.3	15.3	15.3	0
Ten and over	13	29.5	23.0	15.3	23.0	23.0	15.3
Total	44	99.9	50.0	11.3	20.4	13.6	4.5

TABLE XIV (continued)

YEARS TEACHING EXPERIENCE, EXPERIENCES OTHER THAN TEACHING, DAY SCHOOL ENROLLMENT
AND RESPONSIBILITIES OF 44 VOCATIONAL HOME MAKING TEACHERS IN EASTERN VIRGINIA,
1949-50

Years Teaching Experience as in Previous Table	Teachers		Periods Home Economics Taught Daily					
	Number	Percent	1	2	3	4	5	6
			Percent	Percent	Percent	Percent	Percent	Percent
Less than 1	4	9.1	0	0	0	50.0	25.0	25.0
1 to 3	6	13.6	0	0	33.3	33.3	0	33.3
3 to 5	8	18.2	0	12.5	25.0	12.5	37.5	12.5
5 to 10	13	29.5	0	0	7.6	30.7	30.7	30.7
Ten and over	13	29.5	0	0	0	23.0	38.4	38.4
Total	44	99.9	0	2.2	11.3	27.2	29.5	29.5

TABLE XIV (continued)

YEARS TEACHING EXPERIENCE, EXPERIENCES OTHER THAN TEACHING, DAY SCHOOL ENROLLMENT
AND RESPONSIBILITIES OF 44 VOCATIONAL HOME MAKING TEACHERS IN EASTERN VIRGINIA,
1949-50

Years Teaching Experience as in Previous Table	Teachers		Number Periods Other Subjects Taught Daily					
	Number	Percent	1	2	3	4	5	None
			Percent	Percent	Percent	Percent	Percent	Percent
Less than 1	4	9.1	75.0	0	0	0	0	25.0
1 to 3	6	13.6	16.6	0	0	0	0	83.3
3 to 5	8	18.2	25.0	12.5	0	0	0	62.3
5 to 10	13	29.5	15.3	7.6	0	0	0	76.9
Ten and over	13	29.5	0	0	0	0	0	100.0
Total	44	99.9	18.1	4.5	0	0	0	77.2

TABLE XIV (continued)

YEARS TEACHING EXPERIENCE, EXPERIENCES OTHER THAN TEACHING, DAY SCHOOL ENROLLMENT
AND RESPONSIBILITIES OF 44 VOCATIONAL HOMEMAKING TEACHERS IN EASTERN VIRGINIA,
1949-50

Years Teaching Experience as in Previous Table	Responsibilities of Homemaking Teachers in . Total School Program Other Than Teaching						
	School Lunch Room Responsibilities						
			No Lunch Room Responsi- bility	Only One Lunch Room Responsi- bility	Two Lunch Room Responsi- bilities	Purchasing Food for Lunch Room	Assisting Management Lunch Room
	Teachers Number	Percent	Percent	Percent	Percent	Percent	Percent
Less than 1	4	9.1	25.0	0	75.0	75.0	75.0
1 to 3	6	13.6	50.0	0	50.0	50.0	50.0
3 to 5	8	18.2	50.0	12.5	37.5	25.0	37.5
5 to 10	13	29.5	38.4	23.0	38.4	38.4	46.1
Ten and over	13	29.5	69.2	7.6	23.0	30.7	30.7
Total	44	99.9	50.0	11.3	38.6	38.6	43.1

TABLE XIV (concluded)

YEARS TEACHING EXPERIENCE, EXPERIENCES OTHER THAN TEACHING, DAY SCHOOL ENROLLMENT
AND RESPONSIBILITIES OF 44 VOCATIONAL HOMEMAKING TEACHERS IN EASTERN VIRGINIA,
1949-50

Years Teaching Experience as in Previous Table		Responsibilities of Homemaking Teachers in Total School Program Other Than Teaching								
		Teachers	Assist-	Spon-	Advisor to Class	Advisor to Annual Staff	Keeping Home Room	Advisor to Clubs	Other Respon- sibil- ities	None
			ing Phys. Ed. Program Percent	soring Girls Athletic Teams Percent						
		Number	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Less than 1	4	9.1	50.0	25.0	0	0	0	75.0	25.0	25.0
1 to 3	6	13.6	0	0	16.6	0	16.6	83.3	50.0	0
3 to 5	8	18.2	25.0	0	25.0	0	62.5	87.5	37.5	0
5 to 10	13	29.5	0	7.6	15.3	0	38.4	69.2	23.0	0
Ten and over	13	29.5	7.6	0	15.3	7.6	30.7	69.2	76.9	0
Total	44	99.9	11.3	4.5	15.9	2.2	34.0	70.4	45.4	2.2

visits, reported by two-fifths of the group (40.0 percent), and work with the mothers of girls enrolled in the day school homemaking classes, reported by nearly one-third (30.0 percent) of the teachers (Table IV). Of the group who had taught ten or more years, nearly seven-tenths of them (69.2 percent) reported no school lunch responsibilities while organized classes for adult homemakers were reported by nearly one-half of them (46.1 percent). Almost seven-tenths of the teachers (69.2 percent) reported having made home visits for the purpose of working with adult homemakers; more than three-fourths of them (76.9 percent) reported giving individual assistance to the mothers of girls; and more than three-fifths (61.5 percent) reported consultative services rendered in the homemaking department to homemakers.

Because of the expansion of both the homemaking program and the school lunch program it has been recommended by the State Director of Vocational Education and the State Supervisor of Home Economics Education that a study be made within the local division "to redefine the contributions which are practicable for the home economics teacher to make to the school lunch program in light of the major responsibilities for the homemaking education program."³³ In view of the fact that the pre-service program for teachers of vocational home economics in Virginia has never included training in school lunch room management, this recommendation would seem to be wise. The training of the homemaking teachers

³³ Robert N. Anderson and Rosa H. Loving, "The Home Economics Teacher's Contribution to the School Lunch Program," Superintendent's Memo No. 2410 (unpublished report, State Board of Education, Virginia).

TABLE XV

RELATION OF HOMEMAKING EDUCATION TO HIGH SCHOOL PROGRAM, TYPE OF PROGRAM, TIME PROVIDED,
 NUMBER OF HOME VISITS REPORTED BY 44 HOMEMAKING TEACHERS BY YEARS TEACHING EXPERIENCE
 IN EASTERN VIRGINIA, 1949-50

Years Teaching Experience as in Previous Table	Teachers		Relation of Adult Program to High School Program			
			Integral Part Percent	Supplementary Percent	Summer Months Only Percent	No Answer or "None" Percent
Less than 1	4	9.1	0	25.0	25.0	50.0
1 to 3	6	13.6	0	50.0	16.6	33.3
3 to 5	8	18.2	12.5	62.5	0	25.0
5 to 10	13	29.5	15.3	30.7	38.4	15.3
Ten and over	13	29.5	38.4	15.3	23.0	23.0
Total	44	99.9	18.1	34.0	22.7	25.0

TABLE XV (continued)

RELATION OF HOME MAKING EDUCATION TO HIGH SCHOOL PROGRAM, TYPE OF PROGRAM, TIME PROVIDED
 NUMBER OF HOME VISITS REPORTED BY 44 HOME MAKING TEACHERS BY YEARS TEACHING EXPERIENCE
 IN EASTERN VIRGINIA, 1949-50

Years Teaching Experience as in Previous Table	Teachers		Type of Program							
			Formal	Informal						
				Organ- ized Class Percent	Consul- tative Ser- vices Percent	Home Visits Indi- vidual Assist- ance Percent	Directed Exper- iences with Home- making Problems Percent	Work- shops or Clinics Percent	Indi- vidual Assist- ance to Mothers of H. E. Girls Percent	Other Percent
Less than 1	4	9.1	0	0	50.0	0	0	25.0	0	50.0
1 to 3	6	13.6	16.6	50.0	33.3	0	0	33.3	0	33.3
3 to 5	8	18.2	37.5	37.5	37.5	12.5	25.0	62.5	12.5	25.0
5 to 10	13	29.5	23.0	53.8	0	23.0	23.0	69.2	15.3	15.3
Ten and over	13	29.5	46.1	61.5	69.2	30.7	15.3	76.9	0	15.3
Total	44	99.9	29.5	47.7	36.0	18.1	15.9	61.3	6.5	22.7

TABLE XV (continued)

RELATION OF HOME MAKING EDUCATION TO HIGH SCHOOL PROGRAM, TYPE OF PROGRAM, TIME PROVIDED,
 NUMBER OF HOME VISITS REPORTED BY 44 HOME MAKING TEACHERS BY YEARS TEACHING EXPERIENCE
 IN EASTERN VIRGINIA, 1949-50

Years Teaching Experience as in Previous Table	Teachers		Time Allotted to Adult Program				
			Class Periods During Day	Eleven Months	Twelve Months	Other	None
	Number	Percent	Percent	Percent	Percent	Percent	Percent
Less than 1	4	9.1	0	0	0	0	100.0
1 to 3	6	13.6	0	0	16.6	0	83.3
3 to 5	8	18.2	0	0	12.5	0	87.5
5 to 10	13	29.5	0	0	23.0	0	76.9
Ten and over	13	29.5	0	0	46.1	0	53.8
Total	44	99.9	0	0	25.0	0	75.0

TABLE XV (concluded)

RELATION OF HOME MAKING EDUCATION TO HIGH SCHOOL PROGRAM, TYPE OF PROGRAM, TIME PROVIDED,
NUMBER OF HOME VISITS REPORTED BY 44 HOME MAKING TEACHERS BY YEARS TEACHING EXPERIENCE
IN EASTERN VIRGINIA, 1949-50

Years Teaching Experience as in Previous Table	Teachers		Number Home Visits						125 or More
			Less Than Ten	10-24	25-49	50-74	75-99	100-124	
	Number	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Less than 1	4	9.1	0	25.0	50.0	0	25.0	0	0
1 to 3	6	13.6	33.3	33.3	16.6	0	0	16.6	0
3 to 5	8	18.2	25.0	12.5	37.5	12.5	12.5	0	0
5 to 10	13	29.5	23.0	15.3	15.3	23.0	0	7.6	15.3
Ten and over	13	29.5	7.6	0	15.3	15.3	30.7	15.3	15.3
Total	44	99.9	18.1	13.6	22.7	13.6	13.6	9.0	9.0

has been such, however, that would qualify them to make valuable contributions to certain phases of the school lunch program and it has been suggested that teachers of homemaking might

Contribute to the nutrition education program by regular consultation with faculty, pupil groups and school lunch workers.

Be a member of the school lunch committee.

Assist in creating a pleasant atmosphere in the school lunchroom by working with pupils, faculty and school lunch workers on ways and means of doing this.

Help put the program on a sound financial basis by assisting the school administrator and school lunch manager in the study of cost of operation, and the relationship of management practices to operation costs.

Give training to school lunch personnel through regular conference periods with the school lunch manager and workers in improved practices in menu planning, buying, food preparation, record keeping, sanitation, storage and management.

. . . if such assigned activities do not consume more than one-fifth of the scheduled teaching time or one period per teacher per day.³⁴

In the recent study of the job satisfaction of home economics teachers which, as has been previously cited, included one hundred teachers from Virginia, it was found that teachers with less than one years teaching experience had the lowest job satisfaction scores of any of the groups. It was found, too, that "satisfaction was associated with the type of program the teacher was carrying. Those teaching only home economics were more satisfied than those teaching

³⁴Ibid., p. 1.

home economics and other subjects."³⁵ Three-fourths of the teachers (75.0 percent) with less than one year's teaching experience in Eastern Virginia reported teaching one subject in addition to their regular homemaking classes, two of them (50.0 percent) reported assisting with the physical education program and one reported sponsoring the girls' athletic team. Their responsibilities for the school lunch program have been previously described.

Since the vocational homemaking teacher's initial responsibility in the school is to develop a homemaking education program that adequately serves the community, that is, "provides instruction for both in-school and out-of-school groups,"³⁶ it would seem desirable that the homemaking teacher's program of work and schedule be carefully studied by the administrators and the homemaking teacher for the purpose of analyzing and evaluating her program in relation to the controlling purpose of vocational homemaking. It would seem that clarification of the concept of the homemaking teacher's job might lead to the development of stronger in-school programs and out-of-school programs in homemaking education.

