

A STUDY OF EIGHTH GRADE EXPLORATORY COURSE  
IN HOMEMAKING IN SELECTED PUBLIC  
SCHOOLS OF VIRGINIA

by

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## CHAPTER I

## INTRODUCTION

The exploratory program with which this study deals is a program of education in twelve year high schools for beginning high school pupils in their first year of the high school. Virginia's twelve year school system operates on a 7-5 plan, seven years in elementary school and five years in high school. The State Department of Education in it's description of the eighth grade exploratory program recommends it's maintenance in a school system operating on a 7-5 basis.

When it was decided to increase the four years of high school instruction to five, leaders in secondary education of the state recommended that the additional year be placed at the beginning of the high school program rather than at the end. This recommendation was based upon a belief that it was important to use this year to bridge a possible gap between the experiences of pupils leaving the elementary schools, and the experiences they would encounter at the high school level. The Virginia State Department of Education recognized that certain adjustments would have to be made, because pupils with varied backgrounds entered high school not from one but from many elementary schools, and because

pupils needed to become more thoroughly acquainted with the course offerings of the high school before planning the last four years of their high school program. Teachers, too, needed an opportunity to analyze the pupils' abilities, their interests and their strengths and weaknesses before they could wisely guide them in selecting any specific line of study. For these reasons, the eighth year was considered a year which should be given largely to guidance, and to diagnosis of student needs and abilities. So far as this investigator can determine, it is unique among state educational programs, as no other state seems to employ the same pattern. In some respects, however, this program resembles the first year of the junior high school program of other states.

Prior to 1946, the year the State Department of Education assumed leadership in this program, many of the counties and cities in Virginia had already inaugurated, or were in the process of inaugurating, a twelve year school system. Educators, recognizing the need for planning a uniform basic program for the State, held a workshop in that same year, at which time Suggestions for the Inauguration of a Twelve Year School System were formulated. The workshop group recommended that these suggestions be studied and tried out, particularly in the eighth grade of schools which were changing to the twelve year system for the session of 1947-48. Administrators were reminded that the purpose of extending the school program by

adding a twelfth grade was not "to create new functions for the high school but to make it possible to accomplish its present functions more effectively." <sup>1</sup> This purpose governed the planning of Suggestions for the Inauguration of a Twelve Year School System, Part II, Section III, May 1947.

The program of the first year of high school is organized so as to provide continued development of basic English and mathematical skills as well as exploratory courses in various fields such as agriculture, homemaking, and general business. These exploratory courses are organized with certain basic purposes in mind. These purposes might be summarized as follows: to help pupils learn more about certain fields of work, to help them discover their own aptitudes and abilities in relation to each of these fields, to help them realize what skills and training are necessary for success in each field of work and to provide experiences during this study that will have intrinsic values.

With respect to homemaking education, many questioned the value of the exploratory course, first, because the instructional time involved was too short to achieve effective results, and second, because the short course required of all students might adversely affect the enrollment of the vocational homemaking courses which normally follow in the high school.

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1. State Board of Education, Suggestions for the Inauguration of a Twelve-Year School System, 1946, p. 11.

No serious attempt has been made to determine whether the exploratory program in homemaking has affected enrollment in high school homemaking classes. Furthermore, so far as the investigator has been able to determine, no study of the practices being followed in the exploratory courses in homemaking has been made. If the program is to be continued, such an appraisal should contribute to its future development.

The investigator has had experience in working with the homemaking phase of the exploratory program for the past two and one half years. Because of her experience she became interested in making a study of the program. The problem selected was first, to determine the practices followed by teachers in organizing the eighth grade exploratory course in homemaking, and second, to determine the content of the course now being offered, in an effort to establish the relationship to pupil election of the vocational course in homemaking.

#### Purposes of the Study

This study was designed to attain the following purposes:

To determine the exploratory courses which were being offered in the eighth grade of the five-year high school programs.

To determine the course content of these exploratory courses in homemaking.



To determine the practices followed in organizing and conducting these courses.

To determine the length of the exploratory course in homemaking.

To determine what effect the eighth grade exploratory home-making course had on enrollment in the vocational course in homemaking.

### Limitations of the Study

This study was limited to the five year high schools both Negro and white, in the State of Virginia, which offered vocational courses in homemaking and which also offered an exploratory course in homemaking in the eighth grade. A further limitation was the willingness of the administration and the teacher to participate in the study.

### Definition

The "well developed exploratory course", as defined in the Suggestions for the Inauguration of a Twelve Year School System, Part II, Section III, is "a course in which exploration is central, in which teachers are more concerned about introducing the pupil to the many aspects of a field of work than they are in other courses. It will follow that breadth of experience will be emphasized rather than refinement of experience in exploratory courses." 2

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2. State Board of Education, Suggestions for the Inauguration of a Twelve Year School System, Part II, Section III, Exploratory Courses, May, 1947, Richmond, Virginia, p. 1.

## CHAPTER II

## REVIEW OF LITERATURE

Because the introduction of the eighth grade exploratory course in homemaking is comparatively recent in the educational program of the State of Virginia, very little literature on the subject is available. So far as this investigator was able to determine, an exploratory course at the eighth grade level in a 7-5 school system seems to be a development unique to Virginia Public Schools. No descriptive literature is available other than that issued by the Virginia State Board of Education.

A Comprehensive Program of Education for Virginia's Public Schools stated that "a high school program is adequate when it serves all of the pupils and the community . . . if its' pupils are helped through guidance to find and pursue programs which are appropriate to their needs and in which they can individually succeed . . . ."<sup>1</sup>

This release further pointed out that in addition to continued development of basic aptitudes and skills, special

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1. State Board of Education, A Comprehensive Program of Education for Virginia's Public Schools, 1947, Richmond, Virginia, pp. 1, 2.

emphasis should be given to discovering the particular aptitudes and abilities of pupils; and through guidance with exploratory courses, to help them to select fields in which they will be most likely to succeed. <sup>2</sup>

The Suggestions for the Inauguration of a Twelve Year School System, Part II, Section III, Exploratory Courses, stated that the purposes of exploratory courses were as follows:

1. To provide the pupil with a better perspective of a field of work--to give the pupil an overview of a field.
2. To offer pupils experiences while they are exploring a field of work that will have intrinsic values.
3. To offer the pupil a series of exploratory experiences which will have high guidance value--to help pupils think more realistically of their own potentialities in relation to the field of work.
4. To help pupils realize the necessity for basic technical or scientific information required for success in various fields of work and study. <sup>3</sup>

In clarifying the place of homemaking education in the eighth grade exploratory course, the statement was made in the Suggestions for the Inauguration of a Twelve Year School System, Part II, Section III, Exploratory Courses:

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2. Ibid., pp. 3, 4.

3. State Board of Education, Suggestions for the Inauguration of a Twelve Year School System, Part II, Section III, Exploratory Course, May, 1947, Richmond, Virginia, p. 1.

By means of the eighth year exploratory course in homemaking, pupils and their parents may understand better the needs of youth for training for the vocation of homemaking, and what homemaking education may provide in regard to specific types of training. They may become acquainted with the fields of work closely related to homemaking in which pupils may find an opportunity to earn a livelihood. As a result of the guided experiences in personal and home living, pupils may discover and/or strengthen interests and aptitudes in homemaking. By means of these experiences, the pupils may take their first steps in becoming proficient homemakers and, in many instances, enter upon a satisfying life-time career. 4

This document pointed out that the exploratory course in homemaking should be planned so as to

Contribute to the pupils' enjoyment of home living and homemaking.

Help the pupils to discover or develop interests and aptitudes in homemaking.

Help the pupils to solve problems in personal and home living.

Help the pupils to see what training the modern homemaker should have and why this training is valuable to herself, her family, and her community.

Acquaint the pupils with the breadth of training offered in a three-year vocational course in homemaking in the high school.

