

A STUDY OF THE CANNERY PHASE OF THE FOOD
PRODUCTION AND CONSERVATION PROGRAM
IN PITTSYLVANIA COUNTY, VIRGINIA

by

Charles J. Franks

Thesis submitted to the Graduate Faculty of the

Virginia Polytechnic Institute

in candidacy for the degree of

MASTER OF SCIENCE

in

Agricultural Education

APPROVED:

APPROVED:

Director of Graduate Studies

Head of Department

Dean of Agriculture

Supervisor or Major Professor

July, 1957

Blacksburg, Virginia

TABLE OF CONTENTS

	Page
LIST OF TABLES	3
LIST OF FIGURES.	5
CHAPTER	
I. DESCRIPTION OF STUDY	6
Background of Study.	6
Statement of the Problem	9
Purposes	10
Limitations of the Study	11
Definitions.	12
Procedure of Study	12
II. REVIEW OF LITERATURE	14
III. PRESENTATION OF DATA	16
Extent to Which Instruction in Food Conservation Was Provided in the Classroom in Adult Evening Classes.	16
Extent to Which Instruction in Food Conservation Was Provided during Home Visitation	21
Responsibilities Performed by Personnel of the School Community Cannery	23
Amount of Food Conserved in School Community Canneries in Pittsylvania County, Virginia.	35
Educational Practices Used in the School Community Canneries in Pittsylvania County, Virginia.	36
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	40
ACKNOWLEDGMENTS.	50
BIBLIOGRAPHY	51
VITA	53
APPENDIX	54

LIST OF TABLES

Table	Page
1. Extent to Which Instruction in Food Conservation Was Provided in Adult Evening Classes Conducted by Vocational Agriculture Instructors	17
2. Extent to Which Instruction in Food Conservation Was Provided in Adult Classes Conducted by Home Economics Teachers	19
3. Number of Sessions and Attendance at Adult Classes Conducted by Vocational Agriculture Teachers and Home Economics Teachers at the Various Schools in Pittsylvania County.	20
4. Extent to Which Instruction in Food Conservation Was Provided during Home Visits Made by Vocational Agriculture Teachers	21
5. Extent to Which Instruction in Food Conservation Was Provided during Home Visits Made by Home Economics Teachers	22
6. Responsibilities and Frequency of Performance by Vocational Agriculture Teachers in Connection with Conserving Food in School Community Canneries . .	24
7. Responsibilities and Frequency of Performance by Home Economics Teachers in Connection with Conserving Food in School Community Canneries	27
8. Responsibilities and Frequency of Performance by High School Principals in Connection with Conserving Food in School Community Canneries.	29
9. Responsibilities and Frequency of Performance by Lay Instructors in Connection with Conserving Food in School Community Canneries.	31
10. Responsibilities and Frequency of Performance by Assistant Lay Instructors in Connection with Conserving Food in School Community Canneries.	34
11. Educational Practices Used in the School Community Cannery Program in Pittsylvania County, Virginia . . .	37

LIST OF TABLES--Continued

Table	Page
12. Educational Practices Used in School Community Canneries as Indicated by the Cannery Patrons	39

LIST OF FIGURES

Figure		Page
1.	Locations of the School Community Canneries in Pittsylvania County, Virginia	11

CHAPTER I

DESCRIPTION OF STUDY

Background of the Study

In legislation passed in 1917, it was stated that the programs of vocational agriculture should be designed to meet the needs of farm people.¹ This included giving instruction to adults as well as farm youth. Adult classes were advocated to provide instruction in the different phases of agriculture. During the years since then, the vocational agriculture program has been called upon to assume responsibilities for different educational activities. One of these educational programs was known as the Food Production and Conservation Program. During recent years this program has become popularly known as the school community cannery program.

The school community cannery program was started during World War II when the danger of a food shortage made food rationing necessary. To help overcome this shortage a concentrated effort was made to increase the production of home gardens and to decrease the amount of purchases of canned goods. Workers in the fields of vocational agriculture and home economics were called upon to assist in educating the public in the best methods of producing and conserving foods. It was agreed that if food was produced in sufficient quantities to meet the year-round

¹Glen Charles Cook, Handbook on Teaching Vocational Agriculture. Danville, Illinois: The Interstate Printing Co., 1947, p. 4.

needs of rural people, it would be necessary to include the conservation of such foods in the instructional program.