The program for adult homemakers was less likely to be considered an integral part of the teacher's program of work, according to the reports of the teachers (18.1 percent), than it was to be considered supplementary to her work in the day-school program (34.0 percent) (Table XV). The discrepancy between the organization of the program

³⁵Factors Affecting the Satisfaction of Home Economics Teachers, op. cit., p. 8.

³⁶Administration of Vocational Education, op. cit., p. 51.

as reported, and the organization of the program as the majority of the administrators and homemaking teachers said they believed it should be, may not have been so great as these figures would indicate. Approximately one-tenth of these teachers (9.1 percent) had taught less than one year and slightly less than one-fourth of them had taught less than three years.

None of the teachers who had taught less than one year reported organized classes for adults and only one of those who had taught less than three years reported organized classes. While organized classes are important in the over-all adult program, the State Plan indicated a number of other ways in which homemaking teachers might help homemakers with their problems. That is, teachers' work with adults may be considered an integral part of the teachers' program even though it does not include any organized classes. These reports indicated that there might be some misunderstanding in regard to what constitutes an adult program. However, teachers with less than three years teaching experience tended to report little or no effort to work with adults.

Teachers with less than one year's teaching experience have not been made to feel obligated for developing organized classes for adults unless they and their local administrators have deemed it mutually advisable. It has been thought that successful teaching experience in the day-school helped to develop self-confidence in the teacher and also tended to establish the homemaking program in the community. The reports of the teachers in this study, however, would indicate a need for reconsidering the policy in regard to the responsibilities of the

beginning teachers for the adult program; it would seem important to help the beginning teacher see more ways of including educational activities for adult homemakers as an integral part of her homemaking program. It is recognized that the "State Plan for Vocational Education, 1947-52," was the first state plan to include informal educational activities for adults as a part of the adult program in homemaking education. Before this last plan was made effective, the only types of adult programs officially reported were the organized classes. The replies of the superintendents, principals, and homemaking teachers would tend to indicate the need for those responsible for the administration of the vocational homemaking program to work more closely with these local administrators and teachers in developing a broader concept of the program of homemaking education for adults. This would seem to be a crucial factor in the development of the program for as the experience of these teachers increased there was a tendency for an increase in the number of organized classes reported and in the variety of educational activities provided. The turnover in home economics teachers has been high in recent years and because of this it becomes even more urgent that the adult phase of the homemaking program be stressed with the beginning teacher.

Only one-fourth of the teachers (25.0 percent) participating in the study reported having time in their schedule allotted to the adult program and these were the same teachers who were employed for 12 months (Table XV). While the employment of the homemaking teacher for

12 months has been generally recognized as one means of implementing the adult phase of the homemaking program, it has also been recognized that a homemaking program that fulfills the purposes for which vocational funds were provided, will include instruction for both the in-school and the out-of-school groups. A phase of a program that is an integral part of the program cannot be set aside until the summer months for development. Twelve months employment of homemaking teachers should enable them to provide instruction on a continuous basis for both in-school and out-of-school groups.

Regardless of the limited number of teachers reporting time provided for working with adults, all but eight of them (18.1 percent) reported having made more than ten home visits for the purpose of working with adults (Table XV). The number of home visits reported tended to increase when the teacher's term of employment was extended to 12 months. While a higher percentage of the teachers who had less than three years teaching experience reported having their own cars than those teachers who had three or more years experience, fewer home visits were reported by the teachers who had from less than one year to three years experience (Table XV). Prior to World War II, some states had gone so far as to require that vocational home economics teachers own a car; however, in Virginia ownership of automobiles has been strongly urged but not required except for those teachers on 12 months employment. Local school administrators and those responsible for administering the vocational homemaking program have helped teachers who did not own cars

arrange some means of transportation. None of these teachers reported renting a car for the purpose of working with adults. It might be desirable for some of the teachers living in those areas where cars may be rented to experiment with this means of transportation and report to others whether or not it proved to be satisfactory.

A sound program in homemaking education for adults must be built around the needs and interests of the people in the community; this involves school-community-pupil planning. None of the teachers (0.0 percent) with less than one year's teaching experience reported that they had participated in cooperative planning with community leaders, interested homemakers, or other persons concerned with the educational activities, in developing a program for adult homemakers (Table XVII). The number of teachers reporting cooperative planning of this nature increased consecutively as the years' teaching experience increased. It would seem that the teachers learned the techniques of cooperative planning through their teaching experience rather than through their pre-service training program. These responses would tend to point out the need for stronger emphasis on techniques of cooperative planning with adults as part of the in-service training program of beginning teachers. It will be recalled that the principals expressed more interest in cooperative planning with community leaders as a means of furthering the program of homemaking education for adults than they did in any other means which might be used in furthering this phase of the homemaking program.

TABLE XVI

MEANS OF TRANSPORTATION USED BY 44 HOMEMAKING TEACHERS,
EASTERN VIRGINIA, 1949-50

Years Teaching Experience as in Previous Table	Means of Transportation									
	Teachers		Own Car		Use Family Car		Ride with Other Teachers		Use Public Conveyance	
	Num-	Per-	Num-	Per-	Num-	Per-	Num-	Per-	Num-	Per-
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
Less than 1	4	9.1	3	75.0	0	0	0	0	0	0
1 to 3	6	13.6	4	66.6	0	0	0	0	0	0
3 to 5	8	18.2	4	50.0	2	25.0	0	0	0	0
5 to 10	13	29.5	8	61.5	1	7.6	0	0	2	15.3
Ten and over	13	29.5	9	69.2	0	0	0	0	2	15.3
Total	44	99.9	28	63.6	3	6.5	0	0	4	9.0

TABLE XVI (continued)

MEANS OF TRANSPORTATION USED BY 44 HOMEMAKING TEACHERS,
EASTERN VIRGINIA, 1949-50

Years Teaching Experience as in Previous Table	Means of Transportation							
	Rent a Car		Within Walk- ing Distance		Other Means		None	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Less than 1	0	0	0	0	0	0	1	25.0
1 to 3	0	0	1	16.6	0	0	1	16.6
3 to 5	0	0	0	0	0	0	2	25.0
5 to 10	0	0	0	0	0	0	2	15.3
Ten and over	0	0	0	0	0	0	2	15.3
Total	0	0	1	2.2	0	0	8	18.1

TABLE XVII

EDUCATIONAL ACTIVITIES FOR ADULTS PLANNED COOPERATIVELY WITH
COMMUNITY LEADERS AND OTHERS, EASTERN VIRGINIA, 1949-50

Years Teaching Experience as in Previous Table									Discussion with Professional and Lay Persons to Determine Community Problems		Discussion with Homemakers Through Home Visits to Plan Educational Activities to be Developed	
	Teachers		Cooperative Planning Used									
			No		No Answer		Yes					
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Less than 1	4	9.1	4	100.0	0	0	0	0	0	0	0	0
1 to 3	6	13.6	5	83.3	0	0	1	16.6	0	0	0	0
3 to 5	8	18.2	5	62.5	0	0	3	37.5	3	37.5	1	12.5
5 to 10	13	29.5	7	53.8	0	0	6	46.1	2	15.3	4	30.7
Ten and over	13	29.5	4	30.7	2	15.3	7	53.8	4	30.7	4	30.7
Total	44	99.9	25	56.8	2	4.5	17	38.6	9	20.4	9	20.4

Administrators in Eastern Virginia, as in other areas of Virginia and the nation, have been faced with the problem of finding qualified homemaking teachers. According to the responses of the homemaking teachers included in this study, less than two-thirds of them (63.6 percent) had met the professional requirements for teaching homemaking in Virginia, that is, had a B. S. Degree in Home Economics Education from one of the approved institutions for training vocational homemaking teachers in Virginia or held a vocational home economics certificate from another state (Table XVIII). It should be noted that all of those teachers included in the group of non-qualified teachers (36.2 percent) in Eastern Virginia, who were planning to continue teaching homemaking, had either already begun working toward meeting the professional requirements for teaching vocational homemaking or had agreed to begin such work immediately. However, the fact that more than one-third of these teachers reported not having had the professional training for developing a vocational program in homemaking education would in itself seem to be a serious handicap in developing a broad program in homemaking education.

While it is generally recognized that in all fields of adult education there are persons who are working with adults without previous specific professional training for their job, it is also recognized that the lack of trained leaders in the field of adult education is one of the biggest problems found in this field. In discussing this problem, Bradford says:

TABLE XVIII

PRE-SERVICE AND IN-SERVICE TRAINING PROGRAMS IN HOME MAKING EDUCATION FOR ADULTS
 PROVIDED FOR 44 HOME MAKING TEACHERS IN EASTERN VIRGINIA AS REPORTED 1949-50

Years Teaching Experience as in Previous Table	Teachers Number Percent		College Training Received					
			B. S. Degree with Major in Home Ec. Education	B. S. Degree with Minor in Home Ec. Education	B. S. Degree with Major in Home Ec.	B. S. Degree Not in Home Ec.	Do Not Have B. S. Degree	Others - Graduate Work
			Percent	Percent	Percent	Percent	Percent	Percent
Less than 1	4	9.1	50.0	0	25.0	0	25.0	0
1 to 3	6	13.6	66.6	16.6	0	0	16.6	16.6
3 to 5	8	18.2	50.0	0	37.5	0	12.5	0
5 to 10	13	29.5	76.9	0	15.3	0	7.6	7.6
Ten and over	13	29.5	61.5	0	7.6	7.6	23.0	30.7
Total	44	99.9	63.6	2.2	15.9	2.2	15.9	13.6

TABLE XVIII (continued)

PRE-SERVICE AND IN-SERVICE TRAINING PROGRAMS IN HOME MAKING EDUCATION FOR ADULTS
 PROVIDED FOR 44 HOME MAKING TEACHERS IN EASTERN VIRGINIA AS REPORTED 1949-50

Years Teaching Experience as in Previous Table	Teachers		College Preparation for Working with Adults				
			None	No	Some	Unit in Home Ec. Education Methods	Course in Adult Education
	Number	Percent	Percent	Answer Percent	Percent	Percent	Percent
Less than 1	4	9.1	50.0	0	50.0	50.0	0
1 to 3	6	13.6	66.6	0	33.3	16.6	0
3 to 5	8	18.2	62.5	12.5	25.0	25.0	0
5 to 10	13	29.5	53.8	0	46.1	46.1	7.6
Ten and over	13	29.5	53.8	0	46.1	30.7	7.6
Total	44	99.9	56.8	2.2	40.9	36.0	4.5

TABLE XVIII (continued)

PRE-SERVICE AND IN-SERVICE TRAINING PROGRAMS IN HOMEMAKING EDUCATION FOR ADULTS
 PROVIDED FOR 44 HOMEMAKING TEACHERS IN EASTERN VIRGINIA AS REPORTED 1949-50

College Preparation for Working with Adults (continued)							
Taught Classes for Adult Homemakers							
Years Teaching Experience as in Previous Table	Teachers		Observed Classes for Adult Homemakers Percent	Taught Classes as Part of Student Teaching Experience Percent	Number Classes Taught		
	Number	Percent			One Meeting Percent	2 to 5 Meetings Percent	5 to 10 Meetings Percent
Less than 1	4	9.1	0	0	0	0	0
1 to 3	6	13.6	16.6	16.6	16.6	0	0
3 to 5	8	18.2	12.5	12.5	0	0	12.5
5 to 10	13	29.5	30.7	23.0	0	23.0	0
Ten and over	13	29.5	15.3	15.3	0	15.3	0
Total	44	99.9	18.1	15.9	2.2	11.3	2.2

TABLE XVIII (continued)

PRE-SERVICE AND IN-SERVICE TRAINING PROGRAMS IN HOME MAKING EDUCATION FOR ADULTS
PROVIDED FOR 44 HOME MAKING TEACHERS IN EASTERN VIRGINIA AS REPORTED 1949-50

