

A STUDY OF THE SUMMER PROGRAM IN HOME MAKING EDUCATION
IN WYTHE, GILES, TAZEWELL, AND SMYTH
COUNTIES IN SOUTHWEST VIRGINIA

by

Virginia Ruth Crabtree

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APPROVED:

APPROVED:

Director of Graduate Studies

Head of Department

Dean of Agriculture

Major Professor

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CHAPTER I

One characteristic of the vocational program in homemaking education is its close relationship to family living practices. To acquire this relationship teachers must become familiar with the home background of the pupils and must have time to acquire this familiarity. In recognition of this fact legal provisions have been made both at the Federal and State levels for extending the employment of the homemaking teacher beyond the school session. Therefore, the summer program of instruction becomes a vital part of the program in homemaking education. In Virginia this principle is recognized by the employment of 8.2 per cent of the homemaking teachers for 11 months and 50 per cent for 12 months. In the rest of the schools offering homemaking education the term is extended to ten months. How the time of this extended employment is used is a matter of concern to leaders in homemaking education in Virginia and it is for this reason that this study was undertaken.

Purpose of the Study

This study was designed to attain the following purposes:

To determine how plans were made for the summer programs of work by the vocational homemaking teachers in schools in Wythe, Giles, Tazewell, and Smyth Counties of Virginia.

To determine what the plans included.

To determine the extent to which plans were carried out.

To determine what value administrators, parents, pupils, and teachers placed on results of the summer work.

To determine those practices used in carrying out the summer programs studied which seemed to be effective.

To determine the relation between the school work in the regular session and the summer programs in homemaking education.

Limitations

The schools selected for this study were limited to those offering twelve months' instruction in Wythe, Tazewell, Giles, and Smyth Counties. The thirteen schools included in this study were Chilhowie, Marion, Rich Valley, Saltville, Wytheville, Rural Retreat, Jackson Memorial, Pearisburg, Narrows, Pembroke, Tazewell, Richlands, and Pocahontas.

Assumptions

The teachers' plans for summer work, home visits, and all other summer responsibilities and activities which they undertook, together with their personal account through interviews held with them, were assumed to be sources of information pertinent to this study. The opinions of the school administrators and parents involved in this study as to the value of the summer programs in homemaking education were also assumed to contribute to achieving the purposes of this study. In addition, the records on file and the personal accounts given through interviews with pupils as to their homemaking activities were included as contributions to the study.

Feasibility

With the accessibility of thirteen schools carrying twelve

months' programs and the eighteen years in the same type of program which this investigator has had, it was believed that she had the background for making a study of this nature.

Setting and Need

The schools involved in this study have, to a large extent, patrons who are either full or part-time farmers. With the exception of Giles and Tazewell Counties industrial employment is limited. In Tazewell County coal mining is the main source of employment; in Giles County it is a Celanese plant. Employment opportunities for youth during school vacations are limited, hence, a continuation of the homemaking education program is possible and desirable. Through the projects done in the home by the pupils and the influence of the homemaking teacher adult homemakers are also served.

During the regular school term contacts by teachers are restricted by their "in school" responsibilities. Therefore, the summer months provide the best time for teachers to give concentrated attention and help to pupils and their families in solving their personal and homemaking problems. There is also more time available for homemaking teachers to devote to various types of services to the community. These summer months can contribute to a large extent to the promotion and development of effective homemaking education programs. The need to determine how teachers use their time, what practices they follow in working with groups in the community and the effectiveness of their work were apparent in this investigation. It was believed, therefore, that

the findings of such a study would be of value to the homemaking education program of Virginia.

CHAPTER II

REVIEW OF LITERATURE

A careful review of literature concerning the summer homemaking program reveals that at least five persons have made a study of some phase of this problem.

Henry Etta Ellis made a study of five Oklahoma homemaking programs during the extended period of teacher employment in 1944. Her objective was to find the results obtained from the extended summer employment of the homemaking teacher.

The purposes of the study made by Ellis included:

1. To interpret the extended program to homemaking teachers and teachers in other fields, school administrators, and lay persons.
2. To show evidences of contributions made to pupils, homes, and communities through the extended service.
3. To show how summer or extended programs are being successfully carried on.
4. To help the investigator increase her appreciation for the field of homemaking and to improve her own program of work.¹

Ellis' study included case studies of activities of five programs and seven teachers. She found that the five Oklahoma homemaking programs during the extended period made definite contributions to home and family living. The summer programs were not separate or detached from the regular school work, but provided for the continuation of educative experiences in homemaking. Her findings showed that

¹Henry Etta Ellis, A Survey of Five Oklahoma Homemaking Programs During the Extended Period of Teacher Employment, (University of Oklahoma, 1944), pp. 4-5.

homemaking education does not stop at the end of the school year and that in these five centers learning continues with the same effectiveness during the summer months. The five centers of study adopted their programs to meet students' needs, and homemaking teachers carried on a large number of activities during the summer. She also found cooperation between teachers and administrators and that the community members were impressed with the summer program.

Ellis gave these suggestions for improving the extended period of employment:

Increased supervision of the extended period of employment by the State Department of Education; provision for more short courses for teachers similar to the Rural War Production Program; and more home visits, individualized instruction for pupils, adult classes, and training leisure time activities by the teacher.²

In 1951 Evans made a study of the evaluation of a twelve months' homemaking program in Wylie High School in Wylie, Texas. The purpose of her study was to evaluate certain aspects of growth in the pupils of Wylie High School, to observe the degree of growth in specific areas which occurred during the first nine months of the program and any additional growth which took place during the last three months of the year's program.

In the study Evans found that in the area of worthy home membership those in the twelve months' program made an average percentile rank gain of twelve during the nine months of the formal school year and thirteen during the summer months. Those in the nine months' group took an average drop of twelve in percentile rank during the first nine

²Ibid., p. 51.

months but recovered four points during the summer.

She found evidences of growth obtained during the twelve months' study to support the theory that a continuous program in homemaking offers greater opportunities for growth in personal and social adjustment than does the shorter program.

Her findings included the following points:

1. Pupils participating in the summer program exhibit greater acceleration of growth during the summer months than those in the nine months' program.
2. There is a relation between the number of previous twelve months' experiences and the degree of growth during the summer months.
3. Those in the nine months' program with two previous twelve months' experiences showed an increased rate of growth during the summer months.
4. In some of the areas tested the growth of the nine months' group exceeded that of the twelve months' group. It may be assumed that this growth was due to the variances in choice of experiences, methods of procedure or any of the other variables affecting the rate of the individual growth.³

After making this study Evans recommended that the year-round homemaking program be more closely related to students' needs, interests, and abilities, and more closely coordinated with problems in family and community living.

In 1951 Connelly made a study of ways in which homemaking teachers may use the period of summer employment to enrich and strengthen the total homemaking program.

She said: "The accomplishments of the summer program are to complement the work of the school term and render the total program

³Mary Elizabeth Evans, Evaluation of a Twelve Months Homemaking Program, (Denton, Texas, 1950), p. 75.

more effective than could be expected otherwise."⁴

Eleven activities were set up in the form of an hypothesis, which showed ways in which homemaking teachers might use the summer employment period.

Questionnaires were sent to homemaking teachers and supervisors. Thirty-three homemaking teachers and supervisors replied to these questionnaires and thirty State Supervisors of Home Economics sent material.

The questionnaires received by Connelly indicated that homemaking teachers and supervisors were very well satisfied with their employment beyond the regular school term.

The results of the study showed:

The activities which received general approval of summer employment were supervision of home problems, visiting prospective students, becoming acquainted with the community, and teaching adult classes in homemaking. The least mentioned activities were: supervision of the community cannery and carrying on informal work with adults.⁵

Connelly suggested assisting teachers with the cooperative planning of the total homemaking program, approving plans for the summer program, visiting the homemaking teacher frequently during the summer period, and cooperatively evaluating the summer program, as ways of strengthening the supervision of the summer homemaking program.

⁴Loula Connelly, Ways in Which Homemaking Teachers May Use The Period of Summer Employment To Enrich and Strengthen the Total Home-making Program, (Cornell University, 1951).