In January, 1943, R. E. Bass, who at that time was assistant to the Director of the Food Production War Training Program, and Frank B. Gale, Area Supervisor of Vocational Agriculture in Southside, Virginia, met with the Pittsylvania County teachers of vocational agriculture and division superintendent and proposed the idea of school community canneries. These men had information as to the operation of such a program which had been going on for a number of years in some of the Southern States. They were very enthusiastic over the program and after two hours of discussion, a great deal of this enthusiasm had been instilled in many of the teachers of vocational agriculture who were present. Mr. Gale's idea was that canneries could be set up in a school classroom or some other available space. However, he thought that they should be under the supervision of school personnel. After much discussion, it was agreed at this meeting that teachers of vocational agriculture would go back to their respective schools and organize classes in the school community as well as outlying communities. The teachers agreed to teach units on production and conservation of foods. The author was unable to determine how many classes were conducted during the winter and spring of 1943. However, three series of classes were held at one school in the county. Through these classes, school community canneries were started in 1943 at Climax and Spring Garden. A lack of interest and limited funds were reasons that they were not started in other communities in the county.

After a visit to several community canneries in Georgia by members of the supervisory staff, a school community cannery workshop was held in early June in the basement of Farmville High School. Several vocational agriculture and home economics teachers from Pittsylvania County attended this three-day workshop devoted to using school community cannery equipment as well as studying the latest canning methods. While at this workshop, teachers observed and received instruction in boiler operation and in setting up and maintaining cannery equipment.

The Climax cannery was set up in a classroom and the Spring Garden cannery in the basement of the school building. The State paid for the initial equipment and its installation. However, after the first year of operation, it was found that a separate cannery building was most desirable. Plans for such a cannery building were drawn and distributed by the State Department of Education throughout the state the following year. With the guidance of these plans, cannery buildings were built from funds raised in the community with some State aid.

After the successful operation of the Climax and Spring Garden school community canneries, other communities in the county soon followed with similar school community cannery programs. Within a few years buildings were erected to more adequately meet the needs, size of boilers was increased, equipment was added and improved, and methods of production and conservation were improved.²

²Interview with A. L. Yeatts, Jr., Vocational Agriculture Coordinator of Pittsylvania County, April 9, 1957.

Today, there are seven school community canneries in Pittsylvania County. Approximately 225,000 pint-equivalent of food were conserved in these canneries in 1955.³ This was an increase over the previous year, which can be an indication that rural people are realizing the need for an expanded school community cannery program in Pittsylvania County.

Statement of the Problem

The problem for this study was to determine the extent to which the cannery phase of the food production and conservation program in Pittsylvania County, Virginia, accomplished during the school year, 1955-1956, the fundamental objective, "to instruct farm families in improved methods in the conservation of food in order to get a quality product."⁴

Accomplishments were measured in terms of (1) number of hours of classroom instruction conducted, (2) number of instructional visits made by instructors to farm homes, (3) frequency with which certain responsibilities were performed, including instructing farm families, in connection with conserving food by canning, and (4) the amount of food conserved by the canning process.

³The Agricultural Education and Home Economics Staffs, "Summary of Performance School Community Canneries Fiscal Year 1955-1956." State Department of Education, Richmond, Virginia, 1956, p. 1-3.

⁴The Agricultural Education and Home Economics Staffs, "A Handbook on the Production and Conservation of Food." State Department of Education, Richmond, Virginia, 1949. Foreword.

Purposes

The purpose of this study was to determine the extent to which certain educational practices were used during 1955-1956 in connection with the cannery phase of the food production and conservation program in Pittsylvania County, Virginia. More specifically, it was:

- a. To determine the extent to which instruction in food conservation was provided in adult evening classes and during visits made by instructors to farm homes.
- b. To determine the responsibilities accomplished by teachers of vocational agriculture in connection with the cannery phase of the food production and conservation program, and the frequency with which they were performed.
- c. To determine the responsibilities accomplished by teachers of home economics in connection with the cannery phase of the food production and conservation program, and the frequency with which they were performed.
- d. To determine the responsibilities accomplished by principals in connection with the cannery phase of the food production and conservation program, and the frequency with which they were performed.
- e. To determine the responsibilities accomplished by lay instructors in connection with the cannery phase of the food production and conservation program, and the frequency with which they were performed.