Years Teaching Experience as in Previous Table	Teachers		Strengths and Weaknesses in Training for Working with Adults					
			Guiding Educational Activities of Experienced Homemakers			Helping Homemakers to Select Problems for Study		
			Strength	Weakness	No Answer	Strength	Weakness	No Answer
	Number	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Less than 1	4	9.1	0	50.0	50.0	0	50.0	50.0
1 to 3	6	13.6	16.6	50.0	33.3	50.0	33.3	16.6
3 to 5	8	18.2	0	87.5	12.5	25.0	62.5	12.5
5 to 10	13	29.5	15.3	69.2	15.3	38.4	46.1	15.3
Ten and over	13	29.5	0	53.8	46.1	15.3	46.1	38.4
Total	44	99.9	6.5	63.6	29.5	27.2	47.7	25.0

TABLE XVIII (continued)

PRE-SERVICE AND IN-SERVICE TRAINING PROGRAMS IN HOME MAKING EDUCATION FOR ADULTS
 PROVIDED FOR 44 HOME MAKING TEACHERS IN EASTERN VIRGINIA AS REPORTED 1949-50

Years Teaching Experience as in Previous Table	Teachers		Strengths and Weaknesses in Training for Working with Adults					
			Knowledge of the Newer Trends in Subject Matter Areas					
			Feeding the Family		Health of Family		Managing Family Income	
	Number	Percent	Strength Percent	Weakness Percent	Strength Percent	Weakness Percent	Strength Percent	Weakness Percent
Less than 1	4	9.1	25.0	25.0	25.0	25.0	25.0	25.0
1 to 3	6	13.6	16.6	33.3	16.6	16.6	0	50.0
3 to 5	8	18.2	50.0	0	37.5	0	12.5	37.5
5 to 10	13	29.5	84.6	0	38.4	38.4	15.3	76.9
Ten and over	13	29.5	53.8	7.6	38.4	7.6	7.6	53.8
Total	44	99.9	54.5	6.5	34.0	18.1	11.3	54.5

TABLE XVIII (continued)

PRE-SERVICE AND IN-SERVICE TRAINING PROGRAMS IN HOME MAKING EDUCATION FOR ADULTS
 PROVIDED FOR 44 HOME MAKING TEACHERS IN EASTERN VIRGINIA AS REPORTED 1949-50

Years Teaching Experience as in Previous Table	Teachers		Strengths and Weaknesses in Training for Working with Adults					
			Knowledge of the Newer Trends in Subject Matter Areas					
			Clothing the Family		Caring for Children		Home Care of Sick	
			Strength	Weakness	Strength	Weakness	Strength	Weakness
	Number	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Less than 1	4	9.1	25.0	0	25.0	25.0	25.0	0
1 to 3	6	13.6	50.0	0	33.3	0	33.3	0
3 to 5	8	18.2	62.5	0	25.0	12.5	37.5	12.5
5 to 10	13	29.5	69.2	15.3	46.1	38.4	61.5	23.0
Ten and over	13	29.5	46.1	15.3	30.7	23.0	30.7	23.0
Total	44	99.9	54.5	9.0	34.0	22.7	40.9	15.9

TABLE XVIII (continued)

PRE-SERVICE AND IN-SERVICE TRAINING PROGRAMS IN HOME MAKING EDUCATION FOR ADULTS
 PROVIDED FOR 44 HOME MAKING TEACHERS IN EASTERN VIRGINIA AS REPORTED 1949-50

Years Teaching Experience as in Previous Table	Strengths and Weaknesses in Training for Working with Adults							
	Knowledge of the Newer Trends in							
	Subject Matter Areas							
	Teachers		Housing the Family		Family Relations		Miscellaneous	
	Number	Percent	Strength Percent	Weakness Percent	Strength Percent	Weakness Percent	Strength Percent	Weakness Percent
Less than 1	4	9.1	25.0	25.0	25.0	0	0	0
1 to 3	6	13.6	16.6	33.3	0	66.6	0	0
3 to 5	8	18.2	37.5	12.5	25.0	12.5	0	0
5 to 10	13	29.5	38.4	46.1	30.7	61.5	0	0
Ten and over	13	29.5	15.3	30.7	30.7	38.4	0	0
Total	44	99.9	27.2	31.8	25.0	40.9	0	0

TABLE XVIII (continued)

PRE-SERVICE AND IN-SERVICE TRAINING PROGRAMS IN HOME MAKING EDUCATION FOR ADULTS
 PROVIDED FOR 44 HOME MAKING TEACHERS IN EASTERN VIRGINIA AS REPORTED 1949-50

Years Teaching Experience as in Previous Table	Teachers		In-Service Training for Working with Adults		
	Number	Percent	None Percent	No Answer Percent	Some Percent
Less than 1	4	9.1	50.0	0	50.0
1 to 3	6	13.6	66.6	0	33.3
3 to 5	8	18.2	25.0	25.0	50.0
5 to 10	13	29.5	23.0	0	76.9
Ten and over	13	29.5	15.3	7.6	76.9
Total	44	99.9	29.5	6.5	63.6

TABLE XVIII (continued)

PRE-SERVICE AND IN-SERVICE TRAINING PROGRAMS IN HOME MAKING EDUCATION FOR ADULTS
 PROVIDED FOR 44 HOME MAKING TEACHERS IN EASTERN VIRGINIA AS REPORTED 1949-50

Years Teaching Experience as in Previous Table	In-Service Training for Working with Adults						
	Discussed Needs and Plans with School Adm. and Supt.						
	Teachers		Principal Percent	Supt. Percent	Local Supt. Percent	District Supt. Percent	Others Percent
	Number	Percent					
Less than 1	4	9.1	25.0	25.0	0	50.0	0
1 to 3	6	13.6	33.3	0	0	33.3	0
3 to 5	8	18.2	50.0	12.5	12.5	37.5	12.5
5 to 10	13	29.5	61.5	30.7	15.3	61.5	15.3
Ten and over	13	29.5	53.8	46.1	30.7	61.5	23.0
Total	44	99.9	52.2	27.2	15.9	52.2	13.6

TABLE XVIII (concluded)

PRE-SERVICE AND IN-SERVICE TRAINING PROGRAMS IN HOME MAKING EDUCATION FOR ADULTS
 PROVIDED FOR 44 HOME MAKING TEACHERS IN EASTERN VIRGINIA AS REPORTED 1949-50

Years Teaching Experience as in Previous Table	Teachers		In-Service Training for Working with Adults Participated in Training Courses			
			Graduate Class Adult Education	Workshop	Other	Group Discussions Teachers' Conferences
	Number	Percent	Percent	Percent	Percent	Percent
Less than 1	4	9.1	0	0	0	0
1 to 3	6	13.6	0	0	0	16.6
3 to 5	8	18.2	0	0	25.0	25.0
5 to 10	13	29.5	7.6	23.0	7.6	53.8
Ten and over	13	29.5	7.6	23.0	7.6	53.8
Total	44	99.9	4.5	13.6	9.0	38.6

The many problems facing adult education are further complicated by lack of leadership. . . . Basic method of adult education is rapidly becoming the discussion method. . . . Adult education is essentially an opportunity for adults to solve their individual and group problems.³⁷

More than one-half of these homemaking teachers (56.8 percent) reported having received no college training in preparation for work with adults (Table XVIII). The years teaching experience seemed to make little difference in regard to the college preparation received for adult work; slightly more than one-half of those teachers (53.8 percent) who had taught ten or more years, reported having received no college training while one-half of the teachers (50.0 percent) who had taught less than one year, also reported having received no preparation for working with adults while in college. It would seem that no more emphasis had been placed on adult education in the pre-service training program in recent years than was placed on it when the teachers who had taught ten or more years were in college. This statement seems to be verified since a study of recent college catalogues of teacher training institutions in Virginia showed that no courses in adult education were listed. Provision for teacher training institutions to provide training in the adult phase of the homemaking education program have been included in the State plan for administering the vocational homemaking program in Virginia as follows:

³⁷Bradford, op. cit., pp. 167, 168.

.....

Program of Teacher Training

.....

- d. Provisions made for directed teaching experiences with out-of-school groups (older youth and adults)

As a part of the directed teaching experiences and as a part of the home economics courses, students will have experiences in planning, in organizing materials, and in observing and in having some participation in work with out-of-school groups through such means as:

School-home cooperative experiences
Attending parent-teacher group meetings

The students will be guided in the development of individual instruction techniques to be used in working with out-of-school youth and adults.³⁸

According to the reports of the teachers in this study, only a few of them (15.9 percent) reported teaching adult classes as a part of the student teaching experience. Concerning the importance of pre-service training for work with adults, Hallenbeck says:

There is as much art as knowledge in the use of methods, which means that field-work experience is an essential part of the training of adult educators.³⁹

It will be recalled that the superintendents and principals both suggested that more training be provided for homemaking teachers in the adult phase of the program.

³⁸"State Plan for Vocational Education, 1947-1952," op. cit., p. 64.

³⁹Wilbur C. Hallenbeck, "Training Adult Educators," Handbook of Adult Education in the United States, edited by Mary Ely (New York: Institute of Adult Education, Teachers College, Columbia University, 1948), pp. 248.

The replies of the homemaking teachers participating in the study in regard to the "strengths" and "weaknesses" in their training for working with adults would be important to those responsible for the in-service and pre-service training of homemaking teachers in Virginia. Slightly more than one-fourth of these teachers (27.2 percent) considered their training in helping homemakers select problems for study a "strength" and only three of these teachers (6.5 percent) considered their training in guiding the educational activities of experienced homemakers a "strength" (Table XVIII). It was assumed that the group of homemaking teachers who had actually reported more educational activities, both formal and informal, with adults might have the most valid basis for evaluating their training. This group included those homemaking teachers with ten or more years experience and it will be recalled that more than one-half of them (53.8 percent) had reported some college training for working with adults. Yet, few of these teachers (15.3 percent) reported that they considered their training in helping homemakers select problems for study a "strength"; and none of these teachers considered their training in guiding the educational activities of adults a "strength." The teachers with less than one year's teaching experience were not as likely to feel that their training in either of these techniques was a "strength"; none of these teachers reported either of the techniques a "strength." It will be recalled that one of the principles in regard to the training of teachers for working with adults developed in the Baltimore Cooperative Survey of adult education activities was:

An effective program in any area is dependent upon an adequate supply of teachers and leaders familiar with modern approaches to adult education and competent in adult education techniques.⁴⁰

It was not surprising that more of the teachers (54.5 percent) reported their training in the areas of Foods and Clothing as "strengths" than reported "strengths" in any of the other areas of subject matter (Table XVIII). However, this reaction was not true of the teachers with less than one to five years teaching experience; this would indicate that colleges had developed a broader program of training in home economics education. In spite of the broader program which colleges have developed only one-fourth of the teachers (25.0 percent) with less than three years teaching experience considered their training in the area of Family Relations a "strength." Because this area is so basic to the entire program of homemaking education and especially for the adult program, those responsible for planning the college curricula will be interested in this reaction.

It should not be assumed that the entire responsibility for training homemaking teachers to work with adult homemakers rests with the pre-service training program. Continuous training of teachers is needed if a program is to be developed in terms of the needs of the community. Nearly two-thirds of the homemaking teachers (63.6 percent) reported having received some kind of in-service training (Table XVIII). In-service training is provided in a number of ways. More teachers

⁴⁰Baltimore Bulletin of Education, loc. cit.

(52.2 percent) reported discussing plans and needs in regard to the adult program with their principals than reported discussing these needs with any other local persons responsible for developing the program. Since nearly one-half of the principals (48.5 percent) included in this study (see page 51) believed that the adult program in homemaking education should be separate from the high school program, that is, taught by a teacher other than the regular day school teacher, it would seem that approximately one-half of the homemaking teachers in Eastern Virginia had received little encouragement in regard to developing the adult phase of the regular high school program. Teachers must continue to look to their principals for guidance and direction in the development of the program; it would seem important, however, that more planning be done between the superintendent, the principal, and those responsible for administering the vocational homemaking program in regard to clarification of policies. Fewer teachers reported discussing plans with superintendents (27.2 percent) than with the principals and the teachers with from less than one to five years teaching experience were not so likely to discuss plans for the adult program with the superintendents as were the teachers with more experience. Less than one-half of the division superintendents (46.0 percent) had previously reported discussing the adult phase of the homemaking program when interviewing a prospective teacher (see page 35).