⁵Ibid., p. 91.

In 1951 Cole made a study of the factors affecting the home visiting of teachers of vocational home economics in Virginia. The purpose of Cole's study was to analyze the present status of home visiting in Virginia in order to secure information which might be helpful in planning for a more effective home visitation program by teachers of home economics.

The study included an analysis and interpretation of the responses of 109 teachers of vocational homemaking and 128 high school principals to questionnaires in regard to their beliefs in relation to home visiting of the teachers of vocational home economics.

According to Cole's findings:

Ninety-four and one half per cent of homemaking teachers reported the major purpose of the home visits had been to gain a better understanding of the students' personal and home problems. Many teachers (33.9%) did not visit in the homes of every student. The homes of the students tended to be dispersed over an area from one to more than twelve miles. The majority of the teachers reported having difficulties in arranging time for adequate supervision of home experiences. Principals were unanimous in their beliefs that home visiting was an integral part of the homemaking program. Yet less than one fourth of them reported having adjusted the school day schedule to provide time for home visiting.⁶

Cole recommends that a more realistic adjustment be made in the teacher's total schedule to allow time for developing more effective home visiting on the part of teachers of home economics.

Her study and findings were brought into this study because in reality the most effective visiting is done during the summer months

⁶Elizabeth Cole, A Study of the Factors Affecting the Home Visiting of Teachers of Vocational Home Economics, (University of Tennessee, 1951), p. 58.

when both teacher and pupil have more time to meet on common grounds of interest and needs, not only for the pupil but also for the entire family unit.

The United States Office of Health, Education, and Welfare prepared, in a bulletin in 1953, these procedures which will be helpful in making the extended period of employment successful:

1. Have a clear understanding with administrators about what activities will be considered appropriate and hours to be spent on the program.
2. Make definite arrangements with administrators with regard to securing time for summer school attendance, conferences, and other in-service education activities.
3. Keep, as a basis for planning, careful records of:
 - a. Needs of pupils which can be met only during the school year; needs of pupils which can be effectively met during the summer months.
 - b. Work done during the summer months.
These records can be used in planning further summer work and work during the school year.
 - c. Keep school administrators informed about the summer program through talking over plans and sending reports to them.
 - d. Remember nothing is insignificant, however, that results in any improvement; and improvement in terms of less important items often creates opportunities to attack the more formidable problems.⁷

Butin, in a study of extended employment for high school home economics teachers in 1953, points out that the manner in which the time of the extended employment is divided for use usually depends upon the situation in a given school and community. The homemaking teacher must make her own time allotments and plan the days so that the fullest use may be made of these for extending the home economics curriculum

⁷United States Department of Health, Education, and Welfare, Home, School and Community Experiences in the Homemaking Program, (Vocational Bulletin No. 252, Washington, D. C., 1953), p. 66.

and furthering home economics education in the school and community.

She further points out that the main point of emphasis for the homemaking teacher during the extended period of employment should be placed upon the supervision of home experiences, adult education, Future Homemakers of America and community work, rather than upon classroom teaching and duties.

Butin gives the following suggestions for work during the extended employment period as compiled by the State Boards of Vocational Home Economics in Kansas, Missouri, Oklahoma and Utah:

1. Have conferences with the superintendent and other administrators as seems desirable.
2. Make visits in the community and make other community contacts.
3. Attend professional meetings, such as Vocational Homemaking Teachers Conferences and the County Institute for high school teachers.
4. Invite incoming pupils and mothers to an informal tea to be held in the home economics rooms to acquaint them with the home economics curriculum.
5. Work with the Future Homemakers of America.
6. Attend Future Homemakers of America leadership camp.
7. Attend National Future Homemakers of America Conference.
8. Plan and conduct a project day to which all girls come and give reports of summer home projects.
9. Assist with community and adult projects.
10. Prepare exhibits, displays and newspaper articles to be used to acquaint the public with home economics education.
11. Work in the home economics department.
12. Make final reports and evaluations for school administration and State Board of Vocational Education.⁸

⁸Eva Lee Young Butin, Extended Employment For High School Home Economics Teachers, (Kansas State College, 1953), p. 70.

CHAPTER III

FINDINGS AND METHODS OF PROCEDURE

The data for this study were secured through interviews. Carefully prepared interview forms designed to record answers to essential questions were filled out by the investigator through interviews with 13 homemaking teachers, 65 homemaking pupils, 58 mothers, 13 principals, and four superintendents. It was originally intended that the same number of mothers as pupils would be included in the study but circumstances prevented it. Prior to the formulation of the interview forms the help of homemaking teachers in the interviewer's district was sought to determine the various types of summer work engaged in and the information thus acquired was used in the formulation of the final forms. The forms were developed in four principal areas and reports were secured from these. The interview forms were tried out in the local school of the investigator to check the clarity of the questions and determine their value to the solution of the problems established as objectives of the study. All homemaking teachers in Tazewell, Smyth, Giles and Wythe Counties, who are on a twelve months' program of work, were included in this study.

In order to make the study possible the State Supervisor of Home Economics Education, who had endorsed the study, was asked to write letters to the superintendents, principals and homemaking teachers asking their permission to conduct the study. In addition, this investigator wrote letters to the superintendents asking their cooperation in

the study. Visits were made to the superintendents and the interview forms on school administration were filled out from the responses they made. The superintendents then called the principals of the schools and made arrangements for them to meet this investigator to supply the additional administrative information needed. At the time the information was being collected from the principals they in turn made the necessary arrangements for the meeting with the homemaking teacher to supply the information needed from her. While interviewing the homemaking teacher the investigator asked her to select, in a random manner, five homemaking pupils who would be willing to respond to an interview with them. These homemaking pupils were contacted by the investigator and interviews were held with them. The last contact for the interview was made with the mothers of the girls selected.

Four principal sources of information were used. These were the administrators, superintendent and principal; the homemaking education teacher; the homemaking education pupil; and her mother. These four principal sources used provided the following information:

1. From the school administration - the value of the summer work of the homemaking educational program.
2. From the homemaking teachers - the relationship of the summer program to the classroom work of the regular school session.
3. From the pupils in homemaking classes - the accomplishments of the homemaking pupils with the assistance of the homemaking teacher.
4. From the mothers of homemaking pupils - the help which mothers received from the homemaking teacher either in a formal or an

informal way.

As heretofore stated, interviews were held with homemaking education teachers, the pupils in homemaking classes, mothers of the pupils, and the school administrators.

Thirteen schools and 13 teachers were included in the study. Ten of these teachers lived in the school community while three lived in nearby communities. Four of the schools employed two teachers. In each two teacher department only one teacher was employed for the summer months. It was her responsibility to carry on the homemaking education program during the summer for the entire enrollment in homemaking. One of these 13 teachers worked only two of the three summer months, the rest worked the full three months' period.

It was found that changes in superintendents, principals, and teachers had occurred so frequently that none of them knew with certainty the number of years homemaking education had been taught in their school and it was not feasible to get accurate information elsewhere. Based upon the best of the superintendents', principals' and teachers' knowledge, however, 15 years was the average length of time that the schools represented in this study had offered courses in homemaking education.

Homemaking Teachers

The number of years the teachers represented in this study had taught homemaking education ranged from one to fifteen years; however, the average number of years of teaching homemaking education was eight. The number of years they had taught in the school in which they were

serving at the time of this study ranged from one to fifteen years. Only five of the teachers had taught three years in the school studied.

From Table 1 one may see that the total enrollment (boys and girls) in the 13 schools studied ranged from 162 to 1035 pupils. The average enrollment of these 13 schools was 467. Since no boys in any of the schools studied were enrolled in homemaking classes all data discussed in this study deal exclusively with girls. A further look at Table 1 shows that the enrollment in homemaking classes ranged from 42 to 218 pupils. The average enrollment of girls in homemaking classes was 89.6. The extent to which the girls were being reached by the homemaking program ranged from 18.6 per cent to 70.3 per cent with an average of 35.9 per cent being reached by the homemaking course. It may also be interesting to note from this table that the percentage of the total enrollment of girls in the high school in the homemaking course tended to decrease with increases in the total enrollment of the school. This tendency seems common throughout the State and indicates a need for a study of why it exists in a program so vital in the education of girls.

