

TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I INTRODUCTION	1
Purpose of the Study.....	3
Limitations of the Study.....	3
Explanation of Terms.....	3
Background Information.....	6
II REVIEW OF LITERATURE	14
III THE INVESTIGATION	20
Method of Procedure.....	20
IV SUMMARY AND INTERPRETATION OF FINDINGS	25
College Training.....	25
Years of Experience.....	26
Length of Employment.....	26
Teaching Load and Personnel for Carrying Load.....	27
Length of Vocational Courses.....	27
Preparation for Supervisory Visits.....	28
Working Relationship of Teacher and Supervisor.....	28
Program Planning.....	38

<u>Chapter</u>	<u>Page</u>
Organization and Use of Teaching Materials.....	40
Teaching Techniques.....	42
Broadening the Services of the Home Economics Department.....	44
Evaluation of Progress.....	47
Record Keeping.....	49
Future Homemaker and New Homemaker Organizations.....	51
Interpretation of the Program.....	52
Professional Growth.....	54
Adjustment to School and Community.....	56
V SUMMARY	59
LITERATURE CITED	63
VITA	64
APPENDIX	65

MAPS AND FIGURES

	<u>Page</u>
Map 1 DIVISION BY DISTRICTS OF TERRITORY SERVED BY WHITE SUPERVISORS OF HOME ECONOMICS IN VIRGINIA	11
Map 2 DIVISION BY DISTRICTS OF TERRITORY SERVED BY NEGRO SUPERVISORS OF HOME ECONOMICS EDUCATION	12
KEY FOR FIGURES 1 AND 2	33, 34, 35
FIGURE 1 HELP RECEIVED BY 91 VIRGINIA VOCATIONAL HOME ECONOMICS TEACHERS FROM THEIR SUPERVISORS ON 45 INSTRUCTIONAL PROBLEMS	36
FIGURE 2 PROBLEMS OF CONCERN REPORTED BY 91 VIRGINIA VOCATIONAL HOME ECONOMICS TEACHERS ACCORDING TO YEARS OF TEACHING EXPERIENCE	36

CHAPTER I

INTRODUCTION

The supervisory staff for vocational home economics education in Virginia includes a State and Assistant State Supervisor and twelve district supervisors. Nine of the district supervisors are white and three are Negro.

The State Supervisor provides over-all leadership for the program and handles all administrative matters relating to budgets and reports. The Assistant State Supervisor is State Advisor for the Future Homemakers' organization and works with local school divisions on plans and equipment for new and remodeled departments. She also assists the State Supervisor in giving leadership to the program.

Approximately one-half of the district supervisor's time is available for assistance to vocational home economics teachers in Virginia. It is the responsibility of the district supervisors to work directly with teachers in determining the nature of programs needed, in planning and developing programs, and in evaluating results. They

also work closely with local administrators in the various school divisions on ways of facilitating and improving the program concerned. In addition to the supervision of the teaching programs, the district supervisors have over-all responsibility for the school lunch programs operating in their respective districts. No attempt has been made in this study to evaluate the effectiveness of district supervision of the school lunch program.

During the 1950-1951 school term there were 306 white secondary high schools which employed 482 vocational home economics teachers and 90 Negro secondary high schools in which 124 Negro vocational home economics teachers were employed.

Much planning is continuously being carried on by the supervisory staff in an effort to help home economics teachers to make their programs as effective as possible. The extent of the assistance received by vocational home economics teachers from their district supervisors has long been of concern to those responsible for guiding the program. However, there has been no organized study of supervisory assistance given to home economics teachers in Virginia. The investigator proposed to make a study of this nature in the hope that it would prove helpful in finding more and better ways in which the supervisor could assist home economics teachers with their instructional problems.

Purpose of the Study

This study was designed to attain the following purposes:

To determine the assistance now being received by vocational home economics teachers of Virginia from their district supervisors on certain selected problems.

To determine where further emphasis is needed in assisting teachers with these certain selected problems.

To determine other problems faced by teachers on which assistance is needed.

Limitations of the Study

This study was limited to the instructional program of vocational home economics education in the Secondary Public Schools of Virginia during the 1950-1951 school year. The opinion of a random sampling of teachers in this program concerning assistance received from district supervision was another limiting factor in the study.

Explanation of Terms

For the sake of clarification in this study, it was necessary to define certain terms which are used in supervision of the home economics education program. These terms are program planning, home projects, in-service training for teachers, the eighth grade exploratory course and the Future Homemakers' and New Homemakers' organization.

Program planning in home economics education consists of studying groups and individuals and their environments and determining how the environments may contribute to or inhibit learning. Furthermore, in light of these findings, groups formulate objectives, make plans for reaching these objectives, carry out plans and evaluate progress. Effective program planning also includes constant revision of plans to provide for changing conditions.

The home project or home experience is an individual pupil problem on which work is done using the resources of both home and school. The carrying on of a home project or home experience necessitates cooperation with other family members and it gives the pupil an opportunity to assume some home responsibility and in so doing to plan, carry out and evaluate results. Such experiences involve reasoning, judgment, and managerial abilities. The home project or home experience serves as a functional approach to working effectively in the home economics program with pupils and their families.

The in-service training of teachers is an up-grading process where by supervisors strive to encourage teachers to grow professionally. The majority of the responsibilities of the supervisor are concerned with in-service training. The supervisor works to promote growth of teachers through conferences, workshops, study groups, and committees. Teachers are also encouraged to take advanced work and support their professional organizations.

Massey, in her study of "The Status of In-Service Training of Home Economics Teachers in the United States," revealed that:

"Group or district conferences of teachers received the highest rank in value in the advancement of the program and growth of the teacher."¹

The eighth grade exploratory course is offered in schools having a five year program at the secondary level. The purpose of this course is to acquaint pupils, upon their entrance into high school, with the offerings of the school and to provide guidance. Educators in Virginia believe that this exploration and guidance will serve to help the pupil in selecting those courses in the later years of high school which will serve best to meet his individual needs and to develop his abilities.

The organization, Future Homemakers of America, is a branch of a national organization for white pupils studying home economics in junior and senior high schools in the United States and Territories.

The organization, New Homemakers of America, is also affiliated with the national organization and is for Negro pupils studying home economics in the junior and senior high schools of the United States and Territories.

1. Lelia Massey, "The Status of In-Service Training of Home Economics Teachers in the United States in 1934," Miscellaneous 1907, U.S. Department of the Interior, Office of Education, 1934, p. 70.

Background Information

A knowledge of the scope of work and the areas covered in the various supervisory districts in Virginia is necessary for an understanding of the amount of assistance it is possible for vocational home economics teachers to receive from district supervision.

The State of Virginia is divided into nine white and three Negro supervisory districts. These divisions were made on the basis of supervisory load which in this State is composed of high school programs of home economics education and school lunch programs. It appears from an examination of the maps (Pages 11 and 12) depicting supervisory territory of the white and Negro district supervisors that there is an unequal division of territory but the controlling factor in this division is density of population rather than the size of the area.

The white supervisory districts are composed of the following supervisory loads and school divisions in which work is done:

Northern

Home economics teachers -- 48

School lunch programs ----179

Located in the following divisions:

Arlington, Clarke, Fairfax, Frederick, Loudoun,
Prince William, Rappahannock, Warren, Alexandria,
and Winchester.

Southwestern

Home economics teachers -- 51

School lunch programs ---- 93

Located in the following divisions:

Bland, Buchanan, Dickerson, Lee, Russell, Scott,
Smyth, Tazewell, Washington, Wise, and Bristol.

Southeastern

Home economics teachers -- 40

School lunch programs --- 100

Located in the following divisions:

Isle of Wight, Nansemond, Norfolk Co., Prince George,
Princess Anne, Southampton, Surrey, Sussex, Hopewell,
Norfolk, Petersburg, Portsmouth, South Norfolk, and
Suffolk.

South Central

Home economics teachers -- 52

School lunch programs --- 125

Located in the following divisions:

Carroll, Floyd, Franklin, Grayson, Henry, Patrick,
Pittsylvania, Pulaski, Wythe, Danville, and Martins-
ville.

Central

Home economics teachers -- 30

School lunch programs ---- 90

Located in the following divisions:

Albemarle, Buckingham, Caroline, Culpeper, Fluvanna,
Goochland, Greene, Hanover, King George, Louisa,
Madison, Nelson, Orange, Page, Powhatan, Spotsylvania,
Stafford, Charlottesville, and Fredericksburg.

Valley

Home economics teachers -- 38

School lunch programs ---- 90

Located in the following divisions:

Alleghany, Augusta, Bath, Highland, Rockbridge,
Rockingham, Shenandoah, Buena Vista, Clifton Forge,
Harrisonburg, Staunton, and Waynesboro.