Help the pupils to set up long time goals for their education in homemaking.

Give the pupils insight into the vocations and professions for which home economics education offers necessary or desirable preparation. 5

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4. Ibid., p. 23.

5. Ibid., p. 24.

In the section which dealt with developing the exploratory course in homemaking, it was further stated that the logical place to begin a "study of the personal and home living needs of pupils" <sup>6</sup> is in the eighth grade, this study to be continued through the remaining four years of high school. Thus the homemaking teacher has an opportunity to discover and meet "the pupil's needs which may be realized through homemaking education." <sup>7</sup>

On the other hand, the girls enrolled in the exploratory homemaking courses should have the opportunity, through their "guided personal and home living experiences", <sup>8</sup> to "discover new interests, strengthen old ones and . . . to see that a girl who wants to become a good homemaker and, possibly, to use her knowledge and skills in homemaking in a vocation or profession should have certain characteristics and check herself by them." <sup>9</sup> Through these and related procedures, the pupil will have the opportunity to develop a higher appreciation for homemaking as a career or vocation, and will probably develop the ability to analyze her aptitudes in this field.

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6. Ibid., p. 25.

7. Ibid., p. 25.

8. Ibid., p. 27.

9. Ibid., p. 27.

In addition to the opportunity for self analysis, "every opportunity should be given the pupils to know what values are placed on training for homemaking by people of the community." <sup>10</sup> Through the opportunities and experiences provided in the homemaking course, "the pupils may take their first steps in becoming proficient homemakers." <sup>11</sup>

The section of this bulletin which deals with class enrollment stated that "in view of the social importance of homemaking education, every girl in the eighth year should have the opportunity to enroll in the exploratory course in homemaking. The number of classes and the length of the course should be so planned as to make the classes available to all girls." <sup>12</sup>

The bulletin recommended that no class should exceed 20 in number, and that the course be offered for 9, 12, or 18 weeks with five hours of instruction per week. It further recommended that the homemaking course should be so planned as to "increase the scope and depth of the girls' interest in homemaking" <sup>13</sup> by providing opportunities for experiences in various areas of homemaking.

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10. Ibid., p. 27.

11. Ibid., p. 40.

12. Ibid., p. 24.

13. Ibid., p. 27.

The literature which was reviewed while making this study pointed to need for continued emphasis on the development of basic skills and at the same time the provision of better perspectives of fields of work and opportunities for self-analysis in relation to these fields.

## CHAPTER III

## THE INVESTIGATION

Method of Procedure

In the beginning the investigator planned to limit this study to schools in the following school divisions: Carroll, Floyd, Franklin, Grayson, Henry, Montgomery, Patrick, Pittsylvania, Pulaski, City of Danville, and City of Martinsville. A preliminary investigation showed that the information which would be available from the selected list would be insufficient for an adequate sampling. Therefore, the decision was made to include both white and Negro as well as city and rural schools in the entire State of Virginia.

A list of the five-year high schools offering vocational homemaking as an exploratory course in the eighth grade was secured from Dr. Thomas T. Hamilton, Associate Director of Instruction in the State Department of Education. The study was endorsed and approved by Mrs. Rosa H. Loving, State Supervisor of Home Economics Education, who sent letters to division superintendents of schools which offered this program, requesting their permission to conduct the study.

Letters were sent to principals and to teachers of



the exploratory course in homemaking in the divisions where the superintendents had given their approval. These letters were to determine which teachers and principals would be willing to participate in the study. Teachers and principals in eighty-five schools answered affirmatively.

As a basis for planning the questionnaire, a group of principals and teachers of Floyd County who were participating in the eighth grade exploratory program, were asked to submit questions dealing with problems which they were encountering. On the basis of these questions the investigator formulated two questionnaires, one for principals and one for homemaking teachers. Floyd County principals and homemaking teachers were selected for testing out the questionnaires for two reasons: first, it was the home county of the investigator, hence personal contacts with the teachers and principals could be more readily made; second, this county had inaugurated in 1949, after careful study and preliminary planning, an exploratory program which seemed to be working effectively. After this test of the questionnaire the necessary revisions were made and the questionnaire was approved by the investigator's graduate committee.

Two separate questionnaires were prepared, one for principals and one for homemaking teachers dealing with questions to which each was best fitted to respond.

The principals' questionnaire dealt with enrollment as a whole in their exploratory program and enrollment in

specific eighth grade courses, total length of class time devoted to specific courses, opportunities for planning and guidance, and the adequacy of eighth grade course offerings and of school facilities.

The homemaking teachers' questionnaire dealt primarily with problems with which they were confronted in teaching the eighth grade exploratory program in vocational homemaking; such as, special difficulties encountered in carrying out this program of instruction, problem areas of pupils with which they have dealt, and their opinion of the effectiveness of the exploratory program. They were also asked questions concerning the planning of the course, the length of time devoted daily to teaching homemaking, the size of class group they felt they could handle most efficiently. Questions concerning enrollment were included which the investigator hoped would help her to draw conclusions as to the effect of the eighth grade exploratory program on enrollment in later years of the vocational program in homemaking.

Final drafts of the two questionnaires were mailed to the eighty-five schools willing to participate in the study. Of this number, 72 questionnaires from principals and 77 from homemaking teachers were filled in and returned; thus 13 principals' and eight teachers' questionnaires were unanswered.

The returned questionnaires were processed and given

into the hands of a statistician, coded, and tabulated on the I. B. M. machine. The tabulations were examined for results which related to the purposes of this study.

## CHAPTER IV

## DISCUSSION OF RESULTS

The replies from the two sets of questionnaires which seemed pertinent to the study of the eighth grade exploratory homemaking program were, for the sake of clarity, discussed in two sections. The first section dealt with an analysis of the replies of the principals while the second section dealt with an analysis of the homemaking teachers' replies.

Discussion of Replies from the Principals

Of schools represented by the 72 principals reporting, 14 had some type of exploratory program in homemaking prior to 1946. Sixteen out of the remaining 58 schools inaugurated the program in 1946. The number of schools which put into operation the exploratory program in each year from 1946 through 1950 were shown in Table I. The average length of time the exploratory program in homemaking was reported to have been in operation was 3.14 years.

In the school year 1950-51 there were a total of 3,569 girls and 3,489 boys enrolled in the eighth grade exploratory courses in the schools represented by the 72 principals reporting. Thus a total of 7,058 students were engaged in taking eighth grade exploratory courses.

**TABLE 1**  
**NUMBER OF SCHOOLS WHICH INAUGURATED THE EXPLORATORY**  
**PROGRAM FROM THE YEARS 1946-1951**

<b>Year</b>	<b>Number of Schools</b>
1946-1947	16
1947-1948	10
1948-1949	10
1949-1950	10
1950-1951	12
<b>Total</b>	<b>58</b>

Of the 72 schools represented in this study, 63 offered vocational homemaking; 40, vocational agriculture; 34 music and 31 industrial arts; 18, art education; 13, commercial education; and two, distributive education. Only nine of the schools did not provide courses in homemaking, while 32 did not offer agriculture.

More schools (63) offered homemaking than any other of the exploratory programs listed. The rest of the exploratory courses fell in the following order as to frequency of offering: agriculture, music, industrial arts, art education, commercial education, and distributive education. (See Table 2 and Figure 1).

Homemaking was taught from 16 to 18 weeks in 19 of the 72 schools represented by the principals who responded to the questionnaire. Fourteen of the schools offered a 10 to 12 weeks' course, and 12 offered a course which lasted the entire year. Thus, the questionnaires returned by the principals indicated that in more cases the schools offered a course which was from 16 to 18 weeks in length. (See Table 2 and Figure 1).

A study of the frequency of class meetings of the exploratory course in homemaking reported by the principals of the 72 schools represented revealed that 90% held five class meetings per week (See Figure 2). The average number of class meetings per week for the 72 schools was 4.69.