- f. To determine the responsibilities accomplished by assistant lay instructors in connection with the cannery phase of the food production and conservation program.
- g. To determine the educational practices being used in connection with the cannery phase of the food production and conservation program.
- h. To determine the amount of food conserved by the cannery process in the school community canneries in Pittsylvania County during the year 1955-1956.

Limitations of the Study

This study was limited (1) to the seven high schools in Pittsylvania County, Virginia, in which a school community cannery program was in operation during 1955-1956: Brosville, Callands, Climax, Dan River, Renan, Spring Garden and Whitmell; (2) to those high school principals, teachers of vocational agriculture, teachers of home economics, lay instructors and assistant lay instructors who have responsibilities with the school community cannery program; and (3) to an examination of the records of the school community cannery program for the year 1955-1956.

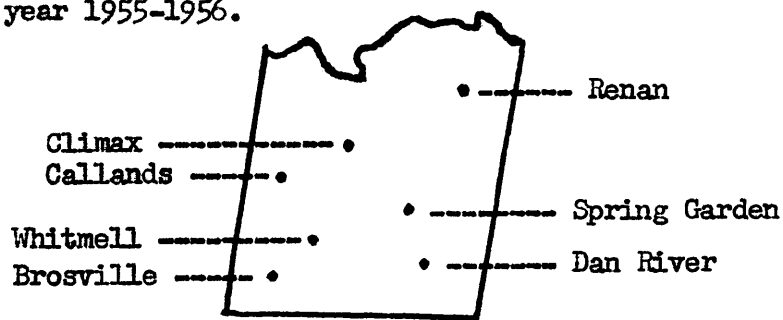


Figure 1.--Locations of the School Community Canneries in Pittsylvania County

Definitions

"School community cannery" is the plant in which the canning is done and instruction dealing with the conservation of food is given.

"Lay instructor" is the person responsible for the actual operation of the school community cannery plant, and for providing instruction for the patrons.

"Assistant lay instructor" is the person responsible for the physical condition of the cannery plant, and the operation and care of heavy equipment.

"Adult evening classes" are the young farmer's class and the young homemaker's class in addition to the adult evening class conducted by vocational agriculture instructors.

Procedure of Study

The Division Superintendent of Schools of Pittsylvania County was asked to approve this study. He endorsed the study, but left the participation of the school personnel on an optional basis.

The literature pertaining to this study was reviewed to give the author background material on what had been done. The records were analyzed to give the author ideas for making up check lists and interview forms. The review gave the author help in formulating objectives and in selecting the method of procedure to use.

A check list of the responsibilities carried on by each person to be interviewed was prepared. In each school, the high school principal, the teacher of vocational agriculture, the teacher of home economics,

the lay instructor and the assistant lay instructor were asked to check those duties for which they were responsible.

Forms were prepared for use in personal interviews with those persons who have responsibilities for the cannery phase of the food production and conservation program. The questions for these persons dealt with educational practices used in the school community cannery and the usage of the adult evening class and home visitation in relation to the program. The author spent a minimum of two hours in each cannery observing educational practices being used. Also, these forms were used for clarification of the responsibilities of each person.

Before these devices for gathering information were put into use, each was tried out on school personnel in Charlotte County. Revisions were made as necessary.

After the personal interviews and observations were completed, the data were tabulated and analyzed. Ways and means of improving the school community cannery program were recommended.

CHAPTER II

REVIEW OF LITERATURE

There have been very few studies made that are related to the school community cannery program. The only study made in Virginia that is related to this program was ten years ago. Mayo Crew Johnson¹ made a study of the food production and conservation program in Blacksburg, Virginia, in 1945.

Johnson found that the community canneries can serve as a means of community integration, education and socialization. Another of her findings was that teachers can stimulate interest in better diets by using attractive posters and other visual aids, by visiting homes, and by organizing food production classes. It was also found that inexperienced gardeners who attended evening classes canned more than experienced gardeners who were not members of evening classes.