Southside

Home economics teachers -- 34

School lunch programs ---- 81

Located in the following divisions:

Amelia, Brunswick, Charlotte, Chesterfield, Cumber-
land, Dinwiddie, Greenville, Halifax, Lunenburg,
Mecklenburg, Nottoway, and Prince Edward.

Eastern

Home economics teachers -- 46

School lunch programs --- 125

Located in the following divisions:

Accomac, Charles City, Elizabeth City, Essex,
Gloucester, Henrico, James City, King William, King
and Queen, Lancaster, Mathews, Middlesex, New Kent,
Northampton, Northumberland, Richmond Co., Warwick,

Westmoreland, York, Hampton, Newport News, Richmond,
and Williamsburg.

Roanoke

Home economics teachers -- 50

School lunch programs --- 120

Located in the following divisions:

Amherst, Appomattox, Bedford, Botetourt, Campbell,
Craig, Giles, Montgomery, Roanoke Co., Lynchburg,
Radford, and Roanoke.

The Negro supervisory districts are composed of the
following school divisions and supervisory loads:

Central District

Home economics teachers -- 38

School lunch programs --- 132

Located in the following school divisions:

Amelia, Arlington, Caroline, Chesterfield, Dinwiddie,
Essex, Gloucester, Hanover, Henrico, King George,
King and Queen, King William, Lancaster, Louisa,
Mathews, Middlesex, Northumberland, Nottoway, Powha-
tan, Prince George, Richmond, Spotsylvania, Stafford,
Westmoreland, Alexandria, Fredericksburg, Hopewell,
Petersburg, and Richmond.

Eastern District

Home economics teachers -- 36

School lunch programs --- 133

Located in the following school divisions:

Accomac, Brunswick, Charles City, Charlotte, Elizabeth City, Greenville, Halifax, Isle of Wight, James City, Lunenburg, Mecklenburg, Nansemond, Norfolk, Northampton, Princess Anne, Southampton, Surry, Sussex, Warwick, York, Hampton, Newport News, Norfolk, Portsmouth, South Norfolk, and Williamsburg.

Western District

Home economics teachers -- 46

School lunch programs --- 105

Located in the following school divisions:

Alleghany, Amherst, Appomattox, Bath, Bedford, Bland, Botetourt, Buckingham, Campbell, Carroll, Craig, Culpeper, Cumberland, Dickerson, Fairfax, Floyd, Fluvanna, Franklin, Giles, Grayson, Greene, Henry, Madison, Montgomery, Nelson, Orange, Patrick, Pittsylvania, Prince Edward, Prince William, Pulaski, Rappahannock Roanoke, Rickbridge, Rockingham, Wythe, Bristol, Buena Vista, Charlottesville, Clifton Forge, Danville, Harrisonburg, Lynchburg, Martinsville, Radford, Roanoke, and Staunton.

In discharging their duties and responsibilities in their respective districts, the supervisors work with teachers, school administrators and others concerned in a variety of ways. In the main, these are:

Conferring with school administrators, teachers and others.

Planning and conducting group meetings and conferences.

Planning and conducting individual conferences.

Organizing and maintaining study groups.

Securing resource people as aids to teachers.

Assisting teachers with teaching materials and teaching aids.

Attending to correspondence necessary for program promotion.

Receiving teachers' reports, analyzing these reports and making necessary district reports to the State Supervisor.

Assisting local school administrators with planning for new and remodeled departments, equipment, and furnishings.

Participating in conferences and meetings with people in other fields of vocational education and general education.

Cooperating with other agencies in work on common problems and objectives.

CHAPTER II

REVIEW OF LITERATURE

No organized research on the assistance received by vocational home economics teachers from district supervisors has been done in Virginia. Furthermore, as far as can be determined, no research on this problem has been done elsewhere, hence, the literature available dealing specifically with problems of teachers and the supervision given them in solving these problems is very limited. The major portion of the literature used as a background for this study was therefore comprised of studies, yearbooks, books, and professional journals in the field of home economics supervision. General supervision was also considered because of the limited number of studies of supervision in home economics.

One important source of information on the supervision of home economics was the State Plan for Vocational Education, 1947-1952. This plan is an agreement between the State Board for Vocational Education, which in Virginia is the State Board of Education, and the United States Office of Education. It concerns policies and the

operation of the vocational education program in Virginia for a five year period. Every five years each state is required, under the terms of the Federal Vocational Education Acts, to submit a plan for the vocational education program for which it expects to use Federal funds. This plan, when mutually agreed upon by the State Board of Education and the United States Office of Education, becomes a contract between the State and Federal Government. The plan for each state is initiated by that state and is reviewed by the Office of Education only in so far as it carries out mandatory provisions and the intent of the Federal act providing funds for vocational education in that state.

The approved plan for Virginia for 1947-1952 outlines the following duties for district supervisors of vocational home economics education:

"Each district supervisor shall be responsible for cooperating with the State supervisors in planning, carrying out, and evaluating the in-service training of teachers. She shall be responsible for the program in her respective district and be responsible to the State Supervisor. She shall carry out her responsibilities by:

Discussing with county superintendents and local school principals the programs being developed in the various schools and making suggestions for improvement.

Observing the work of teachers and assisting them in evaluating results and planning for work on subsequent problems.

Interpreting teaching materials.

Assisting in planning, developing and evaluating local programs of instruction.

- Providing or arranging for the necessary training in various phases of the program.
- Directing the development of the local and federation programs of the Future Homemakers and New Homemakers of America.
- Assembling data for and writing district reports on the program.
- Distributing teaching materials to teachers.
- Assisting in the development of curriculum materials and other needed services.
- Guiding the development of the school lunch program in the district.
- Aiding in making the school lunch program an integral part of the total school program."¹

It is generally recognized by leaders in education that supervision is necessary to help teachers to grow in service, especially in the field of home economics since the program is concerned with the home, which as a social institution, is constantly undergoing changes.

Cole made the following comments on supervision of home economics programs: "Home economics supervision is increasing in importance and is concerned with the improvement of the program through training teachers in service to bring about a direct relationship between the curriculum and home problems."² Cole set forth as one of the obligations of the supervisor the guidance of teachers in

-
1. Vocational Division, Virginia Department of Education, Richmond, Virginia, "State Plan for Vocational Education, 1947-1952." pp. 30-69.
 2. Louise Phillips Cole, "Local Supervision of Home Economics in a Selected Group of Vocational Schools," (unpublished master's thesis, the University of Tennessee, Knoxville, 1939.) p. 80.

professional growth. She believed that the educational development of pupils is dependent upon vision, insight, and understanding of educational problems. She pointed out that since the educational growth of the pupil in a school is the joint responsibility of both teachers and supervisors, continuous study in ways of promoting such growth is essential.

An outstanding study of the factors affecting the satisfactions of home economics teachers was conducted in 1947 by the Home Economics Research Committee of the American Vocational Association. A nation-wide sampling of 971 secondary school home economics teachers were asked to give their reactions to questions about their jobs, community conditions, living conditions, family and marriage, salaries, profession, school conditions and teaching loads. The following conclusions from the study seemed pertinent to this study of district supervision of home economics teachers:

"The least satisfied teachers had no supervision. Supervision from a State, assistant State, or district supervisor or local school administrator seemed to help increase satisfaction. On the average, the greatest satisfaction was found among those teachers who had supervision from a home economics supervisor combined with that of a local school administrator."³

3. Factors Affecting the Satisfaction of Home Economics Teachers, Committee on Research and Publications, American Vocational Association, Inc., Washington, D. C. Bulletin No. 3, May, 1948, p. 11.

Among the techniques for improving instruction suggested by Wiles, the following seem to be those most applicable to supervisors of home economics education:

- "Stimulating concern for the improvement of learning situations.
- Keeping all teachers well supplied with up-to-date materials.
- Encouraging teachers to develop distinctive classrooms that reflect the work and activities of their classes.
- Recognizing persons who are trying new procedures.
- Providing in-service training experience in self-expression in a variety of media.
- Helping teachers develop techniques for evaluating a variety of types of pupil growth.
- Using workshops as a procedure for program change.
- Assisting experimentation that grows out of a workshop.
- Encouraging teachers to meet and plan the curriculum for their students with parents of the pupils involved.
- Encouraging self-evaluation by teachers and their classes.
- Stimulating intervisitation as a method of improving instruction."⁴

If supervisory programs are to be effective in helping solve their problems, some criteria for evaluating such programs are necessary. A supervisory program in home economics education provides opportunities for continuous

4. Kimball Wiles, Supervision for Better Schools, Prentice-Hall, Inc., New York, 1950, pp. 285, 286.

growth for both teachers and supervisors. A good supervisory program also assists teachers in working cooperatively with pupils, their families, the total school and the community in an effort to bring together all concerned in work on common problems. A good supervisory program takes into account the establishment and maintenance of good human relationships and understandings, and helps those concerned in the program to develop a feeling of security and worth of their contribution to the achievement of common goals. Effective supervision, then, is concerned with the maximum educational development of the teacher, who in turn, has as her main objective, the maximum development of the pupil and family.⁵

5. Report of National Conference of Supervision of Home Economics Education, Washington, D. C., March, 1951, Federal Security Agency, Office of Education, Division of Vocational Education, Washington, 25, D. C., p. 15.