More than half of the principals in the study reported

**TABLE 2**  
**LENGTH OF COURSE OFFERINGS IN EIGHTH GRADE AS REPORTED BY**  
**72 PRINCIPALS OF VIRGINIA HIGH SCHOOLS**

Course	Number Principals Reporting						Entire Year
	Total Offering	4-6 weeks	7-9 weeks	10-12 weeks	13-15 weeks	16-18 weeks	
Agriculture	40	1	7	11	-	12	9
Art Education	18	3	7	6	-	1	1
Commercial Education	13	2	9	2	-	-	-
Distributive Education	2	1	-	1	-	-	-
Homemaking	63	4	14	14	-	19	12
Industrial Arts	31	-	12	6	-	10	3
Music	34	3	7	10	-	5	8
<b>Totals</b>		<b>14</b>	<b>56</b>	<b>50</b>	<b>-</b>	<b>47</b>	<b>33</b>

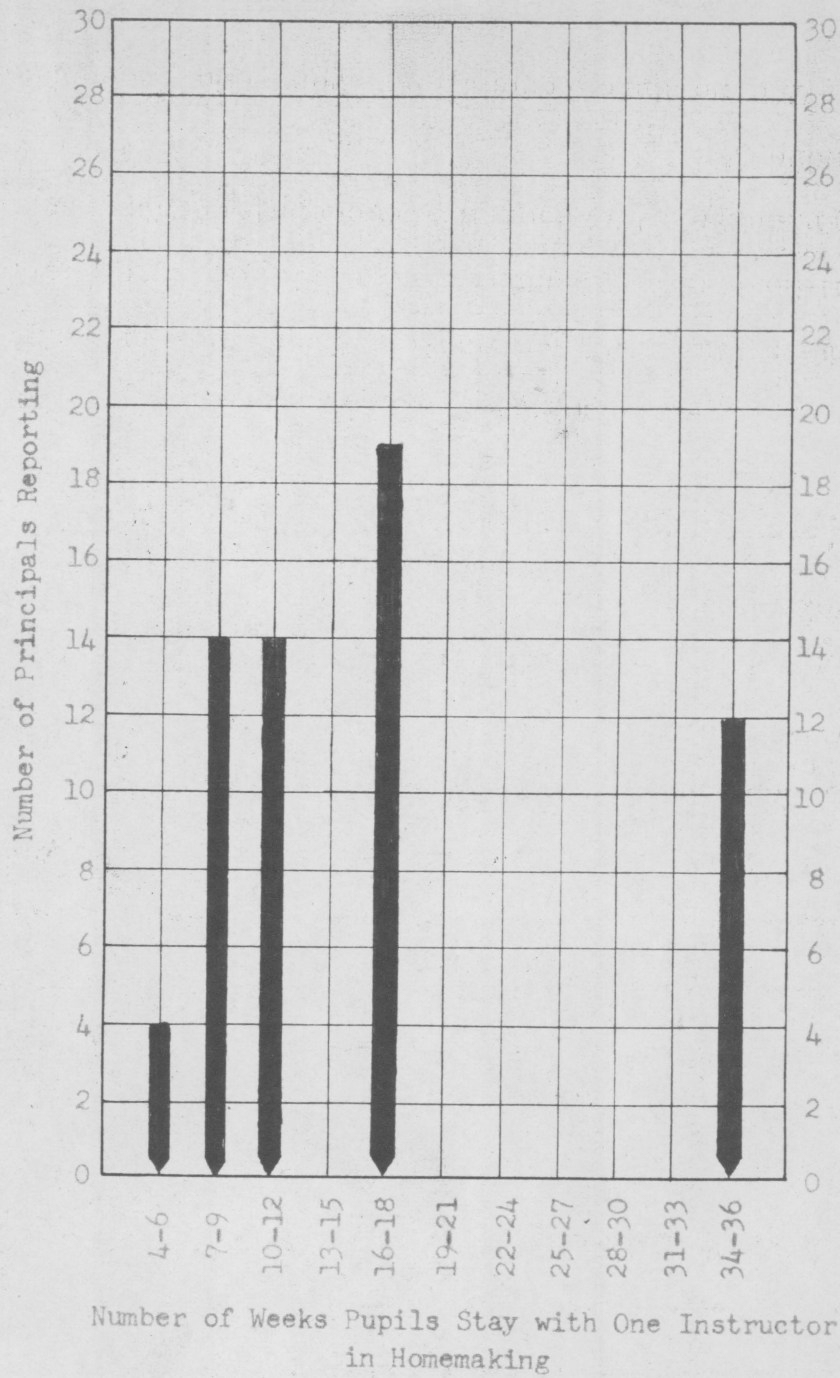
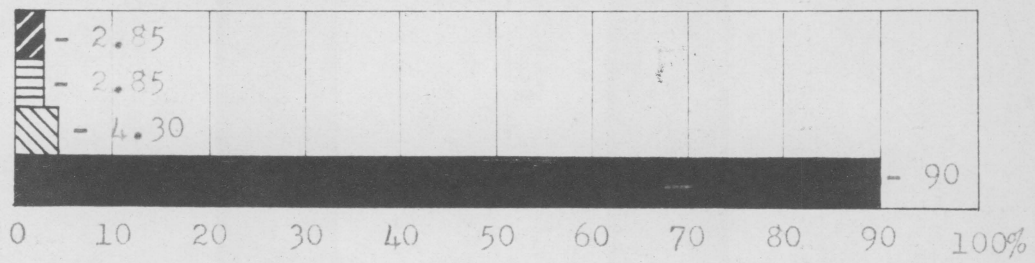


Figure 1 - Distribution of Weeks Pupils Stay with One Instructor in Homemaking









-  - One Class Meeting Per Week
-  - Two Class Meetings Per Week
-  - Three Class Meetings Per Week
-  - Five Class Meetings Per Week

Figure 2 - Percent Distribution of Frequency of Class Meetings Held Per Week

that homemaking classes in their schools lasted for a period of 55 minutes. Slightly more than one fourth of the principals reported class meetings of 50 minutes. The longest class period provided by any school was sixty minutes, the shortest was forty-five and the average length period for the schools in the study was 53.6 minutes. (See Figure 3).

In an effort to determine the practices followed in organizing and conducting the eighth grade exploratory course in homemaking, questions were submitted to the principals concerning opportunities provided for pre-school planning on a cooperative basis by teachers of various exploratory courses. Fifty-six of the 72 principals indicated that their teachers did have an opportunity for such cooperative planning of the exploratory program.

Sixty-one of the principals made provisions for all eighth grade teachers to get together for conferences regarding the progress of individual students. Twenty-two of these principals provided time for these joint teacher conferences as often as once a month. Thirteen principals arranged conferences once each semester. Twenty-four principals planned for their joint teacher conferences at other intervals. Thirteen did not reply to this question.