Barnes² in his study of twenty-five families in three communities in West Virginia found that improvements were needed in the

¹Mayo Crew Johnson, "A Study of the Development of a Food Production and Conservation Program in Blacksburg, Virginia." Unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, Virginia, 1945, p. 54. Reported in Summaries of Studies in Agricultural Education, Supplement No. 2, Vocational Division Bulletin No. 237, Agricultural Series No. 57, Washington, D. C.: Federal Security Agency, Office of Education, Study No. 880, p. 50.

²Bennie W. Barnes, "Food Production and Home Improvement Needs of Farm Families Served by the Teacher Training High School, West Virginia State College, Institute, West Virginia." Unpublished Master's thesis, West Virginia University, 1953, p. 82. Reported in Summaries of Studies in Agricultural Education, Supplement No. 7, Vocational Division Bulletin No. 253, Agricultural Series 64, Washington, D. C.: Federal Security Agency, Office of Education Study No. 1696, p. 5.

production of vegetables and tree fruits. Also, fifteen families of the twenty-five canned at home while nine families used the community canning centers.

The need for a better educational program for those adults who used the food preservation plants was revealed in a study conducted by Hoover.³ Practices varied in the different schools in the county. It was recommended that an advisory committee be established and uniform policies be set up.

Green⁴ stated that the educational program had a definite influence on the food processing done by rural families in the school patronage area. The most significant influence on participation in food processing was found to be the education of the head of the household.

³M. W. Hoover, "A Study of the Food Conservation Program in the High Schools of Alachua County." Unpublished Master's thesis, University of Florida, Gainesville, Florida, 1950, p. 75. Reported in Summaries of Studies in Agricultural Education, Supplement No. 4, Vocational Division Bulletin No. 246, Agricultural Series No. 61, Washington, D. C.: Federal Security Agency, Office of Education, Study No. 1247, p. 24.

⁴William Louis Green, "A Study of the Food Preservation Program in Stephens County High School, Vocational Agriculture Department." Unpublished Master's thesis, University of Georgia, Athens, Georgia, 1946, p. 81. Reported in Summaries of Studies in Agricultural Education, Supplement No. 2, Vocational Division Bulletin No. 237, Agricultural Series No. 57, Washington D. C.: Federal Security Agency, Office of Education, Study No. 855, p. 40.

CHAPTER III

PRESENTATION OF DATA

Extent to Which Instruction in Food Conservation Was Provided in the Classroom in Adult Evening Classes

The instruction provided in the adult evening class, the instruction given during home visitation, and information presented in the school community cannery constituted the instructional phase of food conservation in Pittsylvania County, Virginia. A total of 133 two-hour class sessions were conducted by vocational agriculture teachers. The conservation of fruits, vegetables and meats was discussed at eight of these class sessions. Fourteen of these sixteen hours were devoted to instruction about improved methods in the conservation of foods. It is shown in Table 1 that these fourteen hours were 5.3 per cent of the total hours of instruction that were given in the adult evening classes.

A wide variety of subjects related to the conservation of foods was discussed at the eight adult class sessions conducted by vocational agriculture teachers. Instruction in the improved methods of the food conservation was given at seven of these sessions. Topics that were related to the improved methods of food conservation were: planning the farm food conservation program, planning the family food budget, conserving foods, cutting and preparing beef for canning, and cutting and curing of pork. Another topic discussed, although not related directly to the improved methods in food conservation, was familiarization with the cannery facilities and equipment. This topic was considered outside of the area of conservation of food and, therefore,

accounts for the two hours of instruction which is not shown in Table 1 under the number of hours of class instruction devoted to improved methods of food conservation.

TABLE 1
EXTENT TO WHICH INSTRUCTION IN FOOD CONSERVATION WAS
PROVIDED IN ADULT EVENING CLASSES CONDUCTED BY
VOCATIONAL AGRICULTURE INSTRUCTORS