CHAPTER III

THE INVESTIGATION

Method of Procedure

The data for this study were secured through the use of a questionnaire, which was returned by ninety-one white and Negro vocational home economics teachers in rural and city Secondary Public Schools of Virginia.

Through discussion with a group of vocational home economics teachers enrolled during the 1950 summer session at Virginia Polytechnic Institute the first step was taken in compiling information for the questionnaire used. These teachers suggested problems of instruction which they faced or had faced sometime during their teaching career. Many of the problems which they suggested were incorporated into the questionnaire.

In order to obtain other suggestions, the district supervisors of home economics education were consulted for help in listing further problems to be used in formulating the questionnaire.

A questionnaire was then developed and tried out with a group of vocational home economics teachers in Central Virginia with teaching experience ranging from one to

seventeen years. Some changes and revisions in the questionnaire were made on the basis of this trial.

To be sure of an unbiased sample of teacher opinion, a random sampling of one hundred fifty white and Negro vocational home economics teachers was chosen. The sample represented thirty-one per cent of the total home economics teaching group in Virginia. To provide a proportionate representation of white and Negro home economics teachers in the sampling, the ratio was computed of the relation the number of teachers in each group bore to the total number of teachers of home economics in Virginia. The relation was seventy-four per cent white teachers and twenty-six per cent Negro teachers.

All names of the white and Negro home economics teachers in the State were typed on pieces of paper, folded, and placed in separate containers. One hundred and fifty names were drawn by a friend of the investigator, thirty-nine of whom were Negro teachers and one hundred eleven white teachers.

The list of teachers' names thus selected was sent to the State Supervisor who had endorsed the study. Letters (See Appendix) were sent by her to division superintendents asking their permission for the teachers selected to participate in the study. Each superintendent gave his consent and approval. The State Supervisor then sent letters to the one hundred fifty teachers who had been selected by the technique described, asking if they would be willing

to cooperate in making such a study. A form was enclosed on which the teacher could check whether she would or would not be willing to fill out the questionnaire. As a matter of State Department of Education policy, all school principals of the teachers selected were sent copies of the letter to the teachers, although they were not asked for any information. The forms were sent to the investigator from the teachers stating whether or not they were willing to fill out a questionnaire concerning the problems they had in teaching and assistance they had received. Questionnaires were sent to 144 teachers because six of the 150 approached declined participation.

The investigator stressed in the letters to teachers that the questionnaires were not to be signed. When the questionnaires were returned by the teachers care was taken to protect the anonymity of the replies. A person, other than the investigator, opened the envelopes containing the questionnaires and the envelopes were destroyed.

The questionnaire (See Appendix) mailed to teachers called for information on forty-five instructional problems in home economics education. A group of vocational home economics teachers and the State supervisory staff selected the problems included on the questionnaire. The problems included fell into the following categories:

Program planning

Organization and use of teaching materials

Teaching techniques

Broadening the services of the home economics department

Evaluation of programs

Record keeping

Future Homemakers' and New Homemakers' organization

Interpretation of the home economics program

Professional growth

Adjustment to the school and community

The teachers were asked to check first if the problems listed were of concern to them and then to give their opinion as to the amount of help received from the district supervisor on the problem. The degrees of help to which they were asked to respond were considerable, moderate, little, and none. The teachers were also asked to list other problems which they had which were not covered in the forty-five listed and indicate the degree of help received. Another section of the questionnaire asked that the teachers list problems on which they had wanted but had received no help. The last section of the questionnaire asked for general information relating to the teachers' training, experience, enrollment, and other pertinent data.

In the questionnaire the teachers were asked to indicate if the problems listed were of concern. This was done for the purpose of determining the extent of the existence of the problem and was included to find out

where further effort should be expended by district supervisors. In some cases it is quite possible the teachers were unaware of a problem until they saw it listed on the questionnaire or had, through discussion with the supervisor, become aware of it as a problem.

In summarizing, a questionnaire to determine concerns of Virginia home economics teachers in their teaching and supervisory help received was developed with the assistance of a group of home economics teachers and district supervisors of home economics in this State. Of the 150 home economics teachers selected by random sampling to participate in the study, 144 were willing to take part in the study. These were sent the questionnaires.

CHAPTER IV

SUMMARY AND INTERPRETATION OF FINDINGS

The findings of this study, to determine by teacher opinion the assistance received by vocational home economics teachers from district supervision, was based on the replies of 91 teachers. Ninety-eight were returned but because of inconsistencies in replies, seven could not be used.

Although the problem of this study was to obtain information as to the assistance teachers feel they receive from district supervision, it seems desirable first to get a composite picture of the sample of teachers who returned the questionnaire. Such factors as college training, years of teaching experience, length of employment, teaching load, number of teachers to carry the load, length of vocational courses, preparation for supervisory visits, and the working relationship of teachers and supervisors should help give such a picture.

College training

Of the 91 teachers reporting, 87 had been trained for vocational home economics, while four were trained in

fields other than home economics education. Two of the latter received training in general education and two in general home economics. The extreme shortage of home economics teachers in Virginia has made it impossible for all superintendents to secure properly qualified teachers, although constant effort has been put forth to do so. Because of inadequate training of some few teachers it has often been necessary for the district supervisor to give a disproportionate amount of time to the unqualified teacher at the expense of the better qualified who also may have needed help.

Years of experience

The years of teaching experience of the teachers reporting ranged from one to thirty-five years. Twenty-three of the 91 teachers who replied to the questionnaire were teaching for their first or second year. Twenty-five were in the three to five year range of experience, 25 in the six to ten year range of experience and 18 had 11 or more years of teaching experience in vocational home economics. The median of the years of experience for the group of 91 teachers was five and one-half years.

Length of employment

The length of employment for these 91 teachers ranged from ten months, which is the minimum term of employment for vocational home economics teachers in Virginia, up to twelve months. There were 48 teachers employed for twelve

months, 39 for ten months and four for eleven months.

Teaching load and personnel for carrying load

The questionnaire asked for information on class enrollment to determine teaching load. The enrollment was given for pupils in the vocational home economics courses of the high school, the exploratory course on the eighth grade level, courses for adults, and the Future and New Homemaker chapters. The average enrollment for vocational home economics courses in the high school was 34, for the exploratory course 18, for adult courses 12 and for Future and New Homemaker chapters 31.

Information was also obtained on the number of vocational home economics teachers in each school where the 91 teachers were employed. Of the 91 reporting, 69 were in schools which had one teacher, 15 in schools with two teachers and seven were where there were three teachers per school.

Length of vocational courses

The 91 teachers were asked to give the number of years vocational home economics classes were taught in their respective schools. Sixty-two teachers reported three year programs, 24 had four year programs, and five had two year programs.

Generally in this State the programs are three years in length and the class sessions are a minimum of 50 minutes. The two year programs have class sessions of 90

or 120 minutes duration. The programs having four years of vocational home economics usually devote the fourth year to some specialized type of work through which a pupil can get concentrated help on a major interest which she may follow further as a means of earning an income. Clothing construction and tea room work are examples of such training.

Preparation for supervisory visits

On preparation for supervisory visits, 83 reported that they requested the district supervisor's help on problems, while eight said they did not request help. Seventy-six teachers said they prepared for supervisory visits by listing problems on which they wanted help. Thirteen teachers said they did not, and two gave no reply. To the question, "Do you think notification of your district supervisor's visit necessary?", fifty-two teachers said yes, 37 said no, and two gave no reply. It would seem desirable for supervisors, in future planning to consider the reaction of the teachers to this question since slightly over one-half of the teachers said they would like to be notified of supervisory visits.

Working relationship of teacher and supervisor

In replying to opportunities for participation in planning, 72 reported that their supervisor had provided opportunity for them to take part in State and district planning, and 54 of the 72 said they took part in planning.

Of the 91 teachers who responded to the questionnaire, 83 said they received recognition from district supervisors for work well done. Eight teachers reported having received no recognition. Of the 91 responding, 89 reported that they felt free to discuss all problems with their district supervisors.

Since the problem of this study was to determine through teacher opinion the assistance given vocational home economics teachers by their district supervisors the remaining discussion of findings is devoted to an analysis of these opinions.