More than two-thirds of the homemaking teachers (68.1 percent) reported having received assistance with plans for adult work through the combined efforts of the local and district supervisors of home economics education. Group training for the adult phase of the homemaking program has been provided at training conferences for homemaking teachers. Although these teachers were given a choice of groups in which they could participate during the conferences, less than two-fifths of them (38.6 percent) reported having participated in group meetings related to adult education. In making their choices for the groups in which they would participate, these teachers may have been influenced by what they considered the most urgent demands of their programs. If homemaking education for adults was not considered an integral part of their program they probably saw no reason for participating in such group training.

The rank order of those difficulties reported by the homemaking teachers as interfering with the development of an adult program in homemaking education was substantially the same difficulties which an analysis of the data had revealed as being those factors which may affect the organization of the program in homemaking education for adults (Table XIX). These homemaking teachers tended to rank the first two or three difficulties which they believed interfered most seriously with the development of the adult program and to disregard ranking other difficulties; in view of this, only the first three rank orders were studied. More than one-half of these teachers (52.2 percent)

TABLE XIX

DIFFICULTIES INTERFERING WITH DEVELOPMENT OF ADULT HOMEMAKING PROGRAM. PERCENTAGE OF TEACHERS, ACCORDING TO YEARS TRAINING EXPERIENCE, REPORTING DIFFICULTIES WITH THE RANK ORDER OF DIFFICULTIES, EASTERN VIRGINIA, 1949-50

Years Teaching Experience as in Previous Table	Teachers		Homemakers' Lack of Interest					Teachers' Lack of Time					Difficult Teachers	
			Rank Order					Rank Order					1	2
			1	2	3	4	5	1	2	3	4	5		
	Num-ber	Per-cent	Per-cent	Per-cent	Per-cent	Per-cent	Per-cent	Per-cent	Per-cent	Per-cent	Per-cent	Per-cent	Per-cent	Per-cent
Less than 1	4	9.1	50.0	0	0	0	0	25.0	0	25.0	0	0	0	50.
1 to 3	6	13.6	16.6	16.6	16.6	0	16.6	50.0	0	33.3	0	0	16.6	50.
3 to 5	8	18.2	25.0	12.5	12.5	0	25.0	62.5	12.5	25.0	0	0	12.5	50.
5 to 10	13	29.5	46.1	15.3	7.6	7.6	0	38.4	15.3	46.1	7.6	0	15.3	23.
Ten and over	13	29.5	7.6	23.0	7.6	0	7.6	69.2	7.6	0	0	0	7.6	15.
Total	44	99.9	27.2	15.9	6.5	2.2	9.0	52.2	9.0	25.0	2.2	0	11.3	31.

es Reported Due to:

Lack of Training
Rank OrderLack of Place to Meet
Rank OrderMiscellaneous
Rank Order

3	4	5	1	2	3	4	5	1	2	3	4	5
Per-	Per-	Per-	Per-	Per-	Per-	Per-	Per-	Per-	Per-	Per-	Per-	Per-
cent	cent	cent	cent	cent	cent	cent	cent	cent	cent	cent	cent	cent
0	0	0	0	0	25.0	25.0	0	0	0	0	25.0	0
0	0	0	0	0	0	50.0	0	16.6	0	0	0	16.6
12.5	12.5	0	0	0	25.0	37.5	0	0	12.5	0	0	0
15.3	15.3	0	7.6	15.3	7.6	30.7	0	0	15.3	0	0	0
15.3	15.3	0	7.6	0	15.3	23.0	0	0	0	0	0	0
11.3	11.3	0	4.5	4.5	13.6	31.8	0	2.2	6.5	0	2.2	2.2

ranked "finding time to work with adults" first in the order of difficulties. The number of years' teaching experience would seem to have been related to the order in which the homemaking teachers tended to rank the difficulties interfering with the organization of programs in homemaking education for adults. Nearly seven-tenths of the teachers (69.2 percent) with ten or more years teaching experience ranked "finding time to work with adults" first in the order of difficulties while only one-fourth of the teachers (25.0 percent) with less than one year's teaching experience ranked this difficulty first. It will be recalled that three-fourths of this group (75.0 percent) had reported teaching four classes in homemaking, teaching one other subject, purchasing food for the school lunch room, assisting with the management of the school lunch room and assisting with the physical education program. Yet "homemakers' lack of interest" was ranked as the chief difficulty by one-half of this group. Teachers sometimes assume that homemakers are not interested in participating in educational activities for adults. In the case of these beginning teachers, this assumption would be questionable because, as has previously been discussed, few of them made home visits for the purpose of working with adults and none of this group reported planning cooperatively with adults. According to the replies of the homemakers participating in this study four-fifths of them recognized the need for homemaking education for adults. Nearly one-third of the homemaking teachers (31.8 percent) reported "lack of training" as ranking second in the

order of difficulties interfering with the development of the adult homemaking programs. A difficulty which teachers sometimes face in planning programs with adult homemakers is finding an appropriate place in the community where a group may meet. More of the teachers (31.8 percent) ranked "lack of a place to meet" as third in order of difficulty than ranked any other difficulty in third place. The previous replies of the teachers in regard to the "strengths" of their training revealed that few of the teachers considered their training in techniques of working with adults a strength.

The comments made by the homemaking teachers participating in this study in regard to ways in which the homemaking program for adults might be furthered, expressed interest in the adult phase of the program and a desire that measures be taken to make it possible to develop more programs that would include homemaking education for adults. Many teachers made substantially the same comments; these were as follows:

1. Homemaking teachers need more training for working with adults.
2. More cooperative planning is needed between administrators and homemaking teachers; individuals in the community should also be included in the planning.
3. More resource people need to be used in conducting adult classes.
4. The in-school homemaking program and facilities need to be improved.

5. The adult program should be included as a part of the total school program rather than the homemaking teacher's project.
6. The community needs as a basis for planning should be studied.
7. Classes for homemakers should be scheduled during the day school program.
8. More individual assistance should be provided homemakers.
9. Develop a broader program of homemaking education for adults.
10. Extend the term of teachers' employment to 12 months so as to provide more time for working with adults.
11. Make the homemaking cottage available to homemakers for consultations and individual assistance.
12. Work closely with the home demonstration agent in cooperatively planning to meet community needs.
13. Provide transportation for adults to attend classes.

Three of these suggestions made by the teachers were also made by the division superintendents and high school principals. They included providing more training for homemaking teachers for working with adults; providing more time for working with adults, and including more cooperative planning between the administrators and homemaking teachers in planning the program for adult homemakers. It would seem that these three suggestions might be given primary consideration as plans are made for furthering an adult program in homemaking education.

4. Beliefs and Recommendations of Homemakers in Relation to Homemaking Education Programs for Adults

There is a growing conviction that the solution of today's problems begins at home. Never before has so much been written concerning the importance of understanding and establishing good human relationships among persons. Jacks makes the following observation in regard to the responsibility of homemakers today:

Good family life affords the best antidote we have now against the bewilderment of the atomic age. Good home and family life offers relief from such tensions offers understanding, a sense of being needed offers interests that seem to have value—a house and a garden, a shop, children, companionship, security. Many persons who do not understand these tensions and the part the home has in relieving them blame the home and break it up, thereby increasing their own sense of futility. It takes skillful homemakers indeed (and I mean men, women, and children) to make a home these days that will stand the strain of these tensions and also relieve them.⁴¹

Kempfer's observation that "Interest in adult education is higher now than ever before"⁴² was supported by the 131 homemakers participating in this study. More than four-fifths of them (82.4 percent) reported that there was a need for an educational program for adult homemakers (Table XX). The interest expressed by the majority of the homemakers in a program of this kind should be encouraging to school administrators since they represented twenty school communities of various types.

⁴¹Onah Jacks, "Solving Today's Problems Begins at Home," Journal of Home Economics, Vol. 41, May 1949, No. 5, pp. 233, 234.

⁴²Adult Education Activities of the Public Schools, Report of a Survey, 1947-48, op. cit., p. 1.

TABLE XX

BELIEFS AND INTERESTS OF 131 HOMEMAKERS CONCERNING RELATION
OF EDUCATIONAL PROGRAM FOR ADULTS TO THE EDUCATIONAL
PROGRAM OF YOUTH IN 20 SCHOOL COMMUNITIES
IN EASTERN VIRGINIA, 1949-50

Beliefs and Interests of Homemakers	Yes		No		No Answer or Undecided	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Program of education for adults is needed by homemakers in community	108	82.4	20	15.2	3	2.2
Interested in meeting with others to work on solu- tion of problems	102	77.8	29	22.1	0	0
Adult program is responsibil- ity of the school	46	35.1	73	55.7	12	9.1
Adult program in homemaking education could best be directed by regular home- making teacher	101	77.0	19	14.5	11	8.3

The communities ranged from those in which the chief source of income was from fishing or seafood packing, from truck farming, and from lumbering to those in which the chief source of income was from industry. Regardless of the area represented, the majority of these homemakers wanted help in solving problems related to their jobs. Since interest is generally conceded to be the most powerful drive in the learning process, the response of these homemakers would indicate that programs for adult homemakers should be successful and profitable in this area of Virginia.

More than three-fourths of the homemakers (77.8 percent) reported that they were interested in meeting with other women in their communities for the purpose of working on homemaking problems. However, more than one-half of them (55.7 percent) had not considered the possibility of availing themselves of these opportunities by extending the public school program beyond the high school level. It will be recalled that in the "Report of the President's Commission on Higher Education" recommendations were made that education should be available to all individuals to the extent that their capacities warranted further social investment in their training.⁴³ In discussing the tendency on the part of many people to consider the responsibility of the public school as ending with the high school, Pollard says:

⁴³ President's Commission on Higher Education, "Establishing The Goals," Higher Education for American Democracy, op. cit.

The need of an aggressive program of adult education is largely due to the fact that public-school education is not thought of as a single system serving the American citizen from early childhood through adulthood. If adults can be impressed, from kindergarten through college, with the idea that education is a continuous process, they will not need hard-hitting campaigns for adult education. Instead of talk about our back-to-school movements, there really should be an in-school consciousness.⁴⁴

While more than one-half of the 131 homemakers included in this study (55.7 percent) did not believe that the public school should be responsible for providing the education for adult homemakers, more than three-fourths of them (77.0 percent) reported that homemaking education activities for adults could best be directed by the regular homemaking teacher. Home economists, in general, would agree with the homemakers in regard to the latter point, for teachers who work with adults in the school community gain insights into the problems in the homes which are of inestimable value in working with secondary school students.

Many agencies, both educational and those not specifically organized for educational purposes, have recognized the needs and interests of homemakers in securing help in the solution of the many problems related to homemaking. The responses of the homemakers in regard to the agencies from which they were receiving help would indicate that more of them were relying for help upon the printed page and the radio than upon the tax-supported agencies (Table XXI).

⁴⁴Pollard, second edition, op. cit., p. 57.

TABLE XXI

SOURCES FROM WHICH HOMEMAKERS WERE RECEIVING HELP IN SOLVING
PROBLEMS AS REPORTED BY 131 HOMEMAKERS (1949-50) IN 20
SCHOOL COMMUNITIES IN EASTERN VIRGINIA

Sources of Help	Homemakers	
	Number	Percent
Homemaking department in the school	27	20.6
Agriculture Extension Service	17	12.6
Farmers' Home Administration	5	3.0
Church	25	19.0
Newspaper	71	54.1
Magazine	81	61.8
Radio	78	59.6
Other	8	6.1
Total	312	

Slightly more than one-third of these homemakers (36.2 percent) reported that they had received assistance from the three tax-supported agencies, namely, Public School, Agricultural Extension Service, and Farmers' Home Administration. Slightly more than three-fifths of the homemakers in the study reported that magazines had been helpful to them in solving problems. The homemakers who reported that magazines had been a source of help in the solution of their problems listed 21 magazines as helpful sources (Table XXII). When the magazines were grouped according to national and regional circulation, it was found that nearly three-fourths of them (71.1 percent) were of national circulation. When the magazines of national circulation were checked against the Morgan and Leahy scale⁴⁵ for measuring the "Cultural Contact of General Interest Magazines," it was found that the scores ranged from four to seven on a ten-point scale. While the magazines of regional circulation and some of the magazines of national circulation were not included in the Morgan and Leahy study, it would seem that these magazines would have a mean cultural weight within approximately the same measurements as those included in the scale. Magazines, particularly those directed to women, have made considerable progress in providing a variety of types of material relating to the problems of homemakers;

⁴⁵ W. L. Morgan and A. M. Leahy, "The Cultural Content of General Interest Magazines," Journal of Educational Psychology, XXV:534, October 1934.