Adult Class Characteristics	Number	Per Cent
Adult classes conducted.	7	100
Adult class sessions conducted	133	100
Adult class sessions devoted to areas related to food conservation.	8	6.02
Hours of adult class instruction conducted . . .	266	100
Hours of adult class instruction devoted to food conservation	16	6.02
Hours of adult class instruction devoted to improved methods of food conservation	14	5.3
Class sessions devoted to the topics discussed in adult classes that were related to food conservation:		
Planning Farm Food Conservation Program. .	3	2.26
Planning Family Food Budget.	1	.8
Conserving Food.	1	.8
Cutting and Preparing of Beef for Canning.	1	.8
Cutting and Curing Pork.	1	.8
Familiarization with Cannery Equipment and Facilities.	1	.8
Attendance at adult class sessions that was related to food conservation.	138	100
Average attendance at adult class sessions that was related to food conservation.	17	--
Persons attending adult class sessions who used school community cannery.	97	70.3
Persons attending adult class sessions whose families used school community cannery. . . .	135	97.8

The attendance at these adult classes conducted by vocational agriculture teachers averaged seventeen persons per session. However, there was a wide variation in the number attending these sessions, with fifty persons being the largest number present and three persons being the smallest.

A large majority of the persons who attended adult class sessions devoted to food conservation used the school community cannery. Of the persons attending these class sessions, 70.3 per cent used the school community cannery. An even greater response was shown by the families of the persons attending the adult class sessions related to food conservation on using the school community cannery. Over ninety-seven per cent of the families who had some member attending the adult class sessions used the school community cannery. The author could not determine whether the attendance at adult class sessions influenced these persons and their families to use the school community cannery.

The adult classes in home economics in Pittsylvania County, Virginia, were just getting started in the year 1955-1956, with only one class being conducted. The data in Table 2 shows that this class met for six sessions and none of these sessions were devoted to food conservation.

TABLE 2

EXTENT TO WHICH INSTRUCTION IN FOOD CONSERVATION
WAS PROVIDED IN ADULT CLASSES CONDUCTED
BY HOME ECONOMICS TEACHERS

Adult Class Characteristics	Number	Per Cent
Adult classes conducted	1	14
Adult class sessions conducted.	6	100
Adult class sessions devoted to food conservation	0	0

Of the seven school community canneries in Pittsylvania County, Virginia, Spring Garden devoted the largest number of adult class sessions to food conservation. It is shown in Table 3 that they had the largest number of patrons who attended adult evening classes on food conservation to use the school community cannery. In contrast, Renan did not have a patron who attended adult classes on food conservation to use the school community cannery. As seen in Table 3, various schools devoted different numbers of class sessions to food conservation.

TABLE 3

NUMBER OF SESSIONS AND ATTENDANCE AT ADULT CLASSES CONDUCTED BY
VOCATIONAL AGRICULTURE TEACHERS AND HOME ECONOMICS TEACHERS
AT THE VARIOUS SCHOOLS IN PITTSYLVANIA COUNTY

School	Class Sessions	Class Sessions Related to Food Con- servation	Per Cent of Class Sessions Related to Food Con- servation	Total Attendance of Class Sessions Devoted to Food Con- servation	Individuals Attending Class Sessions Who Used Cannery	Individuals Who Used Cannery ¹	Per Cent of Individuals Using Cannery Who Attended Class Sessions
Brosville	12	0	0	---	---	249	0
Callands	29	2	7	17	11	457	2.4
Climax	25	0	0	---	---	540	0
Dan River	14	1	7	6	2	470	.4
Renan	12	1	8.3	3	0	442	0
Spring Garden	37	4	10.8	112	84	290	28.9
Whitmell	10	0	0	---	---	326	0
Totals	139	8	6	138	97	2,774	3.5

¹The Agricultural Education and Home Economics Staffs, "Summary of Performance School Community Camerles Fiscal Year 1955-1956." State Department of Education, Richmond, Virginia, 1956, p. 1-3.

Extent to Which Instruction in Food Conservation
Was Provided during Home Visitation

Home visits for the specific purpose of instructing farm families in food conservation were made by the vocational agriculture teachers and the home economics teachers. The data in Table 4 shows that the vocational agriculture teachers in Pittsylvania County, Virginia, made 1,316 home visits to high school students and adult persons. Of the 492 home visits made to adult members, instruction in food conservation was given in 101 visits. This represented 7.7 per cent of the total home visits made by vocational agriculture teachers.