To determine assistance received by home economics teachers (Purpose 1, page 3) 45 instructional problems were set up (See Appendix - Questionnaire) and the teachers who had been selected were given an opportunity to indicate the degree of help they had received from district supervisors. The degrees of help to which the teachers were asked to respond were considerable, moderate, little and none.

The problems were set up in the following classifications:

Program planning

Organization and use of teaching materials

Teaching techniques

Broadening the services of the home economics department to the school and community

Evaluation of progress

Record keeping

Future Homemaker and New Homemaker organizations

Interpretation of the home economics program

Professional growth

Adjustment to school and community.

To determine where further emphasis is needed (Purpose 2, page 3) in assisting teachers with their instructional problems, the 91 teachers were asked to indicate whether the 45 instructional problems were of concern to them. This was done in the belief that those teachers showing the greatest concern would also show the greatest assistance received or if not then lack of assistance would indicate need for further emphasis.

To determine other problems (Purpose 3) not included in the 45 problems listed on the questionnaire faced by teachers, the 91 teachers were asked to list such problems which were of concern to them.

To present a concise picture the responses of the 91 teachers relative to the first two purposes of this study were discussed together. It seemed desirable to give, first, a general picture of the findings as far as high points of assistance received and concern shown by the 91 teachers. An examination of figures 1 and 2 (pages 36, 37) will reveal that where the degrees of assistance received were high, the concern evidenced by the sampling of 91 teachers was also high. Likewise, where the degrees of assistance received was low, the incidence of concern was

also low. It may also be seen from an examination of figures 1 and 2 that there was a higher incidence of assistance being received than concern shown for problems in the categories. In fact, some of the replies of teachers reported assistance received on certain problems but no concern evidenced. It is possible that the teachers who responded in this manner had not felt the problem under consideration to be one of concern and did not report it as such but through the study of the questionnaire recognized that they had received assistance on the problem. On the other hand, some teachers reported concern for problems but did not check any degree of assistance received even though provision was made for them to check no help received. A possible explanation of this failure to check the degree of assistance received on certain problems is the probability that this section was overlooked.

In the category, Future and New Homemaker organizations, the replies indicated the greatest incidence of assistance received as well as the greatest incidence of concern shown of any of the ten categories. (See figures 1 and 2). In the category, adjustment to school and community, the replies indicated the least incidence of concern and the least incidence of assistance received on the part of the 91 teachers reporting on any of the ten categories. An examination of the two problems in this category, "finding satisfactory living quarters" and

"finding one's place in the community," may reveal why there was so little concern and so little assistance given. Such help as may have been needed by teachers may have been given by local school administrators. In fact, several teachers commented on the questionnaires to this effect. Unless the problems of finding satisfactory living quarters and adjusting to the school and community were so acute that they threatened the efficiency of the teacher or her resignation it is probable that they would not be brought to the attention of the district supervisor.

Opportunity was given on the questionnaire for the 91 teachers to list other problems encountered in their work on which they had wanted assistance but had not received it. Only 12 teachers of the 91 reporting responded to these items and in no case were there more than two teachers indicating concern with the same problem. Therefore, no conclusion can be made that the problems listed by those who did respond were common to the group as a whole.

The findings in each of the categories were discussed separately in the sequence which they appear on figures 1 and 2. A list of the problems composing each category precedes the discussion of the category and are numbered as the problems appear in figures 1 and 2. Problems are not numbered in consecutive order on the figures. The key to figures 1 and 2 follows:

KEY FOR FIGURES 1 AND 2

Program planning

1. Studying the community and using the findings as a basis for program planning.
2. Studying families and using the findings as a basis for program planning.
3. Studying pupils and using the findings as a basis for program planning.
4. Developing pupil, teacher, parent cooperation in program planning.
5. Selecting problems of pupils and their families for the instructional program.
6. Determining objectives to be attained in work on problems.
19. Relating the home economics program to the school's objectives.

Organization and use of teaching materials

7. Selecting appropriate class and home experiences which will contribute to the attainment of objectives.
8. Selecting teaching materials.
9. Securing teaching materials.
10. Making good use of available equipment and other teaching materials.
11. Organizing teaching materials.
12. Recognizing and using community resources.
34. Selecting and arranging equipment and facilities for desirable learning situations.

Teaching techniques

14. Using good methods and techniques of instruction.
15. Helping plan home projects with pupils and their families.

16. Supervising the home project program.
22. Making wise use of the single teaching period (50 minutes, 55 minutes, 60 minutes).
23. Organizing and guiding large classes (groups over 16).

Broadening the services of the home economics department

24. Assisting elementary teachers to provide homemaking experiences for their pupils.
25. Planning, developing, and evaluating instructional programs for boys.
26. Planning, developing, and evaluating instructional programs for the eighth grade exploratory course.
27. Planning, developing, and evaluating instructional programs for adults and out-of-school youth.
28. Developing and extending the program to serve more groups in the community.
29. Developing community activities and services which will contribute to the development of the program.
30. Accepting and carrying out one's share of responsibilities in all phases of the school's program.
36. Coordinating the home economics program with other phases of the total school's program such as the health program, art program, etc.
40. Working cooperatively with administrators and fellow faculty members.

Evaluation of progress

13. Determining means of evaluating pupil progress.
17. Helping pupils evaluate their progress.
18. Cooperative evaluation by pupil, teacher, and parent.
21. Evaluating use of time in the teaching program.
39. Evaluating the total homemaking problem.

Record keeping

29. Record keeping.
37. Budgeting and using available department funds to the best advantage.

Future Homemakers and New Homemakers organization

31. Organizing and maintaining interest in an active chapter of Future Homemakers.
32. Helping pupils plan, develop and evaluate a program of work for the Future Homemakers' organization.
33. Securing and using helpful F. H. A. or N. H. A. materials.

Interpretation of the program

35. Interpreting the program to the principal and the superintendent.
38. Interpreting the program to the public.
41. Working with other professional groups.

Professional growth

42. Taking advantage of in-service training through field courses and study groups.
43. Encouragement in professional growth.

Adjustment to school and community

44. Finding satisfactory living quarters.
45. Finding one's place in community life.

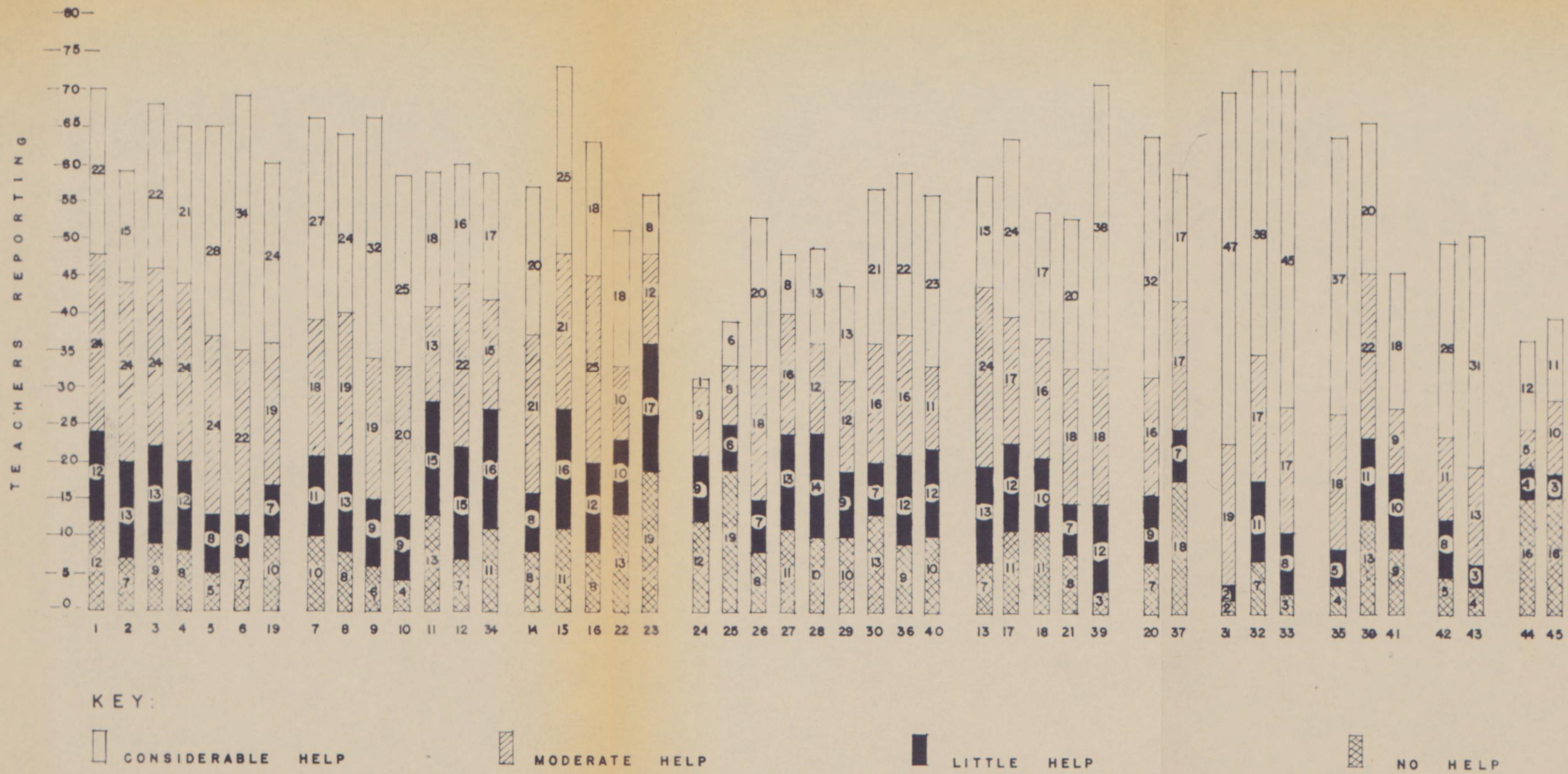


FIG. 1 HELP RECEIVED BY 91 VIRGINIA VOCATIONAL HOME ECONOMICS TEACHERS FROM THEIR SUPERVISORS ON 45 INSTRUCTIONAL PROBLEMS