In response to the question as to when they planned their summer program eight of the homemaking teachers said it was done early in June, while five of the teachers stated that the planning was done in May. All of the homemaking teachers checked in weekly with their principals to make reports of what they had done the previous week. These reports showed what was done each day of the week.

In planning the summer program of work, as indicated in Table 2, eleven homemaking teachers planned part of the time with their

TABLE 1

STATUS OF ENROLLMENT OF GIRLS IN HOMEMAKING CLASSES IN
THE THIRTEEN SCHOOLS STUDIED

High School Enrollment	Girls in High School	Girls in Home-making Classes	Per Cent of Girls in High School Taking Homemaking Classes
214	118	83	70.3
234	113	67	59.3
351	184	99	53.8
777	430	218	50.7
192	92	44	47.8
197	117	56	47.9
340	182	81	44.5
381	201	78	38.8
310	179	59	33.0
791	433	131	30.3
855	448	106	23.7
402	205	42	20.5
1035	542	101	18.6
6079	3244	1165	35.9

superintendents and two did not plan with the superintendents at all; apparently the remaining teacher, of the 13 interviewed, also did not plan with her superintendent since she failed to answer this question. Ten homemaking teachers stated they planned with the principal some of the time. Two stated they planned with their principals all the time, while the same one who did not plan with her superintendent did not plan with the principal either. All thirteen of the teachers always planned with the pupils. Ten teachers planned some of the time with the parents of the homemaking pupils. In addition two teachers stated they always planned with the home economics supervisor while eleven stated they planned with her some of the time.

Attempts to find out what the plans included brought unsatisfactory results: It was found that over-all plans were made verbally with superintendents and principals. These consisted largely of discussions with the administrators of the activities to be undertaken, such as home visiting to supervise pupils' home projects, keeping the homemaking department open at least once a week to help the youth and adults on special problems, teaching short unit classes for pupils, conducting adult classes, supervision of the school-community cannery, and visiting prospective pupils. The only semblance of plans filed with superintendents and principals was a simple type of weekly report showing activities of the past week which had been carried out and proposed activities for the coming week. Plans with pupils consisted of individual pupil plans of proposed projects for the summer. These were kept in the teacher's files in a folder, one for each pupil. No written

TABLE 2

REPORT OF THE SUMMER PROGRAM OF WORK OF THE HOMEMAKING TEACHER

With Whom Planned	Some of the Time	All the Time	Not at All
Superintendent	11	-	2
Principal	10	2	1
Homemaking pupils	-	13	-
Parents of the pupils	10	3	-
Homemaking supervisor	11	2	-

enclosure of planning with parents was found. It was understood this, too, was verbal.

Seven of these homemaking teachers made a progress summary at the end of the summer. It was stated by thirteen of them that the superintendents required them to report to them in their office each week. One superintendent required a monthly report of his four teachers.

Because no written over-all plans were available for this study, it was not possible to appraise the extent to which these plans were carried out and the rest of the findings deal with such evidences of results achieved as could be collected through the interviews held.

In the interviews with the thirteen homemaking teachers the following quotations from some of them may serve to show how the summer program was related to the classroom work of the regular school session:

"My girls like to come to the cottage and continue to work on their problems after the regular school session is out."

"I keep the cottage open one day every week and I have girls coming to the cottage to get help that day. They ask me to come to the home to give help on canning and freezing food. We studied these units in school but now in the summer they are actually carrying out the project; therefore, I see a continuation of the school session's work."

"The best projects I have are those in which the girls are improving their bedrooms. Last winter we studied types of furniture, arrangement of furniture, and the care that should be given it - now they are following the study in improving their own bedrooms."

"My girls plan to do their projects during the summer months and do their home practices during the school session. They feel like they gain information necessary for carrying out projects during the winter and finish them during the summer when they have more time."

"My girls continue to do their projects until they are finished, and then they plan new ones. I find the interest carried over from school sessions to summer sessions and vice versa as we work continuously."

All the other teachers made statements similiar to those quoted.

In general, much of the vocational homemaking education teacher's time during the summer was given to supervision of these projects in the home of the girl. The types of home projects carried out by the girls in this study and the ways in which they received help will be discussed in the section dealing with the response from interviews with the home-making pupils.

From Table 3 it may be seen that the percentage of pupils visited in their homes either for supervision or for giving special help ranged from 37 per cent to 95.2 per cent. However, it should be noted that the teacher reaching the lowest percentage of pupils visited in the homes had an enrollment of 218 pupils in homemaking education, whereas the teacher making the highest percentage of pupils visited had only 42 enrolled. So far as this investigator knows no study has been made of how extensively pupils should be reached through home visits, but it is doubtful considering the length of time this teacher who reached only 37 per cent of her pupils must have spent in traveling to and from homes plus the time she spent in the homes that she could have reached more than she did, 81 pupils, and carry the rest of her summer program. It would appear that in this particular case an additional teacher was needed for carrying out an effective summer program at this school. The average percentage of pupils reached by these teachers in this study through home visiting was 59.4 per cent. Again as stated it

is not known whether this proportion of pupils reached is high or low. It is felt that some study to determine a desirable standard is needed along with a determination of the teacher personnel needed for carrying on a broad program of summer activities in a homemaking education program.

TABLE 3
PER CENT OF PUPILS REACHED EITHER IN THEIR
HOMES OR AT SCHOOL

Teacher	Number of Pupils Enrolled	Pupils Visited in Their Homes for Supervision of Home Projects or Special Help, Per Cent	Pupils Reached for Special Help at School, Per Cent
1	83	44.4	48.1
2	67	53.1	13.4
3	99	71.7	15.1
4	218	37	7.3
5	44	81	41
6	56	46.4	19.6
7	81	54.2	12.3
8	78	38.4	10.2
9	59	76.3	16.8
10	131	47.3	14.5
11	106	69.8	0
12	42	95.2	0
13	101	57.4	0

In addition to helping pupils with their projects teachers are frequently asked for help on some special problems not related to the home project. These are simple problems involving some homemaking practice or skill. Usually pupils included in this study came to the homemaking department for this special help and only when they needed it. The departments were kept open one or two days a week for the purpose of making available this kind of help. Sometimes, however, the help needed was given in the pupils' homes, on home project visits, sometimes on special visits for this particular purpose. Further reference to Table 3 shows that the per cent of pupils reached in this manner ranged from none at all to 48.1 per cent. Various factors of distance and transportation to the school may have entered into this picture and again it is not known what may reasonably be expected of teachers in this connection.

In recent years throughout the State there has been a growing interest in providing organized class instruction in homemaking education during vacation months for those pupils who can provide their own transportation to the school. In this study it was found that nine teachers taught 13 classes during the summer months. These classes included instruction in meal preparation, freezing foods, clothing construction and lighting in the home. Classes met twice a week for a two hour period for 10 days and 155 pupils took advantage of the opportunity.

Besides holding the homemaking department open once or twice a week for help already mentioned, Future Homemakers of America

chapter meetings were held in the department. Three Future Homemakers of America chapters gave teas for mothers, and four chapters gave parties for Future Farmers of America chapters. Exhibits were held by three chapters of the Future Homemakers of America in the department and demonstrations were given in six homemaking departments. These types of experiences were provided for 90 pupils.

Adult Program

Eight homemaking teachers organized and taught classes for adults in food conservation, clothing construction, and lighting for the home. There were three classes in food conservation, four classes in clothing construction, and one class in lighting for the home. Classes were held in the homemaking departments once a week for 12 two-hour sessions. Fifty men and women enrolled in a class on home lighting, 60 women in a food conservation class, and 34 women in clothing construction.

As in the case of the girls enrolled in homemaking classes adults also called for help on special problems. Service given by the homemaking teacher to adults on these problems was by special appointment. In such cases the women either came to the school or arranged for a time for the teacher to visit them. These women were not always mothers of pupils but often were members of the community needing the help of the teacher. Sixty-eight women sought help on preparing, freezing and storing foods, 52 sought help on clothing construction and the use of machine attachments, and 50 sought help on lighting the home.