TABLE XXII

MAGAZINES REPORTED AS HELPING 131 HOMEMAKERS IN EASTERN VIRGINIA (1949-50) IN
SOLVING PROBLEMS IN HOMEMAKING

Name of Magazine	Number Homemakers Checking Each Magazine a Source of Help	Percent of Home- makers Checking Each Magazine a Source of Help	National Circulation	Regional Circulation	Cultural Weight of Magazine
Good Housekeeping	20	24.7	x		6
Better Homes and Gardens	18	22.2	x		6
Ladies Home Journal	15	17.2	x		5
Woman's Home Companion	13	16.0	x		5
McCalls	8	0.9	x		4
Country Gentleman	7	0.8	x		6
Farm Journal	6	0.7		x	
Woman's Day	6	0.7	x		
Family Circle	6	0.7	x		
House Beautiful	5	0.6	x		7
Southern Planter	4	0.4		x	
Progressive Farmer	4	0.4		x	
American Home	3	0.3	x		
Household	3	0.3		x	
Parents' Magazine	2	0.2	x		6
Todays Woman	2	0.2	x		
Gourmet	2	0.2	x		
Southern Agriculturist	1	0.1		x	
American Girl	1	0.1	x		
Reader's Digest	1	0.1	x		7
Southern Atlantic	1	0.1		x	
Total	21 Magazines		15	6	

and in providing material which is increasingly reliable. However, much of the material requires interpretation and adaptation which the average homemaker is not prepared to make.

Nearly three-fifths of the homemakers (59.6 percent) reported having received help from the radio in solving problems (Table XXI). Concerning radio programs as an effective medium for adult education, Pollard suggested:

They are proving to be one of the best means, as well as the most popular means, of bringing to adults interesting, educational and up-to-date information. Many adults are reached by radio who, perhaps, could not be reached in any other way. A peculiar advantage of radio programs is that they bring guidance suggestions to adults in their own homes, perhaps at the time when help is most needed.⁴⁶

In the report of the President's Commission on Higher Education the importance of radio as an effective medium for adult education was recognized and certain recommendations were made:

Radio is a powerful instrumentality for adult education. It has been at the job for years with many programs such as Town Hall's Town Meeting of the Air. But it has barely scratched the surface.

.....

It is necessary here only to add suggestions and recommendations for improving the organizational machinery of adult education.

.....

. . . special commissions on education by radio representing both governmental agencies and voluntary organizations should be established. These commissions should propose procedures to coordinate existing programs in these areas and develop new ones.⁴⁷

⁴⁶Pollard, second edition, op. cit., p. 98.

⁴⁷"Organizing Higher Education," op. cit., pp. 63-67.

The most usual type of commercial program directed to homemakers is more likely to be concerned with recipes. In some sections of the country special programs have been presented by educational agencies which have been helpful to homemakers, but it would seem doubtful that many of the programs available in this section of Virginia were of the type which home economists would consider reliable for helping homemakers solve their problems.

In order to secure the reaction of the homemakers in this study to activities which might be included in a broad program of homemaking for adults, they were asked to check nine types of educational activities, classified as "formal" or "informal" (Table XXIII). Approximately one-third of the homemakers believed that classes, workshops, and special demonstrations should be provided. More than one-fourth of them (29.0 percent) preferred individual assistance in their homes. It will be recalled that the division superintendents (Table IV) considered this type of instruction the most effective type which could be carried out in their divisions. Mimeographed material giving information was desired by more of the homemakers (36.6 percent) than was any other type of the informal means suggested.

The time of conducting organized programs in homemaking must be arranged to suit the homemakers and teacher. These homemakers reported that the season of the year most convenient for them to participate in organized programs would be the winter season (Table XXIV). Since road and weather conditions may affect attendance, it would seem

TABLE XXIII

TYPES OF ACTIVITIES WHICH 131 HOMEMAKERS IN EASTERN VIRGINIA
(1949-50) BELIEVED SHOULD BE INCLUDED IN A HOMEMAKING
EDUCATION PROGRAM FOR ADULTS

Types of Program Considered Most Effective	Number Checking Each Type	Percent Checking Each Type
A. Formal instruction:		
Classes	46	35.1
Workshops	44	33.5
Institutes	9	6.8
Special demonstrations	52	39.6
Total	151	
B. Informal instruction:		
Home visits	38	29.0
Telephone calls	12	9.1
Consultative services in homemaking department	30	22.9
News articles giving information	39	29.7
Mimeographed material giving information	48	36.6
Total	167	

TABLE XXIV

TIME OF DAY AND SEASON OF YEAR WHICH 131 HOMEMAKERS
IN EASTERN VIRGINIA (1949-50) REPORTED AS
CONVENIENT TIMES TO ATTEND ADULT CLASSES

Items Included in Season of Year and Time of Day	Number	Percent
Season of Year:		
Fall	32	24.4
Winter	46	35.1
Spring	16	12.2
Summer	29	22.1
Total	123	93.8
Time of Day:		
During school day	39	29.7
After school but in afternoon	24	18.3
Night	55	41.9
Total	118	89.9

desirable for a few of the teachers in that area of Virginia to test this response by actually organizing adult classes during the winter months. These homemakers may have been influenced by the former practice of organizing all classes for adults in the evening, in reporting on the time of the day which would be most convenient for homemakers to attend organized classes. A considerable number of them (41.9 percent) reported that "night classes" would be most convenient for them to attend. However, since nearly three-tenths of these homemakers (29.7 percent) reported that "during the school day" would be the most convenient time for attendance, it would seem desirable for State administrators responsible for planning the homemaking program to work with a few administrators and homemaking teachers in scheduling the day school program to allow time for work with adult homemakers. It will be recalled, however, that neither the division superintendents nor the principals tended to consider adult work in homemaking education during the day school program practicable. For this reason, these pilot programs might afford a way for others to provide adult education for homemakers as a part of the day school program, if they proved to be satisfactory in terms of the whole situation.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study of factors affecting the organization of an adult program in homemaking education in Eastern Virginia was undertaken with the assumption that:

1. The extent to which the adult program in homemaking education is considered an integral part of the school program will be shown through such a study.
2. Certain "strengths" and "weaknesses" in the adult program in homemaking education may be suggested by obtaining and studying the opinions of local administrators, teachers, and representative groups of adults in the community.
3. The results of such a study may furnish information to teachers, local administrators, and the supervisory staff which may be used in overcoming difficulties encountered in the organization and administration of a program for adult homemakers.

This study included an analysis and interpretation of the responses of 13 division superintendents, 35 high school principals, 44 homemaking teachers, and 131 homemakers in regard to their beliefs and recommendations in relation to homemaking education programs for adults.

In analyzing the reports of the superintendents, principals, homemaking teachers and homemakers it was found that:

The majority of the division superintendents, secondary school principals and homemaking teachers believed that it was the responsibility of the public school to provide education for adult homemakers. The division superintendent's concept of homemaking education for adults tended to be limited to organized instructional program and slightly more than one-third of the schools (34.2 percent) in Eastern Virginia had been able to develop organized programs in homemaking education for adults. Approximately one-half of the principals believed that it was not the responsibility of the regular high school homemaking teacher to develop a program which would include homemaking education for adults but that a special teacher should be employed.

Adequate provisions had not been made in the teachers' schedules for working with adults. Time had not been provided during the day, and few of the administrators reported that such provisions could be made. One-fourth of the homemakers favored organized classes held during regular school hours.

Superintendents, principals, and homemaking teachers suggested that: more training for working with adults was needed; more cooperative planning between administrators, teachers, and individuals in the community was needed in developing the program in homemaking education for adults; and more time should be provided in the homemaking teacher's schedule for working with adults in order that a more effective program in homemaking education for adults may be developed.

The responsibilities of the homemaking teachers within the total school program tended to decrease as the years teaching experience

increased. Three-fourths of the teachers with less than one year of teaching experience taught one other class in addition to teaching homemaking, purchased food for lunch room, assisted in management of school lunch program, and directed physical education activities.

Teachers with less than three years teaching experience reported having assumed more responsibilities for the school lunch program and having provided fewer educational activities for adult homemakers than teachers with more than five years teaching experience. Teachers with ten or more years experience reported more organized classes than any other group of teachers and reported having provided a wider variety of educational experiences in the informal program.

The program for adult homemakers was less likely to be considered an integral part of the teacher's program, according to the reports of the teachers (18.1 percent) than it was to be considered supplementary to her work in the day school program (34.0 percent) (Table XV). Teachers with less than three years teaching experience tended to report little or no effort to work with adults. Only one-fourth of the teachers participating in the study reported time allotted in their schedule to work with the adult program and these were the teachers employed for 12 months.

The number of teachers reporting that they had participated in cooperative planning with community leaders, interested homemakers, and others concerned with the educational activities in developing a program for adult homemakers increased as the years teaching experience increased.

The years teaching experience as reported by these teachers seemed to make little difference in regard to the college preparation which they had received for developing an adult program. Slightly more than one-half of those teachers who had taught ten or more years reported having received no college training for working with adults, while one-half of the teachers who had taught less than one year also reported having received no preparation for working with adults while in college. Few of the teachers (15.9 percent) reported having had experience in teaching adult classes as a part of the student teaching experience. It was also found that few of the teachers considered their training in the techniques of working with adults a "strength" and here, again, the teachers with fewer years teaching experience were not so likely to consider their training a "strength" as were the teachers with ten or more years experience. In regard to knowledge of subject matter areas, teachers with more than three years experience were more likely to report "strengths" in the areas of "Foods" and "Clothing"; this was not true of teachers with less than three years teaching experience. Only one-fourth of these teachers (25.0 percent) considered their training in the area of "Family Relations" a "strength."

Nearly two-thirds of the teachers reported having received some kind of in-service training for developing homemaking programs for adults. Types of in-service training varied from discussing plans for the adult phase of the homemaking program to participating in group training.

Factors which seem to determine the extent to which the vocational homemaking program may adequately serve the community, that is, provide instruction for the out-of-school groups as well as the in-school group, would be: (1) The attitudes and beliefs of school administrators, homemaking teachers, and homemakers in regard to the program in homemaking education for adults, (2) the conditions existing within the school, and (3) the training which the homemaking teachers have had in preparation for working with adults.

Implications for those responsible for administering and conducting a program in homemaking education for adults in light of the situations revealed by this study are:

1. The general agreement between the division superintendent, the high school principals, and the homemaking teachers in regard to the responsibility of the public school for providing education for adult homemakers would be of considerable advantage in extending or establishing educational programs for adults.
2. The place of homemaking education for adults in the regular high school homemaking program would seem to need clarification; there were evidences of lack of understanding of the generally accepted concept of "a program of homemaking education" on the part of some of the administrators, teachers, and homemakers.
3. The general recognition of need for a program of education for adult homemakers and the interest in such a program as expressed by the homemakers should serve as a challenge to educators to provide educational opportunities for these homemakers.

4. There was evidence, too, of the need for some administrators and teachers to develop a broader concept of the scope of homemaking education programs for adults.
5. Administrators and teachers need to cooperatively plan the homemaking education program so as to include educational activities for adults as a part of the total program; programs need to be analyzed and evaluated in relation to the controlling purpose of vocational homemaking.
6. The training of homemaking teachers for working with adults both in the pre-service and in-service program should be a concern to those responsible for administering the vocational program in the State. There was evidence of the need to review the teacher education programs, both pre-service and in-service, for the purpose of determining to what extent teachers of homemaking are receiving professional preparation for developing comprehensive programs of homemaking education.

In view of the findings in this study of factors affecting the organization of the program in homemaking education for adults in Eastern Virginia the following recommendations are made:

1. That more time be given by those responsible for administering the program of home economics education in helping school administrators and the general public understand the over-all program of homemaking education in those schools offering vocational homemaking.
2. That administrators in home economics education help local administrators and homemaking teachers develop a broader concept of ways in which the adult program in homemaking education may be developed.