Sixty-nine principals stated that either they, or the teachers, cooperatively, attempted to analyze the needs of eighth grade pupils for the remaining four years of their

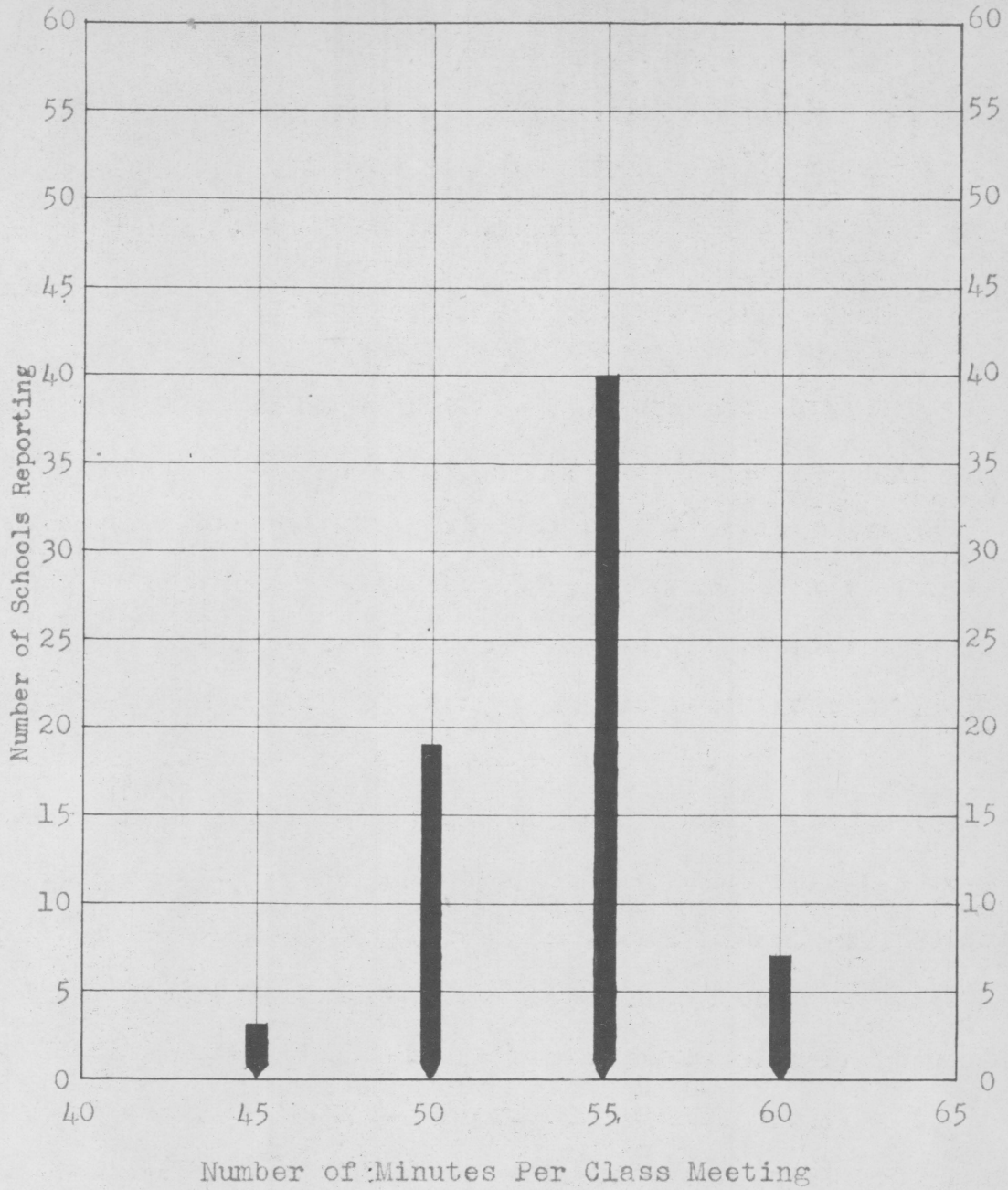


Figure 3 - Length of Daily Class Schedules

high school program of study. Sixty-three of this number felt that, as a result of this attempt to analyze needs, pupils were guided into the courses they should take in the upper levels of the high school. Three principals felt that the analysis was insufficient for guiding pupils into the proper courses in the upper levels of high school. Six did not respond to the question as to whether pupils received guidance in the selection of high school courses on the basis of an analysis of their needs made in the eighth grade program.

In summarizing the foregoing data analyses, the majority of school principals provided opportunities (1) for teachers to plan together at regular scheduled times, (2) to analyze needs of pupils, and (3) to confer with pupils, individually, concerning their needs.

Principals of 60 schools reported that opportunities were provided for teachers in the exploratory program in homemaking to hold individual conferences with eighth grade pupils during these courses. Fourteen principals said their programs were so planned that these conferences might be held as often as once a month. Six said opportunities were provided for teacher conferences with pupils once a semester, while thirty-nine said their schedules were so arranged that opportunities for teacher-pupil conferences were provided but not at specified intervals.

In summarizing the responses of the principals concerning

the organization and conduct of the eighth grade program in homemaking, it was found that the greatest number said that (1) the course ran 18 weeks, (2) class meetings were held five times a week, (3) the length of the class period was 55 minutes, (4) opportunities were provided for pre-school planning by teachers in the eighth grade program, (5) opportunities for teacher conferences concerning the progress of individual students was provided each month, (6) at regular scheduled times, opportunities for cooperative analysis (by principal and teacher) of the needs of eighth grade pupils for the remainder of their high school program of study were provided, (7) opportunities were provided for holding individual teacher-pupil conferences once each month.

The effectiveness of the eighth grade exploratory courses as related to the purposes which were set forth by the State Board of Education in Suggestions for the Inauguration of a Twelve Year School System, Part II, Section III, Exploratory Courses, was considered by the principals. Their opinions as to the degrees of the achievement of purposes is indicated in Figure 4.

Purpose number one, "to provide the pupil with a better perspective of a field of work,"<sup>1</sup> and purpose number four,

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1. State Board of Education, Suggestions for the Inauguration of a Twelve Year School System, Part II, Section III, Exploratory Courses, p. 1.

"to offer the pupil a series of exploratory experiences which will have high guidance value"<sup>2</sup> were the two purposes in which the largest number of principals reported a high degree of achievement. In purpose number one 28 principals reported a high degree of achievement. In purpose number four 29 principals reported a high degree of a chievement. No principal considered purpose number two, "to give the pupil an overview of a field"<sup>3</sup> and purpose number five, "to help pupils think more realistically of their own potentialities in relation to the field of work"<sup>4</sup> to be entirely ineffective. In fact, 23 principals considered that their school achieved a high degree of effectiveness in giving the pupil an overview of the field and 47 considered they had achieved a moderate degree of effectiveness. Purpose number six "to help pupils realize the necessity for basic technical or scientific information required for success in various fields"<sup>5</sup> was probably least effective since only 8 principals considered it to be highly effective, while 57 considered it to be moderately so.

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2. Ibid., p. 1.

3. Ibid., p. 1.

4. Ibid., p. 1.

5. Ibid., p. 1.

From examination of Table 3 and Figure 4 it may be seen that although all principals did not feel their programs were effective in the highest degree, a majority felt that the courses were moderately effective.

Only sixty-six principals answered the question concerning the adequacy of all later course offerings for providing for the needs of eighth grade pupils as they progress into the high school. Exactly half of this number (33) felt their course offerings were adequate, while the other half (33) considered their course offerings to be insufficient for meeting the needs of their pupils.

School facilities were considered to be inadequate for the exploratory program in homemaking by 49 principals, while only 20 judged their facilities adequate.

The success of an exploratory program in homemaking depends to a great extent on adequate school facilities and adequate follow up course offerings for pupils once they have been helped to discover their needs and interests in the field. It is possible that the lack of these factors may account for the fact that most of the principals considered their program only moderately effective.