Informal service as distinguished from the special help given adults was that given at any time the teacher and adult might meet without prior planning. Advice was given on floor sanding, upholstering furniture and remodeling of kitchens, and use of the school cannery and home cannery equipment. The number of adults so reached was not available as the homemaking teachers did not seem to know how many were thus reached, but they did say that such service was given freely and willingly whenever asked for and that they had many requests.

In six of these schools the teachers had co-responsibility with the agriculture teacher for the instructional program in food conservation in the community cannery. They usually devoted approximately two days a week to helping men and women with their problems of conserving an adequate supply of food for their families during the winter months.

It is expected of homemaking teachers that they give some time during the summer months of employment to making needed improvement in the homemaking education department and to preparing for the coming year's work. The investigator found that all the thirteen homemaking teachers studied and re-arranged their equipment to be used to the best advantage the coming year. It was also found that four homemaking teachers did some painting, and improved storage space in the department. All thirteen homemaking teachers spent a portion of their time organizing, re-arranging and collecting new teaching materials, such as visual aids, evaluative devices and the like. They also re-organized their files and records.

All of the teachers were active in developing a public relations

program for their homemaking education program. All wrote articles for the newspapers, participated in community gatherings, used the telephone freely and often for conferences, made home visits and made their presence known through greeting school patrons at church, in stores, on the street and everywhere else that members of the community gathered. Almost half of the teachers prepared and gave radio programs. Those who did not lacked nearby broadcasting facilities.

During the summer months there are many professional conferences being held and the homemaking teacher is expected to attend. All of the teachers in this study attended the local and school division teachers' meetings and the district and state homemaking teachers' meetings. Nine teachers also chaperoned their girls when attending the State convention of the Future Homemakers of America.

Since the two state meetings mentioned each take a week of the teacher's time and the local division and district meetings at least a day each it was found that approximately three weeks of the summer's time of employment was given to professional conferences.

Summary

Eight years was the average length of time the 13 teachers in this study had taught and they had an average enrollment of 89.6 pupils. An average of 35.9 per cent of the total number of girls enrolled in the schools concerned were being reached by the homemaking education program. It was found that the percentage of girls reached by the program tended to decrease with increases in enrollment.

No over-all written plans were in existence. Verbal plans were

made with superintendents and principals at the last of the school session, and weekly reports were filed of work which had been carried out during the past week and proposed activities for the coming week.

Plans with pupils were made to cover proposed projects and activities of the pupils for the summer. These were written out and placed in a folder and placed in the home economics files.

A considerable part of the teacher's time was spent in working with the pupils on their projects or special problems. Fifty-nine and four-tenths per cent of the pupils were given help in their homes. Another means of helping the pupils used by most of the teachers was keeping the department open for certain days of the week so that pupils could come to the school for help. Teachers also organized classes for periods of ten days at a time and gave help to groups and individuals on chapter activities of the Future Homemakers of America.

In addition eight teachers organized and taught classes for adults and most of the teachers included in the study gave individual help on problems homemakers had either by visiting them personally, by telephone, or by informal contacts in the community. Further help was given adults in the school cannery where teachers spent approximately two days a week helping with problems of food conservation.

All thirteen teachers spent time during the summer studying and re-arranging the equipment in the department and planning for gathering and organizing teaching materials for the coming year. Other summer work included promoting a good public relations program to keep the community informed of the homemaking education program and its

achievements. All the teachers used such media as the newspaper, participation in community gathering, telephone conferences, and home visits to keep the public informed about the program.

Professional meetings were another type of activity requiring the time and attention of the homemaking teacher. All of the 13 teachers attended local, division, district and State meetings which called for consideration of the homemaking education program.

Another meeting teachers are expected to attend and chaperon the pupils who may be attending is the annual State Convention of the Future Homemakers of America. This meeting and the State Teachers' meeting run a week each. Including the local, division, district and state meetings approximately three weeks of the teachers' summer time of employment was used up in this manner.

Homemaking Pupils

Interviews were held with 65 homemaking pupils to find out what work they had done during the summer months on their homemaking education program.

One of the questions asked them was what home projects they carried out through the summer. Table 4 contains a summary of the projects carried out by these girls.

Almost 70 per cent of the girls conducted projects in sewing. It appears that over 75 per cent of the girls interviewed said they were given help on planning their projects before school was out. The rest did their planning with the teacher during the summer before starting each project. The more popular types of projects as indicated by Table 4 were sewing for self and family, and preparation of food.

TABLE 4

SUMMER PROJECTS OF THE HOMEMAKING PUPILS

Projects	Number of Homemaking Pupils Participating
Sewing for myself and family	55
Preparation of foods	31
Gardening	18
Canning and freezing food for the family	17
Room improvements	17
Freezing of foods	16
Keeping the lawn	13
Baby sitting	13
Making all my clothes for school	12
Making my clothes	11
Housekeeping	11
Ironing for the family	9
Cleaning and caring for the family clothes	8
Improving our kitchen	8
Caring for my clothes	6
Hope chest	2
Getting running water into my home	2
Making a rug for my bedroom	1
Redecorating our reading room	1
Picking berries and selling them	1
Sewing for neighbors	1

In Table 5 the main requests for help were made when the teacher visited the home of the pupils although over half of the pupils also went to the homemaking department for help. No one way of letting the teacher know when help was needed was used exclusively by any of the girls.

TABLE 5

WAYS OF LETTING THE TEACHER KNOW WHEN I WANTED HELP

Ways of Getting Help	Number of Homemaking Pupils Participating
Homemaking teacher visited in my home	55
Saw homemaking teacher in the department	37
By telephone	15
We planned when she would visit me and I asked questions then	14

When the girls were asked how often they were helped by their teacher in their homes on problems they were having with their projects, few could cite a definite number of visits by the teacher. Almost two-thirds replied in this way, "Any time I needed help". An average of eight visits were made by the 65 girls to the school for help.

Nearly one-fifth of the homemaking pupils went to the State Future Homemakers of America Convention, either accompanied by their teacher or one nearby. More than one-fifth of these pupils helped in the county fair or helped make entries in the tobacco festival with the teacher's guidance. A few of the homemaking pupils helped

select and buy equipment for the homemaking department while a very few attended the Future Homemakers of America camp. A few also were helped by their teacher in planning their schedules so that they could enter college.

TABLE 6

OTHER ACTIVITIES THAN HOME PROJECTS DONE WITH THE HELP
OF THE HOMEMAKING TEACHER DURING THE SUMMER OF 1954

Activities Done With the Help of the Homemaking Teacher	Number of Homemaking Pupils Participating
Helped in the county fair	17
Helped get entries ready for the tobacco festival	14
Helped get ready to participate in the State Homemaking Conference	13
Helped select and buy equipment for the homemaking department	6
Helped plan for college	4
Helped the girls get ready to go to F.H.A. camp at Morgart's Beach	4

Table 7 shows that one-fifth of the 65 girls studied were helped by the homemaking teacher to plan Future Homemakers of America chapter programs and activities, and to work on degree of achievement in the Future Homemakers of America chapter. A small number of the homemaking teachers helped the homemaking students with Future Homemakers of America scrapbooks, while a few helped the pupils with

newspaper articles and radio programs as well as prepare for positions of leadership at the State Homemaking Meeting.

TABLE 7

FUTURE HOMEMAKERS OF AMERICA ACTIVITIES CARRIED ON WITH THE
HOMEMAKING TEACHER'S HELP DURING THE SUMMER OF 1954

Activity	Number of F.H.A. Chapter Members Participating
Helped plan F.H.A. chapter programs and activities	14
Planning work toward degrees of achievement in the F.H.A. chapter	14
Planning and preparing of newspaper articles, radio programs, etc.	8
Helped with the F.H.A. scrapbook	6
Leadership preparation for the F.H.A. State Homemaking Meeting	4

TABLE 8

HELP FROM THE HOME MAKING TEACHER VALUED MOST BY PUPILS

Help I Value Most	Number of Homemaking Pupils Participating
Prepared essential foods for my family	40
Learned how to use a pattern, save materials and to make over garments	31
Helped solve personal problems	22
Learned methods in freezing food	18
Learned new methods in sewing	16
Helped with F.H.A. officer duties	12
Selected my clothes	3
Planned for college	2
Learned things to do for a sick mother	1
Learned to make articles for sale in order to buy school clothes	1
Made a rug for my room	1
Learned to knit	1

It was found that the summer work of over 95 per cent of the 65 pupils grew out of the class work of the previous school session. Thus the summer work was a continuation of the in-school program.