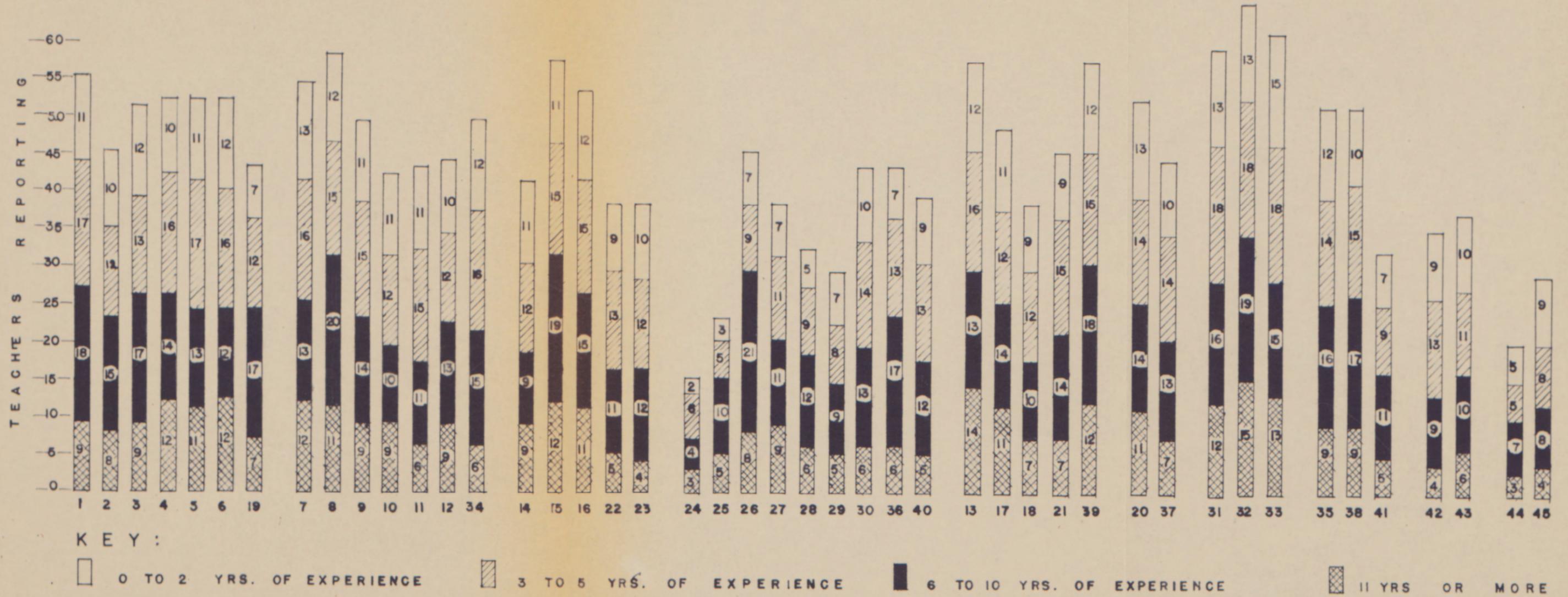


FIG. 2 PROBLEMS OF CONCERN REPORTED BY 91 VIRGINIA VOCATIONAL HOME ECONOMICS TEACHERS ACCORDING TO YEARS OF TEACHING EXPERIENCE

Program planning

Leaders in home economics education in Virginia feel that effective program planning is highly important if the home economics program is to be of maximum value to pupils and their families in solving the problems encountered in family living. Participation of pupils, teachers and parents is necessary in good program planning if problems of individuals and families are to be solved satisfactorily. District supervisors encourage and assist teachers to carry on cooperative planning to meet both individual and family needs. Group planning is also encouraged, and in so doing the objectives of the total school program should be considered. It is the belief of educators in Virginia that the objectives of the home economics program should contribute to the attainment of the objectives of the total school program. Thus program planning in home economics must assume some overall responsibility in the school's total educational program and its individual objectives should fit into and contribute to the objectives of the whole school.

The following problems in the questionnaire were concerned with aspects of program planning:

1. Studying the community and using the findings as a basis for program planning.
2. Studying families and using the findings as a basis for program planning.
3. Studying pupils and using the findings as a basis for program planning.

4. Developing pupil, teacher, parent cooperation in program planning.
5. Selecting problems of pupils and their families for the instructional program.
6. Determining objectives to be attained in work on problems.
19. Relating the home economics program to the school's objectives.

In the category, program planning, the largest number of teachers (70) indicated that some degree of help had been received on problem 1, "studying the community and using the findings as a basis for program planning." Of these, 22 received considerable help, 24 moderate help and 24 received little or no help. Since more of the teachers who responded to the questionnaire (55) indicated concern for problem 1 than any of the other problems of program planning and since 48 teachers received moderate, little or no help on this problem and only 22 teachers reported considerable help, the writer believes that more emphasis should be given by district supervisors in assisting teachers with this problem.

The smallest number of teachers (59) of the 91 who reported problems in the category of program planning said they received assistance on problem 2, "studying families and using the findings as a basis for program planning." Problem 19, "relating the home economics program to the school's objectives," was of less concern to the teachers who responded to the questionnaire than any of the other

problems concerned with program planning. (See figures 1 and 2.)

A summary of the responses on all degrees of assistance on problems of program planning reveals a preponderance of teachers reporting moderate, little or no help on these problems. If considerable assistance can be regarded as a criterion of effective supervisory assistance to those teachers who evidence concern about teaching problems then the implication of the data from this study (see figures 1 and 2) is that district supervisors should give more attention to helping teachers with the entire category of problems on program planning.

Organization and use of teaching materials

Teaching materials include any type of materials which the teacher or pupil may use either in or out of the classroom to facilitate learning. The organization and use of teaching materials is a necessary and important part of effective instruction in vocational home economics education. Such materials are books, booklets, bulletins, pamphlets, charts, films, posters, samples of cloth and other similar illustrative materials. District supervisors assist teachers in the selection, organization, and use of teaching materials and, in addition, secure many materials for distribution to teachers. Supervisors also stress the use of a variety of up-to-date teaching materials to enrich instruction and make it as meaningful as possible.

The category concerned with the organization and use of teaching materials included the following problems:

7. Selecting appropriate class and home experiences which will contribute to the attainment of objectives.
8. Selecting teaching materials.
9. Securing teaching materials.
10. Making good use of available equipment and other teaching materials.
11. Organizing teaching materials.
12. Recognizing and using community resources.
34. Selecting and arranging equipment and facilities for desirable learning situations.

The largest number of teachers (66) who responded to any problem in this category as to assistance received from their supervisor mentioned two problems. These were problem 7, "selecting appropriate class and home experiences which will contribute to the attainment of objectives" and problem 9, "securing teaching materials." As to the concern of the teachers with problems in this category, the largest number of teachers (58) indicated problem 8, "selecting teaching materials."

The smallest number (58) who reported receiving assistance on any of the problems in the category marked problem 10, "making good use of available equipment and other teaching materials." The smallest number (42) also expressed a concern for this problem. The implication is

that this problem calls for further emphasis in the supervisory program. In the entire category, the greatest incidence of concern was evidenced and the greatest incidence of assistance was received on problem 7, "selecting appropriate class and home experiences which will contribute to the attainment of objectives," problem 8, "selecting teaching materials," and problem 9, "securing teaching materials."

Since the majority of responses to problems in this category indicated that moderate, little or no assistance was received, supervisors should give further consideration to helping teachers to organize and use their teaching materials in a more effective and efficient manner.