TABLE 4

EXTENT TO WHICH INSTRUCTION IN FOOD CONSERVATION
WAS PROVIDED DURING HOME VISITS MADE BY
VOCATIONAL AGRICULTURE TEACHERS

Home Visitation Characteristics	Number	Per Cent
Home visits made	1,316	100
Home visits made to adult members.	492	38
Home visits made to adult members devoted to food conservation	101	7.7
Home visits devoted to various topics related to food conservation:		
Introduction of patrons in community to the school community cannery.	31	31
Planning food production programs.	26	26
Discussion of cannery operation.	22	22
Organizing cannery committee	5	5
Follow-up.	5	5
Preparing publicity articles	3	3
Solving spoilage problems.	3	3
Making appointments for using cannery. . .	3	3
Giving advice on storing canned products .	3	3

The purposes for the home visits made by the vocational agriculture teachers were similar to those made by the home economics teachers. The topics that related to improved methods of conserving foods were: introducing patrons in the local community to the school community cannery, planning food production programs, discussing cannery operation, solving spoilage problems, follow-up, and giving advice on the storing of canned products. Instruction during other visits was devoted to organizing cannery committees, preparing publicity and making appointments for using the school community cannery.

As it is shown in Table 5, a total of 636 visits were made to high school students and adults by the home economics teachers of Pittsylvania County. Of the 100 home visits made to adult members, 18 were made for the purpose of giving instruction in the conserving of foods. These 18 visits represent 2.83 per cent of the total home visits made by home economics teachers.

TABLE 5

EXTENT TO WHICH INSTRUCTION IN FOOD CONSERVATION
WAS PROVIDED DURING HOME VISITS MADE BY
HOME ECONOMICS TEACHERS

Home Visitation Characteristics	Number	Per Cent
Home visits made	636	100
Home visits made to adult members.	100	16
Home visits to adult members devoted to food conservation.	18	2.83
Home visits devoted to various topics related to food conservation:		
Motivation of patrons of community to use the school community cannery.	11	61
Discussion of cannery operation.	5	29
Solving spoilage problems.	2	11

The motivation of patrons of the community to use the school community cannery is shown in Table 5 as the most frequent purpose of visits related to food conservation made by home economics teachers. During other visits, instruction was given in cannery operation and in solving spoilage problems. All of these visits were concerned with the improved methods in the conservation of food.

Responsibilities Performed by Personnel
of the School Community Cannery

Vocational Agriculture Teachers

Of the seven vocational agriculture teachers who were responsible for a school community cannery in Pittsylvania County, Virginia, all of them performed about the same responsibilities as may be seen in Table 6. However, there were some variations, the most evident being the depositing of cannery money. Only two instructors indicated that they accepted this responsibility. All of the vocational agriculture teachers did not make home visits for the purpose of giving instruction in the improved methods of conserving foods. One teacher indicated that he did not have an advisory committee for the school community cannery, while three teachers reported that they did not organize or conduct any classes related to the conservation of the home food supply. Three instructors did not accept as their responsibility the helping of patrons to can their products. The other instructors stated that this was done more for public relations rather than as an accepted responsibility.

Responsibilities accepted by all vocational agriculture teachers were management of fuel and cans, employment of lay instructors,

securing equipment and supplies, providing instruction in the cannery, and providing cannery supervision. The completion of state reports, writing publicity, giving lay persons instruction, and performing cannery maintenance were other responsibilities accepted by these instructors.

TABLE 6
 RESPONSIBILITIES AND FREQUENCY OF PERFORMANCE BY
 VOCATIONAL AGRICULTURE TEACHERS IN CONNECTION
 WITH CONSERVING FOOD IN SCHOOL
 COMMUNITY CANNERIES

Responsibilities Performed	Frequency of Performance			
	Daily	Weekly	Monthly	Yearly
Over-all management of cans	2	4	1	0
Over-all management of fuel	1	2	3	1
Recommended employment of lay instructors	0	0	2	5
Secured equipment and supplies	2	2	3	0
Provided instruction	6	0	0	1
Provided supervision	7	0	0	0
Made reports for State	0	0	7	0
Supervised sanitation of building	5	1	0	0
Made home visits to provide instruction	0	1	4	1
Assisted in writing publicity	0	0	6	1
Performed cannery maintenance	4	3	0	0
Helped patrons can products	3	0	1	0
Organized and conducted classes in planning and producing home food supply	0	0	1	3
Instructed lay persons	0	3	2	2
Assisted in securing operational funds	0	0	1	6
Met with Cannery Advisory Committee	0	0	4	2
Held conferences	0	0	1	0
Deposited money	0	1	1	0