It is natural that there would be a variety of answers given by pupils when they were asked what kind of help they received from the teacher which they valued most. From Table 8 it can be seen that pupils mentioned more than one type of help.

Almost two-thirds of the homemaking pupils considered help in preparing essential foods for the family as the most valued. Almost half stated they valued the help they received in the use of patterns, saving materials by careful use of patterns and making over garments. A little over a third valued the help they received on solving their personal problems. An appreciable number also listed learning to freeze food and new methods of sewing as valued helps.

Summary

Interviews with 65 homemaking pupils showed the more popular types of projects carried were sewing and freezing food. In addition over 75 per cent of the girls were given help on projects before school was out. It is believed that some concentration of help was given to those girls not so easily reached during the summer months. In the main, requests for help came from pupils when the teacher visited the home, although over half of the pupils went to the school to get help.

The girls were unable to cite the number of visits made to

the home but stated that they received help whenever needed.

In addition to home visiting to help pupils with projects some help was given on activities of the Future Homemakers of America chapters in planning and preparing newspaper and radio programs and in participating in the county fair and tobacco festival.

Over 95 per cent of the summer work grew out of class work of the previous session. The most valued help received so far as the girls were concerned seemed to be in food preparation, clothing construction and personal problems.

Mothers of Homemaking Students

The objective of this portion of the study was to determine to what extent the homemaking teachers worked with the mothers of the homemaking pupils both on their daughters' projects and on the mothers' own problems of homemaking. Fifty-eight mothers contributed to the study by meeting the investigator at the schools for the interviews.

It was difficult to get exact answers as to the number of times the mother worked with the teacher in her home on her daughter's project. The reply from 27 was, "I am not sure but it was often". Of those who were more exact six said three times, 15 said twice, and 10 said once only. Almost two-thirds of the mothers said their work with the teacher consisted of friendly discussions. A little over one-fourth said they were ready with questions to be answered as to certain problems which

were encountered when the teacher visited the home. Eight said they listened to the teacher as she talked with the daughter and helped the daughter on the basis of the discussion while seven said the teacher made specific suggestions to them for ways of helping their daughters.

More than half of the mothers said they received help at home from the homemaking teacher by suggestions on various food problems - such as canning, preparing and freezing food, ways of preparing new dishes for the table, and new types of sandwiches for the lunch box for the husbands and school children. Nineteen mothers were helped in their sewing for the family, especially in the use of machine attachments. A smaller number said they were helped on such problems as sanding floors, arranging furniture, flower arrangement, party plans, table decoration, and buying certain pieces of furniture.

The mothers were then asked what kinds of help they got from the teacher at school on their own problems. The concensus of opinions on this question was that they were of the informal consultative type not provided in adult classes. The most frequently found evidence of help being received from the teacher at school on problems of concern to the mothers was in canning. It is probable that some of this help was given by the teacher in the school cannery which, of course, is at the school but not in the homemaking department. Over one-half of the mothers cited this type of help as of the most value to them. Other types of help mentioned in order of frequency were on sewing, on buying, and on making draperies.

All but ten mothers preferred help given at home. Probably this was because more explicit attention to the problem with all of its complexities could be given in the home than could be done at school. Sometimes it may not have been possible to undertake the problem at school or to describe it there clearly enough to get the help needed. The ten who preferred the school had received help on clothing and the use of sewing machines which they did not have at home.

It was found that the homemaking teacher was sought out at community activities, in the grocery store, church, and on the street to answer questions on various problems mothers might have in homemaking. Thirty-two mothers reported this means of getting information from the teacher; fourteen mothers stated they asked their daughters to get patterns, recipes and other types of information and help for them from the homemaking teacher. Several reported that they called the teacher on the telephone for needed guidance.

A little over 22 per cent of the mothers attended classes in homemaking taught by the homemaking teacher. In view of the fact that the girls and mothers included in the study were selected in a random manner without reference to the distance they lived from school would indicate this high percentage of membership of their mothers in adult homemaking classes seems significant.

All of the mothers were interested in further expansion of the homemaking teacher's summer program. Forty-two of them mentioned specifically the need for more home visiting. Some suggested lessening the time spent in the cannery and devoting it to home visiting. A few

mothers made the suggestion that more time be given to adult class instruction and to keeping the homemaking department open more often for consultation.

Summary

Fifty-eight mothers were interviewed to determine how they worked with the teacher on their daughters' problems and to determine how much help they got on their own problems. They were not explicit about the number of times they worked with the teacher in the home but mentioned frequent friendly discussions with the teacher and the daughter about progress on the project, some said they listened as the teacher talked with the daughter and helped the daughter carry out these suggestions.

Over half of the mothers said they received help from the homemaking teachers at home on such problems as food preparation, canning and freezing food. About one third received help on sewing and the use of machine attachments. Over half of the mothers went to the school for help on their problems and used the sewing machines. Further ways in which help was sought was in informal community gatherings, on occasional contacts in stores and on the streets, through requests for help sent by the daughter, and through telephone calls.

It seems significant that twenty-two per cent of the mothers interviewed attended adult classes taught by the teacher. All the mothers were interested in further expansion of the summer program and mentioned especially the need for more home visiting and keeping the

department open for consultation more frequently.

School Administrators

Four superintendents and thirteen principals were interviewed, all of whom were employed the full twelve months. The same questions were asked of each group but in presenting their replies and in the discussion of these replies the findings have been presented together and comparisons have been made of their responses.

The following Table 9 shows the responses of superintendents and principals as to the way in which they helped the homemaking teacher in planning and carrying out her summer program of work.

TABLE 9
WAYS SUPERINTENDENTS AND PRINCIPALS HELPED
THE HOMEMAKING TEACHER

Activity	Superintendent	Principal
Advise	4	8
File the weekly reports	4	12
Read the weekly reports	4	4
Approve plans	4	-

It may be seen from the table that all the superintendents interviewed advised the teachers, approved the weekly plans, read them over and filed them. On the other hand a little less than two-thirds of the principals said they gave advice to the teacher on her summer

program. All except one said they filed a copy of the weekly reports and all said they read the progress report. Since only seven teachers made a progress report this accounts for the small number of principals who read the report. These principals reported they did not assume responsibility for approving the plans; however, state policy does not require them to do so.

All superintendents said their homemaking teachers came by their office with their reports and a discussion followed concerning the problems and progress of their summer work at which time it was reported that suggestions were made for improvement. The investigator found that half of the principals made this type of statement: "The teacher comes by the office often and we talk of her progress and problems. Many times I find I can advise her. Sometimes we work together and talk over pupil records." Some principals volunteered the statement that they sometimes accompanied the teacher on home visits.

All four of the superintendents said allowance for expense of the travel of the homemaking teacher was made, but only two mentioned a specific sum. One of these two set a limit of \$200.00 a year with reimbursement made on the basis of seven cents a mile traveled. The other one stated \$15.00 a month was paid the teacher for travel but he did not give a mileage basis for reimbursement. The remaining two spoke of no limit to the allowance for travel but paid whatever amount of reimbursement the teacher's mileage justified.