Teaching techniques

The third category was composed of problems concerned with teaching techniques and methods of instruction. Effort is expended to assist teachers to improve teaching methods and techniques and keep themselves as up-to-date as possible. The supervisor also places stress on the use of a variety of teaching methods and techniques. In-service training of teachers is carried on by the supervisors through group conferences, workshops, study groups, and other means and is directed toward helping teachers improve instruction. Emphasis is placed on improved techniques of teaching. The home economics teacher needs to have a thorough knowledge not only of techniques and methods which are applicable to the teaching of high school pupils but for adults as well, since her program

includes work with adults.

The category, teaching techniques, included the following problems:

14. Using good methods and techniques of instruction.
15. Helping plan home projects with pupils and their families.
16. Supervising the home project program.
22. Making wise use of the single teaching period (50 minutes, 55 minutes, 60 minutes).
23. Organizing and guiding large classes (groups over 16).

The largest number of teachers who reported on the degree of help received on any one problem in all the categories was found for problems in the category, teaching techniques. The problem mentioned by the largest number was "helping plan home projects with pupils and their families." Moreover, within this category, the largest number of teachers (57) also expressed concern for this problem.

The smallest number of teachers (51) reported some degree of assistance received on problem 22, "making wise use of the single teaching period of 50, 55 or 60 minutes." Problems 22 and 23 were of concern to the smallest number of teachers (38).

The majority of the responses indicated that moderate, little or no help was received. This evidence implies that the district supervisors should give additional assistance to teachers on teaching techniques and particu-

larly on problems concerning planning, carrying out and evaluating home projects.

The data from this study revealed that of the group of teachers who reported on assistance received and on concern shown for problems in the category dealing with teaching techniques, the smallest group marked the problem, "making wise use of the single teaching period." Furthermore, 62 of the 91 teachers who responded to the questionnaire used in this study had a single teaching period for their courses rather than the double period of 90 or 120 minutes duration. Although some work has been done in helping teachers make wise use of the single period the district supervisors might do more extensive work along this line.

Broadening the services of the home economics department

Leaders in the field of home economics education emphasize the fact that broadening the services of the home economics department to the school and community is highly desirable in home economics education. If the home economics program on the secondary school level is to make the maximum contribution to the total school and community, its services must be broadened to include groups not regularly enrolled in the high school classes. Such services may include working with exploratory groups, conducting classes for boys, assisting elementary teachers, developing activities with community groups, and coordinating the home economics program with other programs in

the school such as art, health and science. The supervisory staff for vocational home economics education in Virginia has encouraged and assisted teachers to broaden their programs in the belief that a vocational home economics education program should meet the needs of all groups and both sexes in the school and community if the program is to attain the goal of improving family living.

The category, broadening the services of the vocational home economics department to the school and community, included the following problems:

24. Assisting elementary teachers to provide homemaking experiences for their pupils.
25. Planning, developing, and evaluating instructional programs for boys.
26. Planning, developing, and evaluating instructional programs for the eighth grade exploratory course.
27. Planning, developing, and evaluating instructional programs for adults and out-of-school youth.
28. Developing and extending the program to serve more groups in the community.
29. Developing community activities and services which will contribute to the development of the program.
30. Accepting and carrying out one's share of responsibilities in all phases of the school's program.
36. Coordinating the home economics program with other phases of the total school's program such as the health program, art program, etc.
40. Working cooperatively with administrators and fellow faculty members.

There were more frequent reports of some degree of assistance received by the teachers (59) on problem 36, "coordinating the home economics program with other phases of the total school's program such as the health program, art program, and science program" than any of the other problems in the category. The greatest incidence of concern evidenced by the teachers (45) was for problem 26, "planning, developing and evaluating instructional programs for boys."

The smallest group of teachers (31) reported that they had received some degree of assistance from their supervisor on problem 24, "assisting elementary teachers to provide homemaking experiences for their pupils." Problem 24 was also the problem for which the smallest number of teachers (15) indicated a concern. It is probable that the problem does not confront many teachers in Virginia because consolidation has separated elementary schools from high schools in many locations.

Much effort is being expended by district supervisors to assist teachers to broaden their programs to include groups in the community in addition to those in school. Inadequate teaching personnel makes it difficult to reach as many groups as are in need of home economics instruction. As programs expand district supervisors work with school administrators to secure the needed personnel to carry on the programs. The majority of the 91 teachers who responded to the questionnaires used in this study,

indicated that moderate, little, or no help was received. The implication from the findings suggests that further emphasis should be given by the district supervisors to the problems of broadening the services of the home economics department.

Evaluation of progress

It is the belief of the State supervisory staff that continuous evaluation by teachers and pupils is an essential part of effective instruction since it gives to instruction direction toward the goals of education to be achieved. Unless systematic and consistent evaluation is carried on pupil progress cannot be adequately appraised. Evaluation, to be effective, must be participated in by all concerned, pupils, teachers, parents, school administrators and the community as a whole. Since evaluation can be done only in the terms of the goals to be achieved all concerned must be aware of these goals and, as indicated in the category on program planning, participate in setting up the goals.

It has been the practice in Virginia for the past several years for home economics programs to be evaluated jointly by teachers, administrators, district supervisors, parents, pupils and others in an effort to see strengths and weaknesses of the programs. As a result of such evaluation, strengths have been recognized and plans made for overcoming weaknesses. All groups concerned, working together, have done much to improve existing home economics

programs and to contribute to the further development of an understanding of program purposes and accomplishments.

The following problems were listed in the category, evaluating progress in the home economics education program:

13. Determining means of evaluating pupil progress.
17. Helping pupils evaluate their progress.
18. Cooperative evaluation by pupil, teacher, and parent.
21. Evaluating use of time in the teaching program.
39. Evaluating the total home economics program.

In the category of evaluation, the largest number of teachers (71) who checked the degree of help received from the supervisors mentioned the problem, "evaluating the total home economics program." Of these, 38 said they had received considerable help, 18 said some help, while 15 said they had received little or no help.

Of the 91 teachers who responded to the questionnaire, the smallest number (53) said assistance had been received on the problem, "evaluating use of time in the teaching program." "Cooperative evaluation by pupil, teacher and parent" was the problem of concern to the smallest number of teachers (38). Problem 39, "evaluating the total home-making program," was mentioned by 38 teachers as one on which they had received considerable help, while 33 reported they had received little or no help on the same problem. As mentioned before, district supervisors in Virginia have

assisted teachers and local administrators in the evaluation of the homemaking programs at regular intervals. Since evaluation is believed by those who supervise the Virginia home economics program to be vital, and since a majority of the 91 teachers who responded to the questionnaire used in this study reported that they had received moderate, little or no assistance on problems of evaluation other than that of the evaluation of the total program, more attention should be given by the supervisors to this aspect of teaching.

Record keeping

In the opinion of the district supervisors of home economics education in Virginia an adequate file of up-to-date records is necessary to the efficient organization and operation of a smooth running vocational home economics department. Such records include pupil records, teacher records, and records of Future or New Homemaker organizations. Pupil records are generally set up in individual folders available for use by the pupil at all times. Pupil records include both class projects and home projects carried by them. The records kept by teacher constitute another type of record keeping done in departments. The teacher's records include plans of work, records of home visitation and home projects, departmental finance records, annual reports, evaluation records and others pertinent to the operation of the program. Generally, a separate file of materials is kept relative

to the Future Homemaker or New Homemaker organization and is used by both teacher and pupils. An adequate file of records is an asset in planning, carrying out and evaluating programs. If records are to be of maximum worth in the home economics education programs they must be easily accessible and well organized. In line with the belief that good records are essential in an effective home economics program, district supervisors have attempted to assist teachers with problems in record keeping.

The two problems included in the category dealing with record keeping and management of the department were:

20. Record keeping.

37. Budgeting and using available department funds to the best advantage.

The problem in this category on which the largest number of teachers (64) reported assistance received was that of "record keeping." Some degree of help was received by 59 of the 91 teachers on the problem, "budgeting and using available department funds to the best advantage." Problem 20 was of concern to 52 teachers while problem 37 was of concern to only 44. As mentioned before, district supervisors in Virginia have worked with teachers in an effort to improve their record keeping but the majority of the 91 teachers reported that they had received moderate, little or no help. From this it may be inferred that district supervisors should put additional emphasis on record keeping in working with teachers.

Future Homemaker and New Homemaker organizations

The Future Homemaker or the New Homemaker organization is an integral part of the in-school vocational home economics program. The goals of each of these organizations are directed toward the improvement of individual and family living and are carried out by committee work and the planning, execution and evaluation of projects. These projects are usually centered in the school, the home and in community activities.