There appears to be a lack of State standardization of practices in the operation of the program in the schools represented by the 72 principals reporting. Whether this lack of standardization has contributed to the program's

TABLE 3

PRINCIPALS OPINION OF THE EFFECTIVENESS OF THE EIGHTH GRADE EXPLORATORY COURSES IN RELATION TO THE PURPOSES SET FORTH IN THE "SUGGESTIONS FOR THE INAUGURATION OF A TWELVE YEAR SCHOOL SYSTEM, PART II, EXPLORATORY COURSES"

Purpose	Degrees of Achievement of Purposes				Total Number of Schools Reporting
	Number Principals Reporting High	Number Principals Reporting Moderate	Number Principals Reporting Not at all	Total	
1. To provide the pupil with a better perspective of a field of work	28	39	3	70	
2. To give the pupil an over-view of a field	23	47	-	70	W
3. To offer pupils experiences while they are exploring a field of work that will have intrinsic values	23	41	6	70	
4. To offer the pupil a series of exploratory experiences which will have high guidance value	29	39	2	70	
5. To help pupils think more realistically of their own potentialities in relation to the field of work	13	54	-	67	
6. To help pupils realize the necessity for basic technical or scientific information required for success in various fields	8	57	5	70	



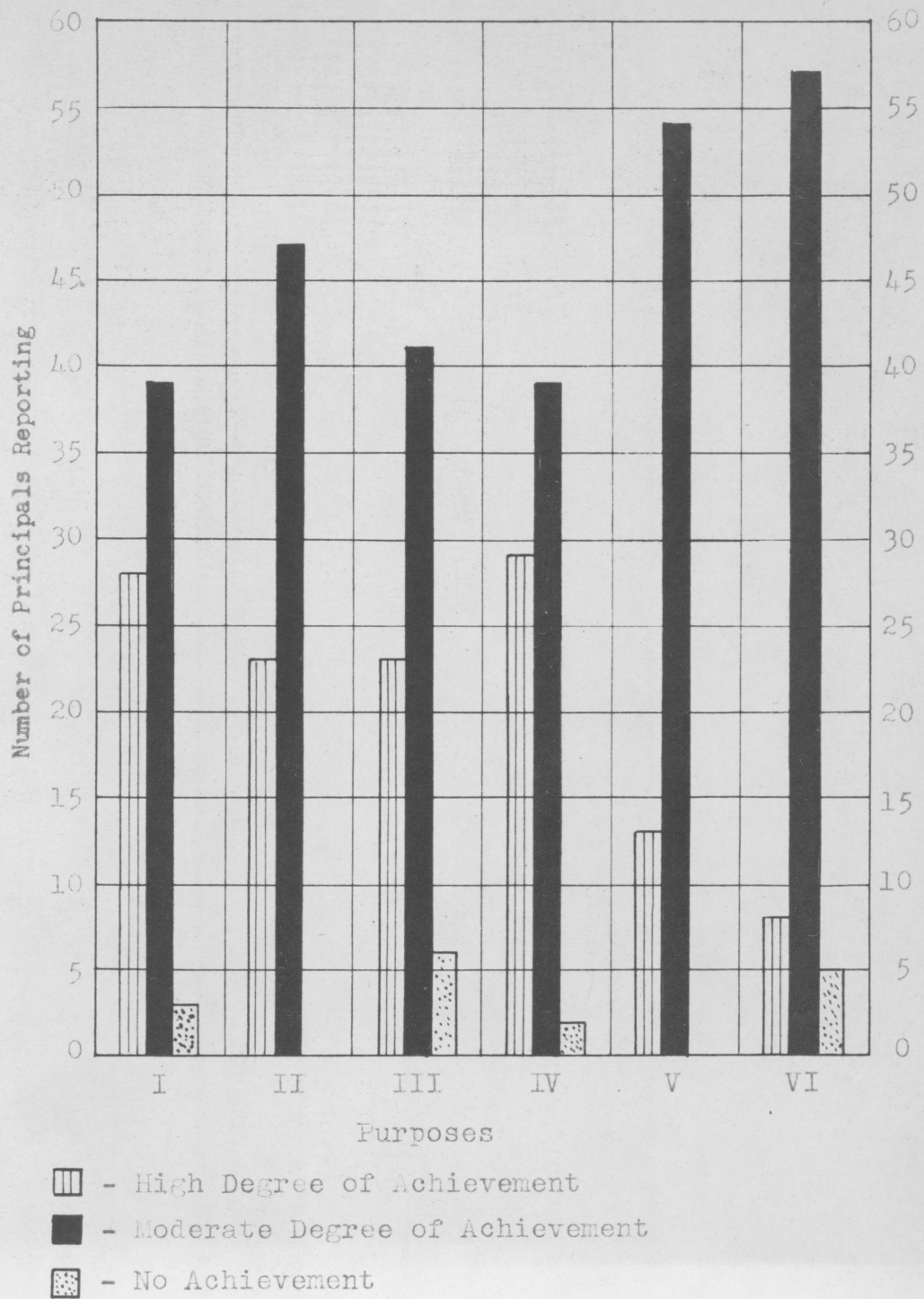


Figure 4 - Effectiveness of Homemaking Course as Reported By Principals

being only moderately effective is not known. A movement to standardize and study the results would have to be made to determine this.

### Discussion of Replies from the Teachers of Exploratory Course in Homemaking

The purpose of the questionnaire designed for homemaking teachers was to determine the scope of the exploratory course in homemaking and the extent to which the course has affected enrollment in subsequent vocational homemaking courses in the school. The questionnaire prepared for teachers was mailed to the 85 homemaking teachers in the State of Virginia who had consented to participate in this study. Seventy-seven teachers completed and returned the questionnaires. A total of 160 exploratory homemaking classes were conducted by the 77 teachers who reported. (See Table 4).

The length of the exploratory homemaking course in the schools reported on by teachers ranged from four to six weeks in some schools to an entire year in other schools. In some schools the length of the course was not the same for all groups of pupils; for example, one teacher reported teaching an eighteen weeks' exploratory course for girls and a four to six week's course for boys in the same school. Of the 160 classes reported, the largest number, over 35 per cent, continued for periods of 16 to 18 weeks. The next most frequently reported length of course was seven to nine weeks.

TABLE 4

THE LENGTH OF THE EXPLORATORY COURSE AND ITS EFFECTIVENESS ACCORDING TO THE STATEMENT OF OPINION OF 77 HOMEMAKING TEACHERS IN THE STATE OF VIRGINIA FOR THE YEAR 1950-51

Length of Course	Total Classes Reported by 77 Teachers	NUMBER OF TEACHERS RESPONDING			
		Effective and Satisfactory	Subsatisfactory	Ineffective and Unsatisfactory	
4-6 weeks	26	6	10	1	1
7-9 weeks	49	10	29	1	1
10-12 weeks	27	14	13	1	1
13-15 weeks	2	2	1	1	1
16-18 weeks	57	16	41	1	1
Indefinite year	9	6	3	1	1
Total	160	58	106		

Of the 160 exploratory classes taught by 77 homemaking teachers, 54 were believed by these teachers to be very effective and satisfactory, while 106 were considered only moderately satisfactory. No teacher evaluated the course as ineffective and unsatisfactory.

Teachers were asked to report on whether they taught classes for girls only, for boys only, or for mixed groups. Since some of the 77 teachers who responded to the questionnaire taught more than one type of class, the total number of teachers who reported on all types of classes taught does not equal to the number responding to the questionnaire.

TABLE 5  
TYPES OF CLASSES REPORTED

Type of Class	Total Number of Teachers Reporting Classes of Each Type
Girls only	73
Boys only	14
Mixed group	5

It may be seen from the Data in Table 5 that more teachers conducted classes in which girls only were enrolled than taught classes of boys only or mixed classes.

The questionnaire included an item which dealt with the method used in planning the eighth grade exploratory course in homemaking. Only 76 teachers responded to this

item. Forty-seven teachers reported that pre-school workshops for teachers were held in their schools to plan the exploratory program. (See Table 6). Of this number, 15 teachers reported that the courses taught were very effective, while 32 reported that the courses were moderately effective. In no instance where a pre-school workshop was reported was there a statement that the course was ineffective. No teacher indicated that the method of planning used in her school was solely teacher-pupil planning or teacher planning. Instead a combination of methods was reported. Seventeen teachers said that in their schools a combination of teacher planning and teacher-pupil planning was used. Of this number eight believed that the courses were very effective and satisfactory while nine said that the courses were only moderately effective. Seven teachers reported that a combination of pre-school workshop and teacher-pupil planning were the means of planning the course. Three of these seven considered the course in their school to be very effective and four moderately so. These data were inadequate for drawing conclusions as to the bearing of various methods utilized in planning on the effectiveness of the course. The investigator is inclined to speculate that these methods may have contributed to some degree to the effectiveness of the course.