According to Table 10 it may be seen that superintendents and principals were in agreement that exhibits, home visiting, preparation for work for the coming year, special services to the total school

program and professional improvement were important summer activities of the homemaking teacher. Both groups agreed that assistance with community dinners and putting on television programs were of some importance. A smaller proportion of principals than superintendents regarded radio talks as unimportant. It might be interesting to note that only two superintendents and one principal regarded attendance at professional meetings outside the school district of the highest degree of importance, although all but one principal and the other two superintendents considered such meetings of some importance. It might also be interesting to note that while all of the superintendents considered supervision of the school cannery unimportant, two principals considered such service important and eleven of some importance. In general discussions held with superintendents it seemed that they were especially uninterested in using the teachers' time and talents in such service. This seems significant because no question was put to either superintendent or principal as to whether the teachers' time should be spent in this manner. The response of the superintendents in this respect was voluntary. They seemed to feel that both vocational teachers, home economics and agriculture, were carrying on a service program rather than an educational program. It would seem that this problem calls for further study.

In general with one exception superintendents and principals did not seem to be in agreement as to the degree of effectiveness with which teachers discharge certain responsibilities, as evidenced by the figures in Table 11. In this one case they agreed that the

TABLE 10

SUPERINTENDENTS' AND PRINCIPALS' RATINGS OF THE IMPORTANCE OF THE
SUMMER ACTIVITIES OF THE HOME MAKING TEACHER

Activity	Superintendent			Principal		
	Some			Some		
	Important	Importance	Unimportant	Important	Importance	Unimportant
Community dinner	-	4	-	-	13	-
Demonstrations to groups or individuals	4	-	-	10	3	-
Radio talks	3	1	-	5	8	-
Television programs	-	4	-	0	13	-
Exhibits	4	-	-	13	-	-
Special community programs	4	-	-	10	3	-
Adult classes	3	1	-	7	6	-
Home visiting	4	-	-	13	-	-
School cannery supervision	-	-	4	2	11	-
Preparation for work for the coming year	4	-	-	13	-	-
Special services to the total school program	4	-	-	13	-	-
Professional meetings outside school district	2	2	-	1	12	-
Professional improvement	4	-	-	13	-	-

teachers' preparation for work for the coming year was fairly effective. The next nearest points of agreement were on radio talks, home visiting, and attending professional meetings and in these cases their opinion was that teachers were fairly effective. All but one of the superintendents agreed that the teacher worked effectively on community dinners, group and individual demonstrations, and special services to the total school program, while a majority of the principals expressed the feeling that effective work was done in only one respect, that being special services to the total school program. Neither superintendents nor principals specifically mentioned ineffective work being done in any of these activities.

Although superintendents and principals did not ascribe a high degree of effectiveness to the teachers' summer program in reply to a question of the value they saw in the summer work of the homemaking teacher, superintendents seemed to be inclined to compliment the teacher on a job well done. One superintendent said:

She understands her pupils better than other teachers for she has been in their homes and has worked on home problems with them. They have taken her into their confidence. She provides a link between the school and the community by helping with the pre-school clinics and polio vaccine programs.

Weaknesses seen in the homemaking teachers' summer program cited by the majority of the superintendents were spending too much time in the cannery, not enough home visits made and not enough planning. Not enough home visits being made was the only weakness cited by the principals and in this case all but three of the principals mentioned this as a weakness.

Various statements were made by superintendents and principals as to the values placed by the school community on the summer program, most of which were expressions of appreciation of the teacher rather than the program. The superintendents all mentioned recognition of the values inherent in the summer emphasis on mother-daughter cooperation in the solution of homemaking problems. Almost half of the principals spoke of the teachers' contribution to the entire school program made through the summer program.

The difficulties the superintendents saw from an administrative standpoint in carrying on an effective summer homemaking program may be seen in the following quotations:

The continuity of the summer program of the homemaking teacher is broken by having so many varied activities.

Dual authority, state and local supervision, over the homemaking teacher is confusing to the superintendents and principals.

It is true that superintendents and principals are expected to exercise some supervisory authority in regard to the teachers' services as well as the district supervisor. If, as the superintendents have stated such dual authority is confusing, it would seem desirable that some understanding be arrived at between the three, superintendents, principals, and supervisors, as to what is to be expected of the teachers and the specific responsibilities of each in supervision.

The principals seemed to think it was hard to supervise and evaluate the homemaking teacher's work since she was working in the homes and the principal was in the school or away from the community.

However, some of the following statements convey their feeling about the value of the summer program:

She seems to get better cooperation, more interest and solves problems quicker for her group.

Her work helps to create interest. Her contacts with the pupils during the summer months contributes to a continuity in the homemaking program. Pupils like to work on projects during the summer.

In working with the pupil in the home the homemaking teacher gets the cooperation of the parent while working on the project.

I wish more teachers could be hired for more than nine months.

All four superintendents made the same or similar statements as to what they considered the teachers' most effective practices, a list of which follows:

Visiting all prospective students for the coming year.

Providing guidance of projects and problems undertaken by the pupils.

Providing continuity of learning in summer of the in-school experiences.

Providing help to pupils whenever needed.

The principals also seemed to be in agreement on their opinion as to the most effective practices of the teacher; those more frequently mentioned being:

Help given mothers on problems as well as that given to pupils.

Providing continuity of learning in summer of the in-school experiences.

Visiting all prospective students for the coming year.

TABLE 11

OPINION OF SUPERINTENDENTS AND PRINCIPALS AS TO THE DEGREE OF EFFECTIVENESS
WITH WHICH TEACHERS DISCHARGE CERTAIN RESPONSIBILITIES

	Superintendent			Principal		
	Very effec- tively	Fairly ef- fectively	Ineffec- tively	Very effec- tively	Fairly ef- fectively	Ineffec- tively
Community dinners	3	1	-	6	7	-
Demonstrations to groups or individuals	3	1	-	5	8	-
Radio talks	-	4	-	2	11	-
Television programs	1	1	-	1	4	-
Exhibits	2	2	-	4	9	-
Social community programs	2	2	-	3	10	-
Adult classes	2	2	-	3	10	-
Home visiting	-	4	-	2	11	-
School cannery supervision	2	2	-	5	8	-
Preparation for work for the coming year	-	4	-	-	13	-
Special services to the total school program	3	1	-	8	5	-
Professional meetings outside school district	-	4	-	3	10	-
Professional improvement	2	2	-	5	8	-

Summary

Four superintendents and thirteen principals were interviewed with the same questions being asked both. The superintendents seemed to work more closely with the homemaking teacher than the principal since all the superintendents approved their weekly plans, read them, and filed them whereas fewer principals performed these functions. It also appeared from the responses that superintendents were closer to the progress in the teachers' summer work since the teachers came by regularly to discuss developments with them.

Points of agreement between superintendents and principals as to the most important summer activities of homemaking teacher were exhibits, home visiting, preparation of work for the coming year, special service to the total school program and professional improvement, although they agreed that assistance with community dinners and putting on television programs were of some importance. They were not in agreement as to attendance at professional meetings and supervision of the school cannery; in fact, the superintendents indicated from their responses that better use of the teachers' time and talents could be used than in supervision of the cannery.

There seemed to be disagreement between superintendents and principals as to the most effective work the homemaking teacher did. The only point of near agreement seemed to be the contribution of the teacher to the total school program. In spite of the fact that superintendents and principals did not seem to be very enthusiastic about the effectiveness of all aspects of the summer program they did

compliment the teachers on a job well done. As to weaknesses cited in the summer program the spending of too much time in the cannery, not enough home visiting and not enough planning were voiced by the superintendents and not enough home visiting by the principals. Values reported by these two groups of administrators as to the summer program were mother-daughter cooperation help with personal adjustment of girls, and the power of the homemaking department as a connecting link between the school and the community.

As to the practices followed by the teacher in her summer work which were considered most effective the superintendents mentioned visiting new pupils, home project supervision and providing continuity in the homemaking education program throughout the year. The principals mentioned specifically help given to mothers as well as help given pupils and were concerned about making a true evaluation of the summer program, the difficulty being the interruption of the teachers work through her engaging in so many different activities. Dual supervisory responsibility between state and local school authorities was also cited by both superintendent and principal as one inhibiting factor in their evaluation of the teachers' summer program.