3. That policies regarding the responsibility of the homemaking teacher for including adult education as a phase of her regular homemaking program be clarified and that steps be taken to make the program in homemaking education for adults an integral part of the high school program.
4. That more emphasis be placed on the pre-service training program for homemaking teachers in regard to courses offered in adult education and that opportunities for participation in educational activities for adults be provided as a part of their directed teaching experience.
5. That administrators in home economics education work with school administrators in exploring the possibilities for arranging the home economics teachers' schedules so as to permit time for working with adults during the day school program.
6. That more emphasis be placed upon the adult phase of the homemaking program in the in-service training program and that special emphasis be given to working with beginning teachers in order that they may develop more appropriate and satisfying techniques for working with adults.
7. That similar studies be made in other areas of the State for the purpose of determining factors affecting the organization of an adult program in homemaking education.
8. That studies be made for the purpose of analyzing the educational activities included in the homemaking education program for adults.



BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Bryson, Lyman. Adult Education. New York: American Book Company, 1936.
- Hallenbeck, Wilbur C. "Training Adult Educators," Handbook of Adult Education in the United States, edited by Mary Ely. New York: Institute of Adult Education, Teachers College, Columbia University, 1948.
- Kotinsky, Ruth. Adult Education and the Social Scene. New York: D. Appleton-Century Company, 1933. (Foreword by Kilpatrick, William H.)
- Kilpatrick, William H. How Shall We Conceive the Lack of Adult Education: Adult Education in Action, edited by Mary Ely. New York: American Association for Adult Education, 1936.
- Lyle, Mary Stewart. Adult Education for Democracy in Family Life. Ames: The Iowa State College Press, The Collegiate Press, Inc., 1944.
- Ogden, Jean and Jess. Small Communities in Action. New York: Harper & Brothers Publishers, 1946.
- Pollard, L. Belle, Adult Education in Homemaking. New York: John Wiley and Sons, Inc., 1939.
- _____. Adult Education for Homemaking. Second Edition. New York: John Wiley and Sons, Inc., 1947.
- Spafford, Ivol. Fundamentals in Teaching Home Economics. New York: John Wiley and Sons, Inc., 1946.
- Thorndike, Edward L., et. al. Adult Learning. New York: The Macmillan Company, 1932.

Articles

- Hadley, Laura. "Teaching Our Elders," Journal of Home Economics, May 1945.
- Jacks, Onah. "Solving Today's Problems Begins at Home," Journal of Home Economics, Vol. 41, 5:233-234, May 1949.

Morgan, W. L., and Leahy, A. M. "The Cultural Content of General Interest Magazines," Journal of Educational Psychology, XXV:534, October 1934.

Spence, Ralph. "Adult Education—An Overview," Review of Educational Research, Vol. XX, No. 3, p. 165-168, June 1950.

Unpublished Material

Anderson, Robert N., and Loving, Rosa H. "The Home Economics Teacher's Contribution to the School Lunch Program." Superintendent's Memo. No. 2410. Unpublished Report, State Board of Education, Virginia.

Anderson, Robert N., and Loving, Rosa H. "Reimbursement on Salaries of Home Economics Teachers." Superintendent's Memo. No. 2460. Unpublished material, Commonwealth of Virginia, State Board of Education, 1949-50.

Bentley, Alma. "Living Conditions of One Hundred Farm Families In Coffee County, Alabama." Unpublished Master's thesis, University of Tennessee, Knoxville, 1939.

Gilliam, Virginia Ruffin. "A Study of the Relationship of Teaching Load to the Job Satisfaction of a Group of Virginia Home Economics Teachers." Unpublished Master's thesis, University of Tennessee, Knoxville, 1948.

Home Economics Research Committee, American Vocational Association.

Loving, Rosa H. "Use of Money Appropriated for Travel of Home Economics Teachers." Superintendent's Memo. No. 2110. Unpublished Report, Commonwealth of Virginia, State Board of Education, February 16, 1948.

Powell, Ruth. "Evidence of Growth in the Homemaking Program of Faulkner County, Arkansas." Unpublished Master's thesis, University of Tennessee, Knoxville, 1940.

State Board of Education, Vocational Education Service, "State Plan for Vocational Education, 1947-1952." Unpublished Report, Richmond, 1947.

Bulletins

Administration of Vocational Education, Vocational Education Bulletin No. 1, General Series No. 1, Revised 1948, Federal Security Agency, Office of Education, Washington, D. C.

- Baltimore Board of Education. "A Community Survey Through Cooperative Action," Baltimore Bulletin of Education, 25:172, January 1948.
- Bradford, Leland. "Report of the Division of Adult Education Services of the National Education Association," Adult Education Bulletin, 11:164-178, August 1947.
- Brown, Muriel. "Adapting Adult Education Program to Postwar Needs," American Education in Postwar Period, Forty-Fourth Yearbook, Part I, National Society for Study of Education. Chicago: University of Chicago Press, 1945, p. 57-59.
- Commonwealth of Virginia, State Board of Education, Public Education in Virginia, Experimental Bulletin Revised. Richmond: 1949.
- Digest of Annual Reports of State Boards for Vocational Education to the U. S. Office of Education, Vocational Division. Washington, D. C.: Federal Security Agency, June 30, 1946.
- Ewing, Oscar. Frontiers in Homemaking Education, Vocational Division Bulletin No. 235, General Series No. 25, Federal Security Agency, Office of Education. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1949.
- Hallenbeck, Wilbur C. "New Needs In Adult Education," Teachers College Record, Vol. 48, No. 8, p. 487-493, May 1947.
- Homemaking Education in Secondary Schools of the United States, Vocational Education Division, Federal Security Agency, Office of Education. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1947.
- Home Economics Research Committee, American Vocational Association. Factors Affecting the Satisfaction of Home Economics Teachers, Research Bulletin. Washington, D. C.: American Vocational Association, Bulletin No. 3, May 1948.
- Kempfer, Homer. Financing Education for Adults and Out-of-School Youth—Views of Superintendents, Federal Security Agency, Office of Education, No. 319. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1949.
- _____. Adult Education Activities of the Public Schools, Report of a Survey, 1947-48, No. 107, Federal Security Agency, Office of Education. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1949.

Miller, G. Tyler. Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, School Year 1947-48. Richmond: Division of Purchase and Printing, 1948.

State Board of Education. Manual of Administration for the High Schools of Virginia. Richmond: Division of Purchase and Printing, 1942. Reprinted 1948.

_____. Public Education in Virginia. Experimental Bulletin, Revised. Richmond: State Board of Education, Commonwealth of Virginia, 1949.

U. S. President's Commission on Higher Education. "Equalizing and Expanding Individual Opportunity," Higher Education for American Democracy, Vol. II. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1947.

_____. "Establishing the Goals," Higher Education for American Democracy, Vol. I. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1947.

_____. "Organizing Higher Education," Higher Education for American Democracy, Vol. III. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1947.

Vocational Education in the Years Ahead, Bulletin No. 234, Series No. 7, 1945, Federal Security Agency, Office of Education, Washington, D. C.



APPENDIX

Route 14, Richmond, Va.
May 5, 1950.

Mr. Blake T. Newton,
Division Superintendent,
Richmond and Westmoreland County Schools,
Hague, Virginia.

Dear Mr. Newton:

For some time we have felt the need of further study of some of the problems which are being faced by school administrators, principals, and homemaking teachers in developing the adult phase of the vocational homemaking program. Because of this, I have decided to concentrate my efforts in my graduate study to this phase of our program.

I have prepared a questionnaire which I believe will point out certain important factors in the organization of the adult homemaking education program. The questions may be answered mainly by checking and adding "other" items except for the last question in which your suggestions will be most appreciated.

Will you please return the enclosed questionnaire to me, unsigned, as soon as you have a few moments to give to this problem.

Thanking you and with best wishes, I am

Sincerely yours,

Rowena B. Hopper,
District Supervisor,
Home Economics Education.

ENC: Questionnaire

RBH/ EBB

FACTORS AFFECTING THE ORGANIZATION OF AN ADULT PROGRAM IN HOME MAKING
EDUCATION IN EASTERN VIRGINIA

Directions: Questions 1-11 may be answered by checking one or more items, or by listing other items according to your situation. In question 12, please give your frank opinion in concise statements.

1. How many secondary schools are in your division?

_____ Number

How many of these schools offer a general program of education for adults?

_____ Number

Check the areas in which classes are provided for adults in these schools:

- a. _____ Commercial
- b. _____ Industrial Arts
- c. _____ English
- d. _____ History
- e. _____ Music
- f. _____ Art
- g. _____ Foreign Languages
- h. _____ Agriculture
- i. _____ Home Economics
- j. _____ Civic Problems
- k. _____ Others (list)

2. Do you believe that the public school has a responsibility for providing education for adult homemakers in the community as a part of the total school program?

_____ Yes

_____ No

3. a. Do you believe that homemaking education for adults should be provided as a part of the regular homemaking education program of the high school, i.e., taught by the same teacher?

_____ Yes

_____ No

Form A - Superintendents
Page 2

- b. Do you believe that homemaking education for adults should be provided as a separate program from the regular high school program in homemaking education, i.e., taught by special teachers?

____ Yes
____ No

4. In interviewing a prospective homemaking teacher for a position, do you discuss education in homemaking for adults as a part of her responsibility?

____ Yes
____ No

5. Do you believe that homemaking education for adults should be offered by an agency in the community other than the public school?

____ Yes
____ No

If your answer is "yes," name the agency or agencies:

6. What types of educational activities are now or might be effectively carried out in developing work with adult homemakers in your division? (Indicate by checking appropriate items below)

Are now Might be

- | | | | |
|----|-------|-------|--|
| a. | _____ | _____ | Organized classes |
| b. | _____ | _____ | Consultative services |
| c. | _____ | _____ | Work on individual problems of homemakers through conferences in their homes. |
| d. | _____ | _____ | Directed experiences dealing with homemaking problems, as canning in school-community cannery. |
| e. | _____ | _____ | Other (list) |

Form A - Superintendents

Page 3

7. If adult education activities are carried out after school or in the evening, is this considered a part of the teaching load of the high school homemaking teacher?

 Yes
 No

8. Are adult education activities considered to be a responsibility carried in addition to the teaching load of the high school home-making teacher?

 Yes
 No

9. What measures, outlined below, have been taken or could be taken to encourage the organization of homemaking education activities for adult homemakers in your division?
 (Check items below which describe measures)

- a. Providing in the teacher's program of work for educational activities in adult work:

	<u>Has been provided</u>	<u>Could be provided</u>	
(1)			Extended term of service of homemaking teacher:
			Eleven months
			Twelve months
(2)			Class periods set aside during school day for work with adults.
(3)			Time scheduled after school
(4)			Time scheduled in evenings
(5)			Other (list)

Form A - Superintendents

Page 4

b. Facilities available for adult groups in homemaking education:

	<u>Have been</u> <u>made available</u>	<u>Could be</u> <u>made available</u>	
(1)	_____	_____	Use of homemaking department at night
(2)	_____	_____	Time for working with adults during school hours provided by so arranging schedule of classes for high school pupils.
(3)	_____	_____	Use of homemaking department and facilities during summer months.
(4)	_____	_____	Use of projector and films for adult education activities in homemaking.
(5)	_____	_____	Use of books and library facilities by homemaking teacher in adult work.
(6)	_____	_____	Funds for securing consumable supplies for instruction in homemaking for adults.
(7)	_____	_____	Other (list)

10. What provisions have been made or could be made for teachers' travel for the purpose of visiting adult homemakers in the community and carrying out activities connected with homemaking education?
(Indicate by checking appropriate item(s) below)

	<u>Has been</u> <u>provided</u>	<u>Could be</u> <u>provided</u>	
a.	_____	_____	Fixed allowances in addition to regular salary to cover travel expenses for a specific period of time without requiring accounting for mileage.
b.	_____	_____	Mileage reimbursement on personal car

Form A - Superintendents
Page 5

<u>Has been</u> <u>provided</u>	<u>Could be</u> <u>provided</u>
------------------------------------	------------------------------------

- | | | | |
|----|-------|-------|---|
| c. | _____ | _____ | Use of county owned car by homemaking teacher |
| d. | _____ | _____ | Other (list) |

11. a. Do you consider the teachers' annual salaries sufficient compensation for a program which includes work with adult homemakers?