To summarize the foregoing data concerning the eighth grade exploratory course, it may be seen that classes for

TABLE 6

THE METHOD OF PLANNING THE COURSE AND THE EFFECTIVENESS OF THE COURSE ACCORDING TO THE STATEMENT OF THE OPINION OF 76 HOMEMAKING TEACHERS IN THE STATE OF VIRGINIA FOR THE YEAR 1950-51

Method of Planning	Total Number of Teachers Reporting	Number of Teachers Reporting Very Effective and Satisfactory	Number of Teachers Reporting Moderately Effective and Satisfactory	Number of Teachers Reporting Ineffective and Unsatisfactory
Pre-school Workshop	47	15	32	--
Teacher-pupil Planning	--	--	--	--
Teacher Planning	--	--	--	--
Pre-school Workshop and Teacher-pupil Planning	7	3	4	--
Pre-school Workshop and Teacher Planning	2	1	1	--
Teacher-pupil Planning and Teacher Planning	17	8	9	--
Pre-school Workshop, Teacher-pupil Planning and Teacher Planning	3	2	1	--
<b>Total</b>	<b>76</b>	<b>29</b>	<b>47</b>	<b>--</b>

girls occurred more frequently than classes for mixed groups or for boys only. The length of the course most frequently reported was from 16-18 weeks. Pre-school workshops for planning the exploratory courses were reported by more than half the teachers who responded to this study. About one fourth of the teachers said that a combination of teacher-pupil planning and teacher planning was used in planning the exploratory program.

The problem areas in homemaking dealt with according to the 77 teachers who responded to the study were classified by the investigator under the following groups: Home Management, Guidance in Social and Family Relations, Foods, Clothing, Health, and Recreation.

The problems reported by the teachers which seemed to fall in the classification, Home Management, were care of the home, care of the kitchen, interior decorating, housing, money management, household mechanics and home safety. Under Guidance in Social and Family Relations, were placed such problems reported by the teachers as family and social relations, boy-girl relations, personal improvement and child guidance. Problems which were included in the classification, Foods, were nutrition, meal planning, preparation and service, and canning and gardening. Those problems which were classified under the area, Clothing, included using the sewing machine, clothing construction, clothing care and

laundrying. For the area, Health, the problems were home nursing, first aid and Junior Red Cross. Problems included under Recreation were home and club entertainment, planning and giving a simple party, hobbies and preparation for Christmas.

Table 7 revealed that problems in the area, Guidance in Social and Family Relations, were more frequently included in the exploratory course in homemaking than those in any of the other areas. The problems of personal improvement were included in the course by 68 of the 77 teachers who responded to the study. The average time spent by this group was 2.9, a little less than three weeks. The problem mentioned by the second largest group of teachers was that of clothing construction, on which 63 teachers spent an average of 4.7 weeks. The problem most frequently reported by the third largest group of teachers (54) was meal planning, preparation and service. The average time was 4.6 weeks.

According to replies of the teachers (see Table 8) concerning the exploratory classes conducted for boys the areas most frequently reported were Guidance in Social and Family Relations, Foods, and Home Management. In the classes for girls, only, the same three areas were more frequently reported. None of the classes for boys, only, included any work in the area, Recreation. In the classes for mixed groups of boys and girls the areas of Clothing and Recreation





TABLE 8

PROBLEM AREAS DEALT WITH ACCORDING TO SEX

Classification	Problem	Number of Teachers Reporting		
		Schools Offering Classes to Boys Only	Schools Offering Classes to Girls Only	Schools Offering Classes to Mixed Groups
HOME MANAGEMENT	Care of Home	3	19	2
	Care of Kitchen	1	2	-
	Interior Decoration	1	7	-
	Housing the Family	2	8	-
	Money Management	-	5	1
	Household Mechanics	2	-	-
	Home Safety	2	1	-
GUIDANCE IN SOCIAL AND FAMILY RELATIONS	Family and Social Relationships	1	18	1
	Boy-Girl Relations	3	5	1
	Personal Improvement	11	63	2
	Child Guidance	1	12	-
	Nutrition	2	16	-
FOODS	Meal Planning, Preparation and Service	10	55	3
	Canning	-	2	-
	Gardening	-	2	-
	Using the Sewing Machine	-	7	-
	Clothing Construction	4	61	-
CLOTHING	Clothing Renovation	4	4	-
	Clothing Care	4	13	-
	Laundering	-	3	-
	Health	1	11	1
	Home Nursing	1	14	-
HEALTH	First Aid	1	1	-
	Junior Red Cross	-	2	-
	Entertainment	-	8	-
RECREATION	Planning and Giving a Simple Party	-	2	-
	Hobbies	-	1	-
	Preparation for Christmas	-	2	-

were not touched upon. Those most often taught were Foods, Guidance in Social and Family Relations and Home Management.

In order to determine whether the eighth grade exploratory course in homemaking had any holding power for the vocational homemaking course, teachers were asked to give the original enrollment of girls in the exploratory course, and the enrollment of girls for the first year of the vocational homemaking course. (See Table 9). Of the 1947-48 original enrollment of girls in the exploratory homemaking course, 69 per cent were enrolled in the first year of the vocational homemaking course. Of the 1948-49 group of girls enrolled in the exploratory course, 74 per cent were enrolled in the first year of the course and of the 1949-50 girls, 66 per cent were enrolled.

To get further information as to the retention of enrollment the teachers were asked to report the enrollment in the third year of the original 1947-48 group of girls. It was found that 18.24 per cent were still in the vocational homemaking course. By 1950-51 the 1948-49 group of enrollees in the exploratory course had an opportunity to take the vocational course for the second year. Teachers were asked to give the enrollment for this year of the vocational course. Twenty-six per cent of the original group were enrolled in the second year. This might seem to indicate that the eighth grade exploratory homemaking courses may be expected to

TABLE 9

ENROLLMENT OF GIRLS IN THE FIRST YEAR OF THE  
VOCATIONAL HOMEMAKING COURSE AFTER  
ENROLLMENT IN THE EXPLORATORY  
COURSE

School Term	Original Group Girls Enrolled in Exploratory Homemaking	School Term	Number of Original Group Enrolled in First Year Home-making	Percent of Original Group Enrolled in First Year
1947-48	1601	1948-49	1104	69%
1948-49	2215	1949-50	1642	74%
1949-50	2838	1950-51	1868	66%

contribute to the retention of about 66 per cent of the original enrollment. However, due to the fact that the program is still in its infancy and also to the fact that no comparable data are available from schools, where no exploratory course is offered, of the retention of girls through the various years of the vocational course, no conclusions can be reached as to the retention value of the exploratory course. A comparative study of the retention of pupils in the homemaking courses in schools with and without the exploratory program should be made to reach any conclusions.

Another phase of the questionnaire dealt with special difficulties teachers have in carrying on the exploratory program in homemaking. They were asked to check such commonly recognized difficulties in teaching as classes too large, insufficient equipment, lack of space, lack of time, lack of money and to list others. (See Table 10).

More than half of the teachers mentioned lack of space and insufficient equipment. Approximately half of the teachers reported their classes to be too large. (See Table 10).

From the responses of 45 of the 77 teachers the average size of the 97 classes which they taught was 17 pupils. The average class enrollment of the other 32 teachers who did not reply may have been higher. In reply to the question, what size class group do you think you can handle efficiently, there was a response from only 74 of the 77 teachers. The average of their response was 14.7 pupils.

Other difficulties were listed less frequently. Lack of money to finance the classes was reported by almost one half of the teachers. There were no special funds provided for the operational cost of instruction for the exploratory group in 64 of the schools represented by the 77 teachers who participated in the study. Lack of time was reported by one third of the teachers.