CHAPTER IV

DISCUSSION OF RESULTS AND RECOMMENDATIONS

One of the factors in a successful program of homemaking education is the understanding the teacher has of the community and its needs. This takes time and careful study. On such an understanding only can a program of educational service to a school community be built. In the schools of this study the short tenure of the teachers should be a matter of concern. Since the average number of years they had taught was eight, it is apparent that those who had continued to teach had changed positions one or more times during their careers. It is acknowledged that the problem of the power of schools to hold their teachers is rather universal, however, in a program such as homemaking education where a thorough knowledge of needs of the community is so important, it would seem that some study of how teachers may be interested in serving a longer period of time in a single school would be desirable.

A study of the data revealed that no organized courses for boys existed in the school. If the belief that homemaking is a dual responsibility is accepted than some provision should be made for preparing boys for family responsibilities. Perhaps, if the demands on the teacher's time does not justify offering courses to boys during the school session sometime, at the convenience of the boys, during the summer might be found when such a course could be offered. At

least one of the city schools of this State has found such a course very popular.

The average percentage of girls enrolled in these schools, 35.9, seems, however, low. No study has been conducted so far as the investigator knows as to what proportion of girls in any one school should be enrolled in homemaking. Since homemaking represents the ultimate career of most girls it seems desirable, however, that further effort to enroll more girls should be made and as in the case of the suggestion made for extending the course for boys it is believed that further extension of the in-school courses during the summer months might be fruitful, particularly if special efforts are made to enroll girls not reached during the regular school session.

It was found that no written over-all plans were made by the teachers in the study but rather general plans of a verbal nature were discussed with the superintendent. Weekly reports detailing what had been done the past week, and what would be done the coming week, seemed to constitute the only semblance of written plans. It is believed that more concise plans made and written out, filed with the superintendent, the supervisor and the principal would serve to guide the teacher in better use of her time. Some of the criticism made by superintendents and principals seem to stem back to lack of planning and budgeting of time. Careful planning might abate these criticisms.

Home visiting by the teacher for guiding pupils in carrying out their home projects or for helping them with other problems not involved in the project and for rendering a similar service to the adult members of the family, represents a unique and essential phase

of the vocational program in homemaking education. The percentage of home visits made ranged widely with an average of a little over one-half of the pupils. However, some consideration should be given to the number of pupils and families to be so reached and to what may reasonably be expected of a teacher carrying on an extensive summer program. Here again this seems to go back to planning the summer program with choices of emphasis to be made in the summer activities and the personnel needed to carry out the proposed program. The example of the teacher who had 218 pupils illustrates this point.

Although it appeared in light of the many varied activities of the teachers that they might be doing all they could do with classes for adults, the mothers stated they would like to see more such offerings. Perhaps more careful planning might make this possible. Another expressed wish of the mothers was for the homemaking education department to be kept open more often than it was. It is felt by the investigator that the average of two days a week which was maintained should have been adequate. From the experience of this investigator it is believed that the attraction of the homemaking department for the women is the use of the sewing machines by those women who do not possess one. Perhaps the purchase by the department of one or two portable machines for use on a loan basis might serve this need of the women.

The feeling on the part of the superintendents that time spent in the school-community canneries was unimportant offset by a somewhat different feeling on the part of principals seems to call for further

study as to how vocational teachers and particularly homemaking teachers can best serve families' needs for help in providing an adequate nutritional program for themselves during those months that are non-productive of food.

The problem expressed by superintendents and principals as to the duality of supervisory authority, state and local, might be eliminated by participation of all groups concerned - superintendent, supervisor, principal and teacher - in the making of the over-all plans for the summer and the development of an understanding of the role of each who are to serve in a supervisory capacity.

Since it was found that approximately three weeks out of a total of 12 weeks of the teachers' summer time were spent away from the school community attending various meetings important to the homemaking education program, and since it is very likely that this situation will continue, it is believed to be all the more important that there be careful budgeting of the teachers time and some discrimination in the type of activities undertaken.

On the basis of information secured as to the types of activities the homemaking teachers engaged in, it appears that the teachers in this study were serving as well as they could in light of all they attempted. However, the investigator wishes to re-emphasize the importance of more over-all planning for taking care of the important needs in the school community and the need for attention to budgeting the necessary amount of time to get the job done.

CHAPTER V

SUMMARY

In Virginia the importance of a summer program of homemaking education is recognized in the employment of 8.2 per cent of the total number of the homemaking teachers for eleven months and 50 per cent for twelve months. This study was undertaken to determine how the teachers spend these additional months. The specific purposes of the study were to determine how plans for the summer work were made, what the plans included, the extent to which the plans were carried out and the value administrators, parents, teachers, and pupils placed upon the summer work.

Information was gathered for the study through personal interviews with 13 teachers, 65 pupils, 58 mothers, the principals of the 13 schools included in the study and the superintendents of the school divisions concerned. Selection of pupils and their mothers was made by the teachers by a random method.

Interview schedules were prepared and tried in one school to determine their usefulness. This investigator held the interview herself and tabulated and analyzed the data.

Of the 13 homemaking teachers interviewed the average length of time they had taught was eight years with five of them having taught three years in the schools studied. They had an average of 89.6 girls enrolled in their homemaking classes, reaching 35.9 per cent of all the girls in the school. No boys were enrolled in any of the classes.

A tendency was noted that the percentage of enrollees decreased with increased total enrollments.

Planning of the summer program was done in May, but no evidence was found of written plans. Although plans were made with superintendents and sometimes principals they were verbal. The only evidence of the existence of any kind of planning was the weekly report which the teacher turned in to the superintendent. This included work done for the past week and proposed activities for the coming week.

Home visits were made to the homes of 59.4 per cent of the pupils enrolled for the purpose of helping with problems related to carrying out home projects or with special problems encountered not related to the home project. In addition the teacher helped pupils by keeping the department open certain days of the week so that they could come for special help and class instruction was provided for two week periods for those who had transportation to the school.

Eight teachers organized and taught classes for adults and in addition helped with special problems or individual homemakers either in their homes, at school, by telephone or in casual contacts in the community. About two days a week were given to instruction in methods of food preservation in community canneries.

A part of the time during summer employment was given to preparing for the coming year's work through re-organizing and improving equipment and its arrangement and through gathering and organizing teaching materials.

Cultivating good public relations and attendance at professional

meetings were also activities which took a portion of the teachers' time.

In light of the numerous types of activities teachers engaged in during the summer months it appears that the most frequent and perhaps most effective practices they engaged in were home visiting to supervise home projects, keeping the homemaking department open for consultation and teaching organized classes for girls and adults.

From teachers' comments of how summer programs are related to the class work of the regular school session it was found that the former is not only an out-growth of the work of the regular school session but also may be the inspiration for the next year's work.

Interviews with the pupils showed that a high percentage of help was given girls on the projects before school was out, probably because of the difficulty of reaching them after school closed. Although it was not possible to determine the nature of the help of the teacher or how many visits the teacher made to their homes to help them with their problems, it appeared the pupils felt they got help whenever it was needed. The help these girls valued most was in food preparation, clothing construction and personal problems.

Just as in the case of their daughters the mothers cited no definite number of times the teacher had helped them in their home either with their daughters' projects or their own personal problems, but spoke of frequent contacts when help was given. It appeared that the greatest number of mothers valued most the help they received on canning, although some mentioned sewing, buying and making draperies.

The number of mothers who took advantage of adult class offerings seemed significant since a random selection of girls and mothers was made without reference to the distance they lived from the school.

All of the mothers were interested in further expansion of the teachers' summer program and mentioned specifically need for home visiting. Others mentioned lessening of time spent in the cannery, more adult class offerings and keeping the homemaking department open more often for consultation.

The same questions were asked of superintendents and principals and their responses showed some points of agreement and some did not express an opinion. It should be called to mind, however, that some of the opinions expressed were inspired by the questions asked rather than result of specific questions calling for such responses. The main points of agreement were:

Both groups of administrators ascribed the highest degree of importance to such summer activities of the teacher as preparing exhibits, home visiting, preparation of work for the coming year, special services to the total school program and professional improvement.

They agreed that aid with community dinners and putting on television programs were of some importance. Also attendance at professional meetings outside the school division were considered of some importance.

As to how effective they were in performing certain activities these administrators said that teachers were fairly effective in

preparation of work for the coming year, on radio talks, in home visiting and in attending professional meetings.