_____ Yes
_____ No

- b. Do you believe that additional compensation over the regular annual salary should be given a teacher for instruction in homemaking for adults?

_____ Yes
_____ No

12. What, in your opinion, might be done to develop a more effective program in homemaking education for adult homemakers in your division?

Route 14, Richmond, Va.
May 6, 1950.

Mr. J. L. Luthy,
Principal,
Cople High School,
Hague, Virginia.

Dear Mr. Luthy:

For some time, we have felt the need of further study of some of the problems which are being faced by school administrators and homemaking teachers in developing the adult phase of the homemaking program. Because of this, I have decided to concentrate my efforts in my graduate study to this phase of the program.

I have prepared a questionnaire, which I believe will point out certain important factors affecting the organization of the program. If you, and the other principals in Eastern Virginia, will spend a few minutes in carefully studying the questionnaire, information can be gained which will be of much value in future planning. The questions, for the most part, may be answered by checking or listing "other" items. In the last question, you are asked to give your suggestions, and your frank opinion will be very much appreciated.

Will you please return the enclosed questionnaire, unsigned, as soon as you can conveniently do so.

Thanking you very much for your cooperation, I am

Sincerely yours,

Rowena B. Hopper,
District Supervisor,
Home Economics Education.

ENC: Questionnaire
Return Envelope

RBH/EBB

FACTORS AFFECTING THE ORGANIZATION OF AN ADULT PROGRAM IN HOMEMAKING
EDUCATION IN EASTERN VIRGINIA

Directions: Questions 1-9 may be answered by checking one or more items, or by listing other items according to the situation. In question 10, please give your frank opinion in concise statements.

1. Do you believe that the public school has a responsibility for providing education for adult homemakers in the community as a part of the total school program?

____ Yes
____ No

2. Do you believe that homemaking education for adults should be provided as a part of the regular homemaking education program of the high school, i.e., taught by the same teacher?

____ Yes
____ No

3. a. Do you believe that homemaking education for adults should be provided as a separate program from the regular high school program in homemaking education, i.e., taught by special teachers?

____ Yes
____ No

- b. If classes for adult homemakers were to be organized, what would you consider a reasonable number of classes and enrollees in addition to the day school program?

____ No. classes

____ No. Enrollees

4. Do you believe that homemaking education for adults should be offered by an agency in the community other than the public school?

____ Yes
____ No

If the answer is "yes," name the agency or agencies:

Form B - Principals

Page 2

5. Is education for adult homemakers developed as a part of the school program in the school you administer?

☐ Yes
☐ No

Check the areas in which classes for adults are provided:

- a. ☐ Commercial
- b. ☐ Industrial Arts
- c. ☐ English
- d. ☐ History
- e. ☐ Music
- f. ☐ Art
- g. ☐ Foreign Languages
- h. ☐ Agriculture
- i. ☐ Home Economics
- j. ☐ Civic Problems
- k. ☐ Other (list)

6. What types of educational activities, outlined below, are carried out in developing work with adults in homemaking education?

Indicate by checking:

- a. ☐ Organized classes
- b. ☐ Consultative services
- c. ☐ Work on individual problems of homemakers through conferences in their homes.
- d. ☐ Directed experiences dealing with homemaking problems, as canning in school-community cannery.
- e. ☐ Other (list)

7. If adult education activities are carried out after school or in the evening, is this considered a part of the teaching load of the high school homemaking teacher?

☐ Yes
☐ No

Form B - Principals

Page 3

8. Are adult education activities considered to be a responsibility carried in addition to the teaching load of the high school homemaking teacher?

 Yes
 No

9. What measures, outlined below, have been taken or could be taken in your school to encourage the organization of homemaking education activities for adult homemakers?

- a. Providing in the teacher's program of work for educational activities in adult work:

(Indicate items which describe measures)

	<u>Has been</u> <u>provided</u>	<u>Could be</u> <u>provided</u>	
(1)			Extended term of service of homemaking teacher:
	<u> </u>	<u> </u>	Eleven months
	<u> </u>	<u> </u>	Twelve months
(2)	<u> </u>	<u> </u>	Class periods set aside during school day for work with adults.
(3)	<u> </u>	<u> </u>	Time scheduled after school
(4)	<u> </u>	<u> </u>	Time scheduled in evenings
(5)	<u> </u>	<u> </u>	Other (list)

- b. Facilities available for adult groups in homemaking education:
 (Check appropriate items)

	<u>Have been</u> <u>made available</u>	<u>Could be</u> <u>made available</u>
--	---	--

(1)	<u> </u>	<u> </u>	Use of homemaking department at night
-----	---------------	---------------	---------------------------------------

Form B - Principals
Page 4

	<u>Have been</u>	<u>Could be</u>	
	<u>made available</u>	<u>made available</u>	

- | | | | |
|-----|-------|-------|---|
| (2) | _____ | _____ | Time for working with adults during school hours provided by so arranging schedule of classes for high school pupils. |
| (3) | _____ | _____ | Use of homemaking department and facilities during summer months. |
| (4) | _____ | _____ | Use of books and library facilities by homemaking teacher in adult work. |
| (5) | _____ | _____ | Use of projector and films for adult education activities in homemaking. |
| (6) | _____ | _____ | Funds for securing consumable supplies for instruction in homemaking for adults. |
| (7) | _____ | _____ | Other (list) |

- c. Studying needs and interests of homemakers in the community for work on problems in homemaking:
(Indicate by checking means which have been used in determining needs)

- (1) _____ None
- (2) _____ Findings of other groups
- (3) _____ Questionnaire to homemakers in the community
- (4) _____ Visiting in homes to discuss needs with adults
- (5) _____ Observation
- (6) _____ Discussion with homemakers
- (7) _____ Conference with professional persons:
 - _____ Physicians
 - _____ Ministers
 - _____ Public Health Nurses
 - _____ Social Workers
 - _____ Farm and Home Agents
 - _____ Others (list)
- (8) _____ Conferences with superintendent, homemaking teacher, other teachers.
- (9) _____ Conferences with key community persons
- (10) _____ Other means (list)

Form B - Principals
Page 5

- d. Arranging for publicity:
(Indicate by checking appropriate items)

<u>Has been done</u>	<u>Could be done</u>	<u>Type of publicity</u>
(1) _____	_____	Newspaper
(2) _____	_____	Radio
(3) _____	_____	Announcements at community group meetings, as churches, etc.
(4) _____	_____	Messages to adult homemakers given to in-school pupils.
(5) _____	_____	Other (list)

- e. Utilizing school and community resources:
(Indicate by checking appropriate items)

<u>Has been done</u>	<u>Could be done</u>	<u>Community resource used</u>
(1) _____	_____	Specialists in various professional fields.
(2) _____	_____	Skilled lay persons
(3) _____	_____	Departments within school
(4) _____	_____	School-community cannery
(5) _____	_____	Frozen food locker
(6) _____	_____	Homes in community where homemaking problems may be studied, as re-modeling, house furnishings, etc.
(7) _____	_____	Agencies within county:
(a) _____	_____	Health Department
(b) _____	_____	Welfare Department
(c) _____	_____	Extension Division
(d) _____	_____	Other (list)

- f. Planning cooperatively with community leaders, interested homemakers, and other persons concerned:
(Indicate by checking appropriate items)

Form B - Principals
Page 6

Has been done Could be done

- | | | |
|-----------|-------|--|
| (1) _____ | _____ | Discussion by homemaking teacher, homemakers, principal, and others to consider homemaking problems in community. |
| (2) _____ | _____ | Visits to homes in the community to discuss the possible educational activities to be carried out through group participation of homemakers. |
| (3) _____ | _____ | Others (list) |

10. What, in your opinion, might be done to develop a more effective program in homemaking education for adults?

Route 114, Richmond, Va.
May 6, 1950.

Dear Home Economics Teacher:

We have all realized the need of further study of some of the problems which are being faced by you and the other homemaking teachers in developing the adult phase of the vocational homemaking program. Because of this, I have decided to concentrate my efforts in my graduate study to this phase of the program. I believe, with your fine help, the help of school administrators and representative homemakers, this study can point up some factors which will give real guidance in future development of the program.

I have prepared a questionnaire, which for the most part may be answered by checking, writing in a few figures, or listing "other" items. In the last question, I really will appreciate any suggestions which you will give. The information which you give will be very important, so please check your questionnaire at a time when you can really give your whole attention to the study of the adult phase of your program. In order to make this study worthwhile, we must have 100% participation. The questionnaire is to be unsigned and I would like to have your frank opinions.

We also need the opinions of the homemakers regarding the type of adult homemaking program which will be of most value to them. I am enclosing three questionnaires which I would like for you to send to the mothers of three of your pupils. We cannot pick the mothers, so will you select the second name in your first period class, fourth name in your second group, and the sixth name in the third group. This will give a cross section of opinion of the homemakers in the communities of Eastern Virginia.

Will you take the responsibility of getting the three questionnaires to homemakers returned to you, and send them to me with your questionnaire in the enclosed large stamped envelope? I would like to have all of the questionnaires returned to me just as soon as you can possibly do so.

Thanking you very much for your fine assistance, I am

Sincerely yours,

Rowena B. Hopper,
District Supervisor
Home Economics Education.

ENC: Teacher Questionnaire
3 Questionnaires to Homemakers
Stamped Return Envelope

RBH/EBB

FACTORS AFFECTING THE ORGANIZATION OF AN ADULT PROGRAM IN HOMEMAKING
EDUCATION IN EASTERN VIRGINIA

Directions: Questions 1-22 may be answered by checking one or more items, writing in figures, or listing "other" items. In question 23, please give frank and brief statements. Read each question through before checking any item.

1. How many years' experience have you had in teaching homemaking education?
(Indicate by checking below)
 - a. ☐ Less than 1 year
 - b. ☐ More than 1 year but less than 3 years
 - c. ☐ Three but less than 5 years
 - d. ☐ Five but less than 10 years
 - e. ☐ Ten years or more

2. Have you had experience in other fields of employment related to homemaking?
(Indicate by checking below)
☐ None
☐ Some
☐ Home Demonstration Agent
☐ Institutional Management
☐ Merchandising
☐ Other (list)

3. a. What is your enrollment in the day school program in homemaking education?
(Indicate by checking)
 - (1) ☐ Less than 50 pupils
 - (2) ☐ 50 through 74 pupils
 - (3) ☐ 75 through 99 pupils
 - (4) ☐ 100 through 124 pupils
 - (5) ☐ 125 or more pupils

Form C - Homemaking Teachers
Page 2

- b. If classes for adult homemakers were to be organized, what would you consider a reasonable number of classes and enrollees in addition to the day school program?

_____ No. classes

_____ No. enrollees

4. How many periods during the school day do you teach homemaking?
(Indicate by checking)

_____ One period
_____ Two periods
_____ Three periods
_____ Four periods
_____ Five periods
_____ Six periods

5. a. How many periods in the school day are you responsible for teaching classes other than homemaking?
(Indicate by checking)

_____ One period
_____ Two periods
_____ Three periods
_____ Four periods
_____ Five periods

- b. What class(es) other than homemaking are you teaching?
(Indicate by checking)

_____ English
_____ Mathematics
_____ Social Studies
_____ Science
_____ Chemistry
_____ Physics
_____ Biology
_____ Physical and Health Education
_____ Guidance
_____ Others (list)

Form C - Homemaking Teachers
Page 3

6. What responsibilities, in addition to teaching, do you have assigned to you as a part of the school program?
(Indicate by checking)

- a. ☐ Purchasing food for school lunch program.
- b. ☐ Assisting with management and operation of school lunch program.
- c. ☐ Assisting with physical education program.
- d. ☐ Sponsoring girls' athletic team.
- e. ☐ Adviser to a class:
 ☐ 8th grade, ☐ 9th grade, ☐ 10th grade, ☐ 11th grade, ☐ 12th grade.
- f. ☐ Adviser to the annual staff.
- g. ☐ Keeping a home room.
- h. ☐ Adviser to clubs (name clubs):

- i. ☐ Other responsibilities (list)

7. Do you believe that the public school has a responsibility for providing education for adult homemakers in the community as a part of the school program?