Much assistance has been given teachers by district supervisors in organizing and maintaining active chapters of Future or New Homemakers; in planning, developing, and evaluating programs of work; and in securing necessary materials for developing the organization. District supervisors have also worked with teachers and administrators in forming federations which include groups of local chapters in districts or counties. Through the work of the federation, chapters exchange ideas and find ways of making their work stronger.

The problems listed in the category dealing with Future Homemakers or New Homemakers were:

31. Organizing and maintaining interest in an active chapter of Future Homemakers or New Homemakers.
32. Helping pupils plan, develop, and evaluate a program of work for the Future Homemaker or New Homemaker organization.
33. Securing and using helpful F. H. A. or N. H. A. materials.

More teachers reported help received on problems listed in the category dealing with the Future Homemaker or New Homemaker organizations than on any other category in the study. The greatest number of teachers (73) reported they had received some degree of help on problems 32 and 33, "helping pupils plan, develop and evaluate a program of work for the Future Homemaker or New Homemaker organization" and "securing and using helpful F.H.A. or N.H.A. materials." Furthermore, more teachers expressed concern for problems in this category than for those in any one of the other nine categories. The largest number of teachers (65) who reported concern for any one problem in the category mentioned problem 32, "helping pupils plan, develop and evaluate a program of work for the Future Homemaker or New Homemaker organization." The smallest number of teachers (59) who expressed concern for a problem mentioned "organizing and maintaining interest in an active chapter of Future or New Homemakers."

The category dealing with the Future and New Homemaker organizations was the only category of the ten set up in this study on which the majority of the teachers reported having received considerable assistance. It appears therefore that supervisory assistance with this phase of the program has been reasonably adequate.

Interpretation of the program

Leaders in home economics education in the State of Virginia believe that program interpretation is of

primary importance to the success of the in-service program of home economics education. The public must be helped to understand its goals if the program is to make maximum progress. The teacher of home economics education has a responsibility to see that the school administrators, the parents of the pupils whom she teaches, other patrons of the school and people in the community fully understand the program for which she is responsible. The media most often used for interpreting the program are radio, newspapers, talks before various groups, groups, group discussions and films. Professional groups of fellow educators also offer an excellent opportunity for program interpretation. District supervisors have worked with teachers on helping them to see the importance of interpreting their program and finding effective ways in which it could be done.

The category on program interpretation included the following problems:

35. Interpreting the program to the principal and the superintendent.
38. Interpreting the program to the public.
41. Working with other professional groups.

The largest number of teachers (66) who responded to any one problem in the category of program interpretation concerning assistance received checked the problem, "interpreting the program to the public." Of these, 20 teachers received considerable help, 22 moderate help, 11 had little help, and 13 reported no help. Of the teachers

who reported, 51 expressed a concern for the same problem. However, an equal number also expressed concern for the problem, "interpreting the program to the principal and the superintendent." The largest incidence of concern occurred on these two problems. The smallest number of teachers (46) reported they had received assistance on the problem, "working with other professional groups." Furthermore, the smallest number (32) of teachers also reported concern for the same problem. The majority of the teachers reported that moderate, little or no help had been received on problems in the category of interpreting the home economics program. One exception to this was problem 35 (See figure 1) on which 37 of the 64 teachers who checked this problem said they had received considerable assistance. This problem (no. 35) was "interpreting the program to the principal and superintendent." With the exception of this problem, it appears that district supervisors should give more attention to assisting teachers with interpretation of their programs.

Professional growth

One important responsibility of the district supervisor is to help teachers see the importance of keeping abreast of new developments in their field and to assist them to find ways of improving themselves professionally. Such ways include organizing and guiding study groups, encouraging participation in extension and summer college courses, suggesting reading materials and encouraging

affiliation of professional organizations.

Problems 42 and 43 on the questionnaire dealt with the category, professional growth of teachers. These were:

42. Taking advantage of in-service training through field courses and study groups.

43. Encouragement in professional growth.

More than half (56) of the teachers who responded to this study (91) reported that they had received some assistance on problem 42, "taking advantage of in-service training through field courses and study groups." Fifty-one teachers reported they had received some degree of help on problem 43, "encouragement in professional growth." As to concern reported, 37 teachers checked problem 43, "encouragement in professional growth," while 35 teachers checked problem 42, "taking advantage of in-service training through field courses."

A study of the assistance these teachers said they had received on both problems in the category, professional growth, revealed that more teachers received considerable help on these problems than those reacting to moderate, little, or no help combined. (See figure 1.) Even so, the largest number of teachers (51) reacting to any one problem is relatively small when one stops to consider that 91 teachers responded to the study. These findings imply that district supervisors should work further with teachers on professional growth.

Adjustment to school and community

The acceptance of the teacher by the school and community and the satisfactory adjustment on the part of the teacher does much to help her carry on an effective home economics program. Satisfactory living quarters, inclusion in the social life of the community, an understanding of the accepted community customs and satisfactory church affiliations are aspects of adjustment every teacher faces. In most instances, the school administrators have assumed responsibility for helping teachers become adjusted to the school and the community. A teacher well adjusted to the life of the school and the community is usually a happy teacher and one who renders effective service. Therefore, it is important that the teacher receive the help she needs in making a satisfactory adjustment.

The problems composing the category on adjustment to school and community were as follows:

44. Finding satisfactory living quarters.
45. Finding one's place in community life.

Of all the categories in this study, the smallest number of teachers reported assistance received and concern shown on the problem, "adjustment to the school and the community." Some degree of assistance was reported as having been received by 40 teachers on the problem, "finding one's place in the community life." On the problem, "finding satisfactory living quarters," 37

teachers reported some degree of assistance received. Only 29 teachers indicated a concern for the problem "finding one's place in the community life," while 18 expressed a concern for the problem, "finding satisfactory living quarters."

The investigator believes that the district supervisor can help the home economics teacher see her role in the community even though the district supervisor has not been called on for help of this nature too often in the past.

In summarizing, the findings on the categories, with the exception of the category dealing with the Future Homemakers or New Homemakers organization, it appears that district supervisors should give more assistance to vocational home economics teachers on the problems in the other categories.

Relative to the findings concerning purpose 3 (See page 3), twelve teachers listed the following problems on which they had wanted help but had not received it: (See appendix - questionnaire page 5).

- Limiting class loads.
- Improving facilities of the home economics department.
- Keeping up-to-date on trends in home economics instruction.
- Keeping lunchroom records.
- Keeping department records.
- Organizing exploratory courses.
- Organizing exchange classes.
- Guiding home projects.
- Supervising student teachers.
- Planning community meetings.

As mentioned before, these problems were listed by twelve teachers and no problem was listed more than twice. However, district supervisors should examine this list of problems for implications for further work with teachers.

CHAPTER V

SUMMARY

The problem of this study was to determine the assistance received from district supervision by the vocational home economics teachers in Virginia on certain selected problems of the vocational home economics program. A sampling of both white and Negro vocational home economics teachers was included. An effort was made to find out if a study of this nature had been made in Virginia or the United States, but, as far as could be determined, no study of this nature had been made.

In Virginia, district supervisors of home economics education have dual responsibilities for the supervision of the home economics programs and school lunch programs operating in the respective districts. Approximately one half of the district supervisor's time is available for assisting home economics teachers with their problems.

A questionnaire was constructed which contained problems concerning program planning, organization and use of teaching materials, teaching techniques, broadening the services of the home economics department, evalu-

ation of progress, record keeping, Future Homemaker or New Homemaker organizations, interpretation of the home economics program, professional growth and adjustment to the school and the community. The questionnaire also called for the listing of other problems on which the teachers had wanted help but on which help had not been received. The last section of the questionnaire asked for general information relating to the teachers' training, experience, class enrollment and other pertinent data. After they were tried out for clarity, the questionnaires were sent to 144 Virginia vocational home economics teachers who had been selected by random sampling. Of the 144 questionnaires sent, 98 were returned and, of these, 91 were usable for tabulating data. Data analyzed as to general information about these home economics teachers showed that:

Of the 91 teachers reporting, 87 had been trained to teach vocational home economics.

The median years of experience for the group of 91 teachers were five and one half years.

Of the 91 teachers, 48 were employed for twelve months, 39 for ten months and four for eleven months.

The average enrollment for vocational home economics courses in the high schools was 34, for the exploratory course 18, for adult courses 12, and for Future or New Homemaker chapters 13.

Three year programs were reported by 62 teachers, four year programs by 24, and two year programs by five.

Of the 91 teachers, 52 said they would like to be notified of supervisory visits.

On the working relationship of teacher and supervisor, 72 had an opportunity to take part in State and district planning. However, only 54 of the 72 said they did take part in planning. Eighty-three teachers said that they received recognition from the district supervisor for work well done. Of the 91 reporting, 89 said that they felt free to discuss all problems with their district supervisor.