There was no mention by either of the two groups of ineffective work being done.

They were agreed there was not enough home visiting being done.

One difficulty in effective guidance and supervision of the teacher's work was the dual supervisory authority, state and local.

The values in the program on which they were most in accord were visiting prospective students, help given mothers as well as pupils and the continuity the summer program gave to pupils' learning experiences which had been begun in the regular school session.

Points on which superintendents and principals were not completely in accord were as follows:

All superintendents considered service in the school-community cannery unimportant, while most of the principals considered it of some importance and two considered it important.

All superintendents stated too much time was spent in the cannery and felt it was more of a service program than an educational one. None of the principals seemed to feel this way since they did not mention it. Need for further study of this problem seems indicated. Superintendents felt there was not enough planning of the summer program but principals did not express an opinion about this. Superintendents commended the teacher-mother-daughter cooperation but principals did not mention it.

Principals commended teachers for their help to girls in achieving personal adjustment. Superintendents did not mention this.

Superintendents felt the teachers engaged in too many and too varied activities. Principals expressed no opinion on this.

Superintendents expressed commendation of the help and guidance teachers gave pupils on their home projects and personal problems while principals made no comment of this nature.

As a result of these findings certain needs for further action or study seem to stand out.

1. A determination of how to interest teachers in increasing their tenure of service in the school.
2. More attention to the needs of boys for instruction in homemaking.
3. Making an effort to devise ways and means of reaching a larger proportion of the girls enrolled in the school.
4. More careful over-all plans of services to be rendered during the summer months with special attention to the time involved in doing the job.
5. Determination of the personnel needed to serve the homemaking education needs of a community adequately.
6. Study of the role of the homemaking teacher in the school-community cannery.
7. Cooperative planning of the summer program by superintendents, supervisors, principals, and teachers and delineation of the role of each person in a supervisory capacity.

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APPENDIX

Mrs.

Dear

In my graduate work at _____ am
undertaking "A Study of the Summer Program of Work in Homemaking
Education in _____
_____ for my thesis.

_____ my major professor, and I believe
that the information needed from school administration and home-
making teachers might best be obtained through personal interviews.

I would appreciate your guidance as to the correct proce-
dure that I should follow in asking for the cooperation of district
supervisors, administrators and homemaking teachers in these counties.

With kind personal regards and deep gratitude.

Sincerely,

Mr. _____
 Superintendent
 _____ County
 _____, Virginia

Dear Mr. _____:

I need your help very much in getting your permission and approval to interview personally your principals and homemaking teachers who are working twelve months in your county. I am undertaking a thesis study at _____ on "A Study of the Summer Program of Work in Homemaking Education in _____"

I understand you will soon get a letter, if you haven't already gotten one, from _____ the _____, also asking your permission to grant me approval to visit you personally and to get your plans for my visiting the principals and homemaking teachers.

Thanking you very much for your cooperation, I am

Sincerely yours,

Ceres, Virginia
March 18, 1954

Mrs. _____
Homemaking Teacher
_____ High School
_____, Virginia

Dear Mrs. _____:

I can imagine just how busy your days are now, but I want to ask you if you will give me a few minutes of your time.

I am attempting a study on the summer homemaking program and it includes your school. I have gained permission from your superintendent to come to see you if it meets with your approval. I can tell you more about my study personally than I can write. If it suits you, may I meet you at the homemaking department _____ at _____ o'clock? If this plan is not satisfactory, would you please let me know; otherwise, I will plan to see you then. I will appreciate your cooperation and help very, very much. Maybe sometime it will come my way to lend you a hand in something. If so, I will be glad to help.

Really, I am looking forward to seeing and talking to you again.

Best wishes,

/s/ Ruth Crabtree

INTERVIEW FORM FOR HOME MAKING TEACHERS

Number of years this school has had homemaking courses:

Number of years of experience you have had in taking homemaking education:

Number of years of experience at the present school:

Is the principal employed for twelve months?

What is the total school enrollment?

Will you be living in your school community for the summer?

When did you plan your summer program of work?

Are you required to check in at the school with the principal or superintendent regularly in the summer? If so, when?

In planning your summer program did you plan with the superintendent of your school? Principal of your school? Homemaking pupils? Parents of the pupils? Your homemaking supervisor?

Do you file a copy of your summer plans with your superintendent and your principal?

How is the summer program related to the classroom work of the regular school session?

Number in-school pupils reached through the summer program:

Number of home visits made to the pupils:

Number of new pupils reached through the summer program in their homes:

Number of home visits made to new pupils:

Number of adults reached through the summer program in their homes:

Number of home visits made to adults:

What special problems of pupils were worked on in the pupils' homes? List all the various problems worked on and give the number of pupils working on each problem.

Work carried out with organized classes for pupils during the summer:

If so, how many such classes?

How frequently did they meet?

How many hours per class session?

How many pupils were enrolled?

List problems worked on:

What other activities were carried on in the homemaking department during the summer months and how many pupils took advantage of this opportunity?

Adult Program

What organized classes for adults were taught during the summer?

Where were they held?

How frequently did they meet?

What was the length of the class sessions?

How many were enrolled?

What special problems of adults were worked on in their homes during the summer? List each problem and give the number of adults who worked on it.

What types of informal service were rendered to adults other than those above, and give the number of adults reached?

Improvement of resources for instruction:

What improvement did you bring about in the department during the summer? (Equipment, arrangement of equipment, organization or reorganization of files and records, preparation of new instructional teaching materials such as visual aids, evaluations, devices and so forth.)

Public Relations

What various media did you use as a means of developing a better understanding in the community of the homemaking problem? List such media and give the number of times they were used.

Newspaper articles _____

Radio programs _____

Community gatherings _____

What professional conferences did you attend?

In school community or county:

In the state:

Out of the state:

INTERVIEW FORM FOR PUPILS IN HOMEMAKING EDUCATION

What home projects did you carry through the summer?

When did you get help on planning them?

How did you let the teacher know when you wanted help?

How often did you get help at home this summer from your teacher?

How many times did you get help in the homemaking department at school on your project this summer?

What other activities than home projects did you do with the help of your teacher this summer?

What F.H.A. activities did you carry out with your teacher's help this summer?

Did your summer work grow out of your class work last school session?

What kinds of help did you get from your teacher which you value most?

INTERVIEW FORM FOR
MOTHERS OF THE PUPILS IN HOMEMAKING EDUCATION

How often did you work with the homemaking teacher in your home on your daughter's homemaking project?

How?

What kinds of help did you get from the teacher on your own problems of homemaking?

What kinds of help did you get from the teacher at school on your problems?

Which of these helps at home or school do you value most?

What other means did you use in getting help from the teacher when you needed it?

Did you attend an adult class organized and taught by the homemaking teacher?

How often did the class meet?

Where did it meet?

How would you like to see the work of the homemaking teacher expanded during the summer months?

To what degree has your teacher discharged these activities?

	Superintendent			Principal		
	Very effec- tively	Fairly ef- fectively	Ineffec- tively	Very effec- tively	Fairly ef- fectively	Ineffec- tively
Community dinners	_____	_____	_____	_____	_____	_____
Demonstrations	_____	_____	_____	_____	_____	_____
Radio talks	_____	_____	_____	_____	_____	_____
Television programs	_____	_____	_____	_____	_____	_____
Exhibits	_____	_____	_____	_____	_____	_____
Programs (social community)	_____	_____	_____	_____	_____	_____
Adult classes	_____	_____	_____	_____	_____	_____
Home visiting	_____	_____	_____	_____	_____	_____
Cannery supervision	_____	_____	_____	_____	_____	_____
Preparation for work for the coming year	_____	_____	_____	_____	_____	_____
Special service to the total school program	_____	_____	_____	_____	_____	_____
Professional meetings	_____	_____	_____	_____	_____	_____

What values do you see in the summer work for the homemaking educational program?

What practices did you teacher follow in her summer work which you consider most effective?

What weaknesses did you see in the summer program of your homemaking teacher?

What values do you think the school community puts upon this summer program?

What difficulties do you see from an administrative standpoint in carrying on an effective summer program?

General comments:

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