☐ Yes
☐ No

8. Which of the following statements, if any, seem to describe the situation in which you are teaching?
(Indicate by checking)

- ☐ The adult program is an integral part of the homemaking program.
- ☐ The adult program in homemaking education is something else to be done if time permits.
- ☐ The adult program is a part of the homemaking education program to be developed during the summer months.
- ☐ Other (list)

Form C - Homemaking Teachers
Page 4

9. If education for adult homemakers is developed as a part of the school program in your school, check the areas in which classes are provided:

- a. ☐ Commercial
- b. ☐ Industrial Arts
- c. ☐ English
- d. ☐ History
- e. ☐ Foreign Languages
- f. ☐ Music
- g. ☐ Art
- h. ☐ Agriculture
- i. ☐ Home Economics
- j. ☐ Civic Problems
- k. ☐ Other (list)

10. What types of educational activities, outlined below, are carried out in developing work with adult homemakers in homemaking education?

Indicate by checking the items which describe your activities:

- a. ☐ Organized groups
(Please fill in information requested below)

	<u>No. Meetings</u> (Each group)	<u>Length of Class Period</u>
☐ One class	☐	☐ hrs.
☐ Two classes	(1) ☐ (2) ☐	☐ hrs. ☐ hrs.
☐ Three classes	(1) ☐ (2) ☐ (3) ☐	☐ hrs. ☐ hrs. ☐ hrs.
☐ More than 3 classes	(1) ☐ (2) ☐ (3) ☐ (4) ☐	☐ hrs. ☐ hrs. ☐ hrs. ☐ hrs.

Form C - Homemaking Teachers
Page 5

- b. _____ Consultative services in the homemaking department to adult homemakers on problems of homemaking.
_____ *number assisted since July 1, 1949.
- c. _____ Home visitation to aid individual families on homemaking problems.
_____ *number assisted since July 1, 1949.
- d. _____ Directed experiences dealing with homemaking problems, as canning in school-community cannery.
_____ *number assisted since July 1, 1949.
- e. _____ Workshops or clinics held since July 1, 1949
_____ number workshops or clinics
_____ *number attending
- f. _____ Individual assistance to mothers of girls enrolled in homemaking.
_____ *number assisted since July 1, 1949.
- g. _____ Other types of assistance given since July 1, 1949 (list)

11. What means have you used in determining the needs of adult homemakers in your school community?
(Indicate by checking)

- a. _____ None
- b. _____ Findings of other groups
- c. _____ Questionnaire to homemakers in the community
- d. _____ Visiting in homes to discuss needs with adult homemakers
- e. _____ Observation
- f. _____ Discussion with homemakers
- g. _____ Conferences with professional persons:
_____ Physicians
_____ Ministers
_____ Public Health Nurses
_____ Social Workers
_____ Farm and Home Agents
_____ Others (list)
- h. _____ Conferences with superintendent, principal, other teachers.
- i. _____ Conferences with key community persons
- j. _____ Other means (list)

* Approximate number

Form C - Homemaking Teachers
Page 6

12. Have you planned cooperatively with community leaders, interested homemakers, and other persons concerned with educational activities in developing the program for adult homemakers?

_____ No

_____ Yes

If answer is "yes," check appropriate items below which describe type:

_____ Discussion by homemaking teacher, homemakers, principal, and others to consider homemaking problems in community.

_____ Visits to homes in community to discuss the possible educational activities to be carried out through group participation of homemakers.

_____ Other (list)

13. What type of publicity has been given or could be given in carrying out educational activities for adult homemakers?
(Indicate by checking appropriate items below)

	<u>Used</u>	<u>Could be used</u>	<u>Type</u>
a.	_____	_____	None
b.	_____	_____	Newspaper
c.	_____	_____	Radio
d.	_____	_____	Announcements at group meetings
e.	_____	_____	Exhibits (fairs, stores, school, homes, etc.)
f.	_____	_____	Other (list)

14. How much time has been allotted in your school program for work with adult homemakers on problems of homemaking?
(Indicate by checking appropriate items below)

a. _____ None

b. _____ Class period(s) during school day
_____ Length of period (clock hours)

c. _____ Eleven months' employment

d. _____ Twelve months' employment

e. _____ Other (list)

Form C - Homemaking Teachers
Page 7

15. What provision(s) have been made for utilization of school facilities in conducting a program in homemaking education for adults in your school?

(Indicate by checking items below)

- a. ☐ None
- b. ☐ Department available for use at night if plans are made.
- c. ☐ Day school schedule to provide for use of department during the day.
- d. ☐ Building and facilities available during summer months.
- e. ☐ School buses available for use in transporting adult students.
- f. ☐ Other (list)

16. How have school and community resources been utilized in conducting a program in homemaking education for adult homemakers?

(Indicate by checking appropriate items below)

- a. ☐ Specialists in various professional fields.
- b. ☐ Skilled lay persons
- c. ☐ Departments within school
- d. ☐ School-community cannery
- e. ☐ Frozen food locker
- f. ☐ Homes in community where homemaking problems may be studied, as remodeling, house furnishings, etc.
- g. ☐ Agencies within county:
 - (1) ☐ Health Department
 - (2) ☐ Welfare Department
 - (3) ☐ Extension Division
 - (4) ☐ Other (list)
- h. ☐ Other (list)

Form C - Homemaking Teachers
Page 8

17. What means of transportation do you use in carrying on adult work as a part of your regular homemaking program?
(Indicate by checking)

- (1) ☐ Own car
(2) ☐ Have use of family car
(3) ☐ Ride with another teacher
(4) ☐ Use public conveyance
(5) ☐ Rent a car
(6) ☐ Within walking distance
(7) ☐ Other means (list)

18. a. How many home visits have you made since July 1, 1949?
(Indicate by checking)

- ☐ Less than ten
☐ Ten but less than 25
☐ 25 but less than 50
☐ 50 but less than 75
☐ 75 but less than 100
☐ 100 but less than 125
☐ 125 or more

- b. How many different homes have you visited since July 1, 1949?
(Indicate by checking)

- ☐ Less than ten
☐ Ten but less than 25
☐ 25 but less than 50
☐ 50 but less than 75
☐ 75 but less than 100
☐ 100 but less than 125

19. How much college training have you had?
(Indicate by checking the appropriate item(s))

- a. ☐ B. S. degree with major in Home Economics Education
b. ☐ B. S. degree with minor in Home Economics Education
c. ☐ B. S. degree with major in Home Economics
d. ☐ B. S. degree but not in Home Economics
e. ☐ Do not have a B. S. degree
f. ☐ Other (list)

Form C - Homemaking Teachers
Page 9

20. a. What preparation did you have in college for working with adult homemakers in homemaking education?
(Indicate by checking)

- (1) ☐ None
(2) ☐ Unit or series of lessons in a home economics methods course.
(3) ☐ Course in adult homemaking education.
(4) ☐ Observed classes for adult homemakers.
(5) ☐ Taught class for adult homemakers:
 ☐ One meeting
 ☐ More than one meeting but less than five
 ☐ Five meetings but less than ten
(6) ☐ Other college experience with adult homemakers (list)

- b. Have you had any in-service training in developing work with adult homemakers in homemaking education since you started teaching?

- ☐ None
☐ Some
☐ (Indicate by checking below the items which describe your in-service training)

- (1) Discussed needs, plans, etc. with:
 (a) ☐ Principal
 (b) ☐ Superintendent
 (c) ☐ Local Supervisor
 (d) ☐ District Home Economics Supervisor
 (e) ☐ Others (list)
- (2) Have participated in:
 (a) ☐ Graduate classes in adult homemaking education
 (b) ☐ Workshop in adult homemaking education
 (c) ☐ Other types of in-service training in adult homemaking education (list)
- (3) ☐ Participated in group discussions concerning the development of work with adults in homemaking education at annual conference of homemaking teachers.

Form C - Homemaking Teachers
Page 10

21. What do you consider the greatest strengths and weaknesses in your training for work with adult homemakers in homemaking education?
(Indicate by checking appropriate items below:)

Strength Weakness

- | | | | |
|-----|-------|-------|---|
| (a) | _____ | _____ | Guiding the educational activities of experienced homemakers. |
| (b) | _____ | _____ | Helping homemakers to select problems for work. |
| (c) | | | Knowledge of newer trends in the areas of: |
| (1) | _____ | _____ | Feeding the Family |
| (2) | _____ | _____ | Health of the Family |
| (3) | _____ | _____ | Managing the Family Income |
| (4) | _____ | _____ | Clothing the Family |
| (5) | _____ | _____ | Caring for Children |
| (6) | _____ | _____ | Home Care of the Sick |
| (7) | _____ | _____ | Housing the Family |
| (8) | _____ | _____ | Family Relationships |
| (d) | _____ | _____ | Other (list) |

22. What do you consider your chief difficulty in conducting a program for adult homemakers?

(Rank in order of difficulty, 1, 2, 3, 4, 5)

- _____ Lack of interest on part of homemakers.
 _____ Finding time to work with adults
 _____ Knowing how to work effectively with adults
 _____ Finding appropriate meeting places
 _____ Other (list)

23. What, in your opinion, might be done to develop a more effective program in homemaking education for adult homemakers in the community in which you are teaching?
(Brief, concise statements)

Route 14, Richmond, Va.
May 6, 1950.

Dear Homenaker:

May I ask you to help with a study which we are making of factors affecting the organization of work with adult homemakers as a part of our home economics program.

Will you please check the enclosed questionnaire and return it, unsigned, to your daughter's home economics teacher within the next two days? Your answers will furnish information which will be of value in future planning of the program.

Thanking you for your cooperation, I am

Sincerely yours,

Rowena B. Hopper,
District Supervisor,
Home Economics Education.

ENC: Questionnaire

RBH/ EBB

FACTORS AFFECTING THE ORGANIZATION OF AN ADULT PROGRAM IN HOMEMAKING
EDUCATION IN EASTERN VIRGINIA

Directions: The following questions may be answered by checking one or more items, according to the question. Please read each question carefully before checking any part.

1. a. Do you believe there is a need for a program of education for adult homemakers in your community?

____ Yes
____ No

- b. Are you interested in meeting with other women in your community to work on homemaking problems?

____ Yes
____ No

2. Do you believe that it is the responsibility of the school to provide education for adult homemakers?

____ Yes
____ No

3. Do you believe that homemaking education activities for adults could best be directed by the regular homemaking teacher?

____ Yes
____ No

4. From what source are you now receiving help in the solution of homemaking problems?

Check appropriate item(s):

- a. ____ Homemaking Department in the school
b. ____ Agricultural Extension Service
c. ____ Farmers Home Administration

Form D - Homemakers
Page 2

- d. _____ Church
e. _____ Newspapers
f. _____ Magazines (name those of most value)

- g. _____ Radio
h. _____ Other (list)

5. What type(s) of adult education activities in homemaking do you believe would be most effective in your community?
Check appropriate items below:

_____ a. Organized Instruction

- (1) _____ Classes (meeting for set number of lessons - 1 or more hours in length)
(2) _____ Workshops (meetings of one, two, or more days to work on specific problems, such as: repair sewing machines, refinish furniture, make slip covers)
(3) _____ Institutes (meetings of from one to two days, with leaders giving assistance on specific problems through discussion and/or demonstrations)
(4) _____ Special Demonstrations

_____ b. Informal Adult Homemaking Program

- (1) _____ Home visits
(2) _____ Telephone calls
(3) _____ Consultative service in homemaking department at school
(4) _____ News articles giving information
(5) _____ Mimeographed material giving specific information, made available.

6. What time would be most convenient for you to attend a class for homemakers?

Form D - Homemakers
Page 3

a. Season
(check one)

- (1) ☐ Fall
(2) ☐ Winter
(3) ☐ Spring
(4) ☐ Summer

b. Time of day
(check one)

- (1) ☐ During school day
(2) ☐ After school but in the afternoon
(3) ☐ Night