A study of the findings in the ten problem categories on which the 91 teachers had received assistance from their district supervisor, revealed that the largest number of teachers were concerned with problems in the category "Future or New Homemaker organization." Furthermore, the greatest number of teachers also reported that they had received the highest degree of help with problems in the same category. The least concern was shown by the teachers for problems in the category, "adjustment to the school and community," and it was on problems in this category that the least help was reported as having been received.

Concern for problems in the remaining eight categories, program planning, organization and use of teaching materials, teaching techniques, broadening the services of

the department, evaluating progress, record keeping, interpretation of the program and professional growth was reported with varying frequencies. Help received on these problems, as reported by the majority of the 91 teachers, did not exceed the moderate degree level, which seems to indicate that supervisors might well expend greater effort to assist teachers with problems in these categories.

The teachers were given an opportunity to list other problems not included in the questionnaire. More frequently mentioned were:

"How can more information be secured on up-to-date trends in home economics instruction?"

"How can class loads be made smaller?"

These problems also have implications for the supervisor of home economics education.

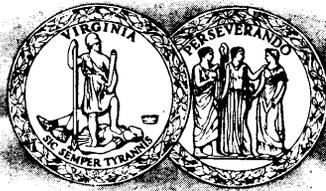
LITERATURE CITED

1. Lelia Massey, "The Status of In-Service Training of Home Economics Teachers in the United States in 1934," Miscellaneous 1907, U. S. Department of the Interior, Office of Education, 1934. p. 70.
2. Factors Affecting the Satisfaction of Home Economics Teachers, Committee on Research and Publications, American Vocational Association, Inc., Washington, D. C. Bulletin No. 3, May 1948, p. 11.
3. Report of National Conference of Supervision of Home Economics Education, Washington, D. C., March 1951, Federal Security Agency, Office of Education, Division of Vocational Education, Washington, 25, D. C. p. 15.
4. Vocational Division, Virginia Department of Education, Richmond, Virginia, "State Plan for Vocational Education, 1947-1952."
5. Kimball Wiles, Supervision for Better Schools, Prentice-Hall, Inc., New York, 1950. pp. 285, 286.

**The vita has been removed from
the scanned document**

APPENDIX

COMMONWEALTH OF VIRGINIA



STATE BOARD OF EDUCATION
RICHMOND, 16

April 25, 1951

TO: Home Economics Teachers Selected to Participate in a Study
of the Effectiveness of Supervisory Practices

COPY TO: Superintendents and Principals

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

Miss Hazel Wilhoite, District Supervisor of Home Economics Education, State Department of Education, is undertaking, in connection with graduate work at Virginia Polytechnic Institute, a study of the degree of help teachers feel they are getting from supervisors on the solution of certain instructional problems.

In connection with this study, Miss Wilhoite has prepared a questionnaire in which she is asking teachers to respond to certain questions relating to the amount of assistance they have received on the problem listed.

A random selection of teachers has been made from the list of home economics teachers in the State, and you are one of the 150 selected. Your superintendent has already indicated his willingness for you to participate in this study, and I hope that you will be willing to cooperate by recording your reaction to questions which Miss Wilhoite will send you. She knows that you are very busy, but it will take only a short time to furnish the information requested. You will not be asked to sign the questionnaire; therefore, the information will be confidential. Will you please indicate on the attached form whether you are willing to participate in this study, and return the form to Miss Hazel Wilhoite, 2327 Highland Avenue, Charlottesville, Virginia?

I shall be glad to cooperate with Miss Wilhoite by responding to the questionnaire which she will send me.

I will cooperate _____

I had rather not _____

Signed _____

Address _____

ACKNOWLEDGMENTS

The writer wishes to express her appreciation to the following, without whose assistance the preparation of this thesis would not have been possible:

To my committee for their excellent guidance, untiring efforts and encouragement.

To the State Supervisory Staff and the vocational home economics teachers for their participation.

To my Mother for her patience and understanding.

To all others who have helped by reading the manuscripts and by advising on other time consuming details of the study.

Of the following check these problems which have concerned you and the degree of help you have received from your District Supervisor in Home Economics.

The Problem

Check here if
problem has been Degree of help received
of concern

Considerable Moderate Little None

Fill out according to the following illustration.					
Illustration:					
1. Finding good texts.	v		v		
1. Studying the community and using the findings as a basis for program planning.					
2. Studying families and using the findings as a basis for program planning.					
3. Studying pupils and using the findings as a basis for program planning.					
4. Developing pupil, teacher, parent cooperation in program planning.					
5. Selecting problems of pupils and their families for the instructional program.					
6. Determining objectives to be attained in work on problems.					
7. Selecting appropriate class and home experiences which will contribute to the attainment of objectives.					
8. Selecting teaching materials.					
9. Securing teaching materials.					
10. Making good use of available equipment and other teaching materials.					
11. Organizing teaching materials.					

Of the following check these problems which have concerned you and the degree of help you have received from your District Supervisor in Home Economics.

The Problem	Check here if problem has been Degree of help received of concern			
	Considerable	Moderate	Little	None
12. Recognizing and using community resources.				
13. Determining means of evaluating pupil progress.				
14. Using good methods and techniques of instruction.				
15. Helping plan home projects with pupils and their families.				
16. Supervising the home project program.				
17. Helping pupils evaluate their progress.				
18. Cooperative evaluation by pupil, teacher, and parent.				
19. Relating the home economics program to the school's objectives.				
20. Record keeping.				
21. Evaluating use of time in the teaching program.				
22. Making wise use of the single teaching period (50 min., 55 min., 60 minutes).				
23. Organizing and guiding large classes (groups over 16)				
24. Assisting elementary teachers to provide homemaking experiences for their pupils.				
25. Planning, developing, and evaluating instructional programs for boys.				

Of the following check those problems which have concerned you and the degree of help you have received from your District Supervisor in Home Economics.

The Problem	Check here if problem has been Degree of help received of concern			
	Considerable	Moderate	Little	None
26. Planning, developing, and evaluating instructional programs for the eighth grade exploratory course.				
27. Planning, developing, and evaluating instructional programs for adults and out-of-school youth.				
28. Developing and extending the program to serve more groups in the community.				
29. Developing community activities and services which will contribute to the development of the program.				
30. Accepting and carrying out one's share of responsibilities in all phases of the school's program.				
31. Organizing and maintaining interest in an active chapter of Future Homemakers.				
32. Helping pupils plan, develop, and evaluate a program of work for the Future Homemakers' organization.				
33. Securing and using helpful F. H. A. materials.				
34. Selecting and arranging equipment and facilities for desirable learning situations.				
35. Interpreting the program to the principal and the superintendent.				

Of the following check those problems which have concerned you and the degree of help you have received from your District Supervisor in Home Economics.

The Problem	Check here if problem has been Degree of help received of concern			
	Considerable	Moderate	Little	None
36. Coordinating the home economics program with other phases of the total school's program such as the health program, art program, etc.				
37. Budgeting and using available department funds to the best advantage.				
38. Interpreting the program to the public.				
39. Evaluating the total homemaking problem.				
40. Working cooperatively with administrators and fellow faculty members.				
41. Working with other professional groups.				
42. Taking advantage of in-service training through field courses and study groups.				
43. Encouragement in professional growth.				
44. Finding satisfactory living quarters.				
45. Finding one's place in community life.				
List other important problems not covered in the foregoing on which you have received help and the degree of help received.				

List other problems encountered in connection with your work not covered in the foregoing on which you have wanted help but have not received it.

Has your college training been in vocational home economics _____ or other fields _____

Years of experience in teaching vocational home economics _____

Length of your employment per year _____, _____, _____
10 months 11 months 12 months

Enrollment of girls in vocational home economics in your classes _____

Enrollment in largest class of vocational home economics _____

Enrollment in your exploratory program, girls _____, boys _____

Length of course in weeks _____

Enrollment in your adult program _____ Men _____ Women _____

Length of course in weeks _____

Enrollment in your F. H. A. chapter _____

Number of vocational home economics teachers in your school _____

How many years of vocational home economics is offered in your school? _____

How many group meetings of home economics teachers held by district supervisors have you attended this year? _____

How many F. H. A. FEDERATION MEETINGS have you attended this year? _____

How many individual conferences have you had with your district supervisor this year? _____

How many times has your district supervisor visited you this year? 1 ___ 2 ___ 3 ___

Do you request your supervisor's help on problems? Yes _____ No _____

Do you prepare for your supervisor's visit by listing problems on which you would like help? Yes _____ No _____

Do you think notification of your supervisor's visit necessary? Yes _____ No _____

Does your supervisor provide an opportunity for you to participate in State and District program planning? _____ Did you participate? _____

Do you get recognition from your supervisor for work well done? Yes _____ No _____

Do you feel free to discuss all problems of concern to you with your supervisor? Yes _____ No _____