TABLE 10

SPECIAL DIFFICULTIES ENCOUNTERED IN CARRYING ON  
THE EXPLORATORY PROGRAM

Difficulties	Number of Teachers Reporting
Classes too large	37
Insufficient equipment	39
Lack of space	42
Lack of time	24
Lack of money	31
Others	11

Thus it may be seen that the difficulties most frequently encountered by the teachers in the exploratory program were lack of space, insufficient equipment, too large classes and lack of money for class operational expenses.

## CHAPTER V

## SUMMARY AND CONCLUSIONS

The investigator became interested in the homemaking phase of the exploratory program of the eighth grade through her participation in the planning of the program for her own county and through her experience in working with this program for the past two and one half years.

Literature cited was confined to releases made by the State Department of Education. The major emphases in the releases were upon the purposes of the course and some suggestions as to its organization. Suggestions for the organization of the exploratory course dealt mainly with the size of class enrollment (20), the length of the course (9-18 weeks), the number of class sessions (five hours per week) and the nature of course offerings.

The purposes of this study were to determine which exploratory courses were being offered in the eighth grade of the five year high school program, the course content of the exploratory course in homemaking and the practices followed in organizing and conducting these courses, the length of the course and the effect the eighth grade exploratory homemaking course had on enrollment in the vocational course in homemaking.

Some questions were submitted by principals and teachers of Floyd County which dealt with problems they were encountering with the exploratory program. These questions were studied and revised by the Floyd County group and two questionnaires were formulated, one each for principals and homemaking teachers.

The investigator received from the Associate Director of Instruction, a list of the five year high schools in Virginia which offered exploratory homemaking at the eighth grade level. The State Supervisor of Home Economics Education endorsed and approved the study and secured permission to conduct the study from each Division Superintendent of Schools in which the eighth grade program was offered. In addition, letters were sent by the supervisor to the principals and homemaking teachers in the various counties to secure their cooperation in the study.

The principals and homemaking teachers in eighty-five schools signified their willingness to participate and were mailed the questionnaires. Seventy-two principals and seventy-seven homemaking teachers responded.

From the information obtained it was found that exploratory courses were offered in homemaking, agriculture, music, industrial arts, art education, commercial education and distributive education. Of these, the exploratory course in homemaking was offered more frequently than any of the other fields of education. The principals were divided in their



opinion as to the adequacy of the variety of later course offerings in the high school to provide for opportunities for further study in the fields of interest developed in exploratory course. Exactly half of them felt that the variety of course offerings were adequate while the other half felt theirs were inadequate. From this it seemed that a better balance of offerings with more course offerings representative of various fields of education for pupils' concentration in later years of the high school would contribute more nearly to the achievement of the purposes of the exploratory program.

Although more schools reported exploratory courses running from 16 to 18 weeks the number was too small to indicate standardization on a state wide basis. The need for standardization in the length of the course was apparant. Ninety per cent of the principals reported that five class meetings per week were provided. A majority of the principals reported that classes were 55 minutes in length. The average class length reported was 53.6 minutes.

A majority of the principals (69) said that opportunities were provided for joint staff planning before the opening of school and during the conduct of the courses, as well as for teacher conferences with individual pupils concerning their needs. In order to provide adequate guidance for pupils these practices seemed worthy of adoption.

Since over half of the principals and the same proportion

of teachers felt that facilities were inadequate, more attention to the particular needs for special facilities for teaching the exploratory course was indicated.

The problem areas dealt with as reported by the 77 teachers fell into six classifications: Home Management, Guidance in Social and Family Relations, Foods, Clothing, Health and Recreation. Problems which dealt with Guidance in Social and Family Relations were more often included in the exploratory course than those in the other five classifications. Personal improvement was the one specific problem in the area, Guidance in Social and Family Relations, which most of the teachers included in the course. Since there was wide variance in the length of time spent in class room instruction of the various problems in the six classifications, it appeared that some guidance could well be given the teachers in determining the more important problems to be included in the instructional program and the length of time merited by the importance of these problems.

Of the special difficulties which the teachers had encountered in conducting the exploratory program other than lack of space and insufficient equipment, large classes were reported by approximately one half of the teachers. It was the opinion of 74 of the teachers that class enrollment should be kept to approximately 15 pupils. This opinion probably stemmed from the fact that the age and inexperience in homemaking activities of the exploratory group made more

individual attention on the part of the teacher necessary.

Lack of funds for financing the cost of the course was another problem reported by a large majority of the teachers. Since in 64 of the schools represented by the 77 teachers responding to the questionnaire no special funds were provided for the operational cost of instruction for the group, it is probable that the cost of these classes was taken care of out of the funds provided for the vocational homemaking courses. If this is true then the vocational course may have been seriously limited and special funds should be earmarked for the cost of the exploratory classes.

Due to the short length of time the program has been in operation and the lack of comparable data on enrollment of pupils' by years of the vocational program in homemaking in schools where the Exploratory Program is not operating, no sound conclusions could be made of the retention of pupils in the vocational program as a result of the influence of the exploratory program. Further study of this question is indicated.

Most of the principals and teachers were of the opinion that the exploratory courses were only moderately effective. This reaction may be due to a need for better facilities, more time for teacher planning and instruction, and better financing of the cost of the program.

## LITERATURE CITED

1. State Board of Education, A Comprehensive Program of Education for Virginia's Public Schools, May 28, 1947, Richmond, Virginia, p. 1, 2, 3, 4.
2. State Board of Education, Suggestions for the Inauguration of a Twelve-Year School System, 1946, p. 11.
3. State Board of Education, Suggestions for the Inauguration of a Twelve Year School System, Part II, Section III, Exploratory Courses, May 1947, Richmond, Virginia, p. 1, 23, 24, 25, 27, 40.

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**APPENDIX**

COMMONWEALTH OF VIRGINIA  
STATE BOARD OF EDUCATION  
Richmond 16

April 9, 1951

TO: The Division Superintendents in Certain Counties

FROM: Rosa H. Loving, State Supervisor of Home Economics Education

SUBJECT: Graduate Study, Home Economics in Eighth Grade Exploratory Program, Miss Eltha Campbell, Home Economics Teacher, Floyd High School

Miss Eltha Campbell, Home Economics Teacher at the Floyd High School and a graduate student in home economics education at Virginia Polytechnic Institute, is undertaking a study of home economics as an exploratory course in the eighth grade of five-year high schools over the State. The purposes of her study are:

1. To determine what exploratory courses are being offered in the eighth grade of the five-year high school programs.
2. To determine the course content of the exploratory course in homemaking.
3. To determine the practices followed in organizing and conducting these courses.
4. To determine the length of the course in homemaking.
5. To determine what effect the eighth grade exploratory homemaking course has on enrollment in the vocational course in homemaking.

In order to make this study, it will be necessary to secure certain information from principals of schools in which the exploratory course in homemaking is offered and from home economics teachers responsible for helping with the course. I am, therefore, soliciting your approval of Miss Campbell's securing the information from the schools in your division offering exploratory courses. The exploratory course in homemaking seems to have given home economics teachers more concern than any other phase of their instructional program, and it is my hope that Miss Campbell may discover some ways of strengthening and improving the contribution home economics teachers can make to the eighth grade exploratory program. I shall appreciate your cooperation. Please let me know if we have your approval of requesting the help of the principals and home economics teachers concerned.

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COMMONWEALTH OF VIRGINIA  
STATE BOARD OF EDUCATION  
Richmond 16

April 20, 1951

TO: High School Principals and Home Economics Teachers

FROM: Rosa H. Loving, State Supervisor of Home Economics Education

SUBJECT: Graduate Study in Eighth Grade Exploratory Program, Miss Eltha Campbell, Home Economics Teacher, Floyd High School

Your superintendent has approved the cooperation of your school in the study which Miss Eltha Campbell, Home Economics teacher at the Floyd High School and a graduate student in home economics education at Virginia Polytechnic Institute, is making of home economics as an exploratory course in the high schools of the State. The purposes of her study are:

1. To determine what exploratory courses are being offered in the eighth grade of the five-year high school programs.
2. To determine the courses content of the exploratory course in homemaking.
3. To determine the practices followed in organizing and conducting these courses.
4. To determine the length of the course in homemaking.
5. To determine what effect the eighth grade exploratory homemaking course has on enrollment in the vocational course in homemaking.

Through your cooperation, Miss Campbell may be able to assemble information which should contribute to the improvement of the exploratory course in homemaking, a matter which concerns all of us. If you are willing to cooperate in this study, Miss Campbell will send you a questionnaire to be filled out. I have read the questionnaire to be sent to each of you, and it should require only a short time to furnish the information requested.

Will you please let me hear from you at your earliest convenience by filling in the form below. I am enclosing a stamped, self addressed envelope for this purpose.

Sincerely yours

Rosa H. Loving  
State Supervisor of Home Economics Education

RH:/AM

Please check

I shall be happy to cooperate in this study \_\_\_\_\_

I shall not be able to cooperate in this study \_\_\_\_\_

Sign \_\_\_\_\_  
Home Economics Teacher

Sign \_\_\_\_\_  
Principal

School \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_



TO: Principals of High Schools offering exploratory courses in the 8th grade and to home economics teachers in the schools concerned.

FROM: Eltha Campbell, Home Economics Teacher, Floyd, Virginia

SUBJECT: Questionnaire concerning data being gathered for a study of the exploratory program of the 8th grade.

Mrs. Loving has informed me that you have consented to cooperate in the above described study by furnishing information on the enclosed questionnaire. I would appreciate your filling this out and returning it to me. I am enclosing a stamped, self-addressed envelope for the purpose.

May I take this opportunity to thank you for your very gracious cooperation. I hope the study will contribute something to the improvement of our work at this level of the high school.

Sincerely yours,

## QUESTIONNAIRE

## Section I

(To be answered by principals)

The purpose of this questionnaire is to provide information concerning the nature, scope, and effectiveness of exploratory courses in the high school.

1. Enrollment of eighth grade pupils (1950-51)      Girls      Boys
2. What year was the exploratory program inaugurated?      Year
3. How long has this program been in operation?      Years
4. Give enrollment for 1950-1951 in the various exploratory courses which you offer. Enrollment numbers should represent total number for the year. List the number of weeks devoted to each course.

<u>Course</u>	<u>No. Weeks</u>	<u>Girls</u>	<u>Boys</u>
Agriculture	<u>    </u>	<u>    </u>	<u>    </u>
Art Education	<u>    </u>	<u>    </u>	<u>    </u>
Commercial Education	<u>    </u>	<u>    </u>	<u>    </u>
Distributive Education	<u>    </u>	<u>    </u>	<u>    </u>
Homemaking	<u>    </u>	<u>    </u>	<u>    </u>
Industrial Arts	<u>    </u>	<u>    </u>	<u>    </u>
Music	<u>    </u>	<u>    </u>	<u>    </u>
Others (Please list)	<u>    </u>	<u>    </u>	<u>    </u>
<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>
<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>
<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>

5. Of the purposes set forth in "Suggestions for the Inauguration of a Twelve Year School System, Part II, Exploratory Courses", to what degree do you believe they are being achieved in your school. (Check) Give general impressions.

<u>Purpose</u>	<u>High</u>	<u>Moderate</u>	<u>Not at All</u>
1. To provide the pupil with a better perspective of a field of work.	<u>    </u>	<u>    </u>	<u>    </u>
2. To give the pupil an overview of a field.	<u>    </u>	<u>    </u>	<u>    </u>
3. To offer pupils experiences while they are exploring a field of work that will have intrinsic values.	<u>    </u>	<u>    </u>	<u>    </u>
4. To offer the pupil a series of exploratory experiences which will have high guidance value.	<u>    </u>	<u>    </u>	<u>    </u>
5. To help pupils think more realistically of their own potentialities in relation to the field of work.	<u>    </u>	<u>    </u>	<u>    </u>

- High   Moderate   Not at All
6. To help pupils realize the necessity for basic technical or scientific information required for success in various fields. \_\_\_\_\_
6. Number of weeks pupils stay with one instructor. \_\_\_\_\_
7. Frequency of class meetings per week. \_\_\_\_\_
8. Length of class periods in minutes. \_\_\_\_\_
9. Are opportunities provided for pre-school planning on a cooperative basis by teachers of the various exploratory courses offered in your school? (Check) Yes \_\_\_ No \_\_\_
10. Are opportunities provided for teachers teaching in this program to hold individual conferences with Eighth Grade students during these courses? (Check) Yes \_\_\_ No \_\_\_ Frequency of meetings: once a month \_\_\_\_\_ once a semester \_\_\_\_\_ other intervals (specify) \_\_\_\_\_
11. Are provisions made for all Eighth Grade teachers to get together for conferences regarding the progress of individual students? (Check) Yes \_\_\_ No \_\_\_ Frequency of meetings: Once a month \_\_\_\_\_ once a semester \_\_\_\_\_ other intervals \_\_\_\_\_
12. Is an attempt made by you or the teachers cooperating to analyze the needs of pupils for the remainder of their high school program of study? (Check) Yes \_\_\_ No \_\_\_ If so, who is responsible? Principal \_\_\_\_\_ Teacher \_\_\_\_\_
13. Are pupils guided into the course they should take in the upper levels of the high school as revealed by an analysis of their needs? (Check) Yes \_\_\_ No \_\_\_ If so, who is responsible? Principal \_\_\_\_\_ Teacher \_\_\_\_\_
14. Are your school course offerings adequate to provide the needs of these Eighth Grade pupils as they progress into the high school? (Check) Yes \_\_\_ No \_\_\_
15. Are the school facilities adequate? (Check) Yes \_\_\_ No \_\_\_

\_\_\_\_\_ High School

\_\_\_\_\_ Principal



6. In the years since the inauguration of the exploratory program, what has been the enrollment the following year in the first year of home economics?

<u>Term</u>	<u>Enrollment of girls in the exploratory course</u>	<u>Term</u>	<u>Enrollment in first year home economics who have had exploratory course in homemaking</u>
Illustration:			
1947-1948	<u>10</u>	1948-49	<u>8</u>
1947-1948	—	1948-49	—
1948-1949	—	1949-50	—
1949-1950	—	1950-51	—

7. How many of 1947-48 group enrolled in the exploratory courses in homemaking are now enrolled in third year homemaking?

1947-48 group

Third Year Homemaking

8. How many of 1948-49 group enrolled in the exploratory course in homemaking are now enrolled in second year homemaking?

1948-49 group

Second Year Homemaking

9. Are special funds provided for the operational cost of the exploratory group? (Check) Yes \_\_\_ No \_\_\_ If yes, what is the per pupil allotment \_\_\_\_\_.
10. What special difficulties do you encounter in carrying on the exploratory program? (Check)

Classes too large \_\_\_\_\_ 1  
 Insufficient equipment \_\_\_\_\_  
 Lack of space \_\_\_\_\_  
 Lack of time \_\_\_\_\_  
 Lack of money \_\_\_\_\_  
 Others (list) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11. How would you evaluate the effectiveness of the exploratory course in homemaking? Check one. Very effective and satisfactory \_\_\_ Moderately effective \_\_\_ Ineffective and unsatisfactory \_\_\_

\_\_\_\_\_ High School

\_\_\_\_\_ Home Economics

## ACKNOWLEDGEMENTS

The investigator wishes to express her sincere appreciation to the following, under whose guidance this study was made:

To my committee for their help and encouragement without which this study could not have been made.

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To the Associate Director of Instruction of the State Department of Education, the division superintendents, the secondary school principals, and the homemaking teachers for their cooperation in furnishing information.

To all others for their understanding and participation.