As shown in Table 6, there was a wide variation in the frequency of performance of the responsibilities accepted by the vocational agriculture teachers. Those responsibilities of providing instruction and supervision, making state reports, supervising the sanitation of the building and writing publicity were performed by these teachers at nearly the same frequency. However, a wide variation was shown in the frequency that the instructors performed the jobs of management of cans, management of fuel, securing supplies and equipment, and instructing lay persons. This variation was due to the responsibility being performed as needed rather than at a certain time interval.

"A Handbook on Production and Conservation of Food" lists the responsibilities that a vocational agriculture teacher should accept. They are over-all management of cans and coal, recommending employment of lay instructors, securing equipment and supplies, providing instruction and supervision, making reports for State and District supervisors and superintendents, keeping records of payroll vouchers and requisition for reimbursement, sanitation, home visitation, and publicity.² All of these listed responsibilities are being accepted by vocational agriculture teachers in Pittsylvania County, Virginia, except keeping records of payroll vouchers and requisition for reimbursement. This responsibility was not on the check list presented to these teachers.

²The Agricultural Education and Home Economics Staffs, "A Handbook on the Production and Conservation of Food." State Department of Education, Richmond, Virginia, 1949, p. 14.

Additional responsibilities being accepted were cannery maintenance, instructing lay persons, securing operational funds and meeting with cannery advisory committee.

Home Economics Teachers

Recommending employment of lay instructors, securing equipment and supplies, providing instruction and supervision, keeping daily record of attendance and food processed, sanitation, home visitation, and publicity are the responsibilities suggested that the home economics teacher assume in "A Handbook of the Production and Conservation of Food."³ The data in Table 7 reveals that a limited number of these responsibilities were being performed by the home economics teachers. Of the six home economics teachers working with the school community cannery, one teacher recommended employment of lay instructors, three teachers helped to secure equipment and supplies, three teachers provided instruction, two teachers provided supervision, four teachers helped in keeping cannery sanitary, one teacher made home visits and two teachers assisted in writing publicity. The keeping of daily records of attendance and food processed was not assumed by any of the home economics teachers in Pittsylvania County, Virginia.

However, four teachers aided lay instructors on busy days, and one teacher helped in making cannery posters. In addition, one teacher had performed some cannery maintenance.

³Ibid.

TABLE 7

RESPONSIBILITIES AND FREQUENCY OF PERFORMANCE BY HOME ECONOMICS TEACHERS IN CONNECTION WITH CONSERVING FOOD IN SCHOOL COMMUNITY CANNERIES

Responsibilities Performed	Frequency of Performance			
	Daily	Weekly	Monthly	Yearly
Recommended employment of lay instructors	0	0	0	1
Secured equipment and supplies	0	1	0	2
Instructed patrons	2	1	0	0
Supervised cannery operation	1	1	0	0
Kept daily records of attendance and food processed	0	0	0	0
Assisted in sanitation of building	3	1	0	0
Made home visits to give instruction	0	0	1	0
Assisted in writing publicity	0	0	1	1
Aided lay instructors on busy days	0	4	0	0
Helped patrons can products	0	2	0	0
Assisted in making cannery posters	0	0	0	1
Performed cannery maintenance	0	0	1	0

The frequency of performance of responsibilities of the home economics teachers varied to some degree. The greatest consistency was shown in aiding the lay instructors on busy days and assisting in sanitation of cannery building. Of the three teachers giving instruction, two of them gave it each day the cannery was in operation. As with the vocational agriculture teachers, the variation in the frequency of performance of the different responsibilities of the home economics teacher was determined by the need rather than by a certain time interval.

High School Principals

When we think of the school community cannery, we normally think of the vocational agriculture teacher and the home economics teacher as the personnel responsible for its operation. However, the high school principal plays as important role in the operation of the school community cannery in Pittsylvania County, Virginia. The responsibilities performed by the principals are tabulated in Table 8. Of the six high school principals reporting, all of them assisted in the supervision of the school community cannery. They also aided the vocational agriculture teacher and home economics teacher in selecting persons for lay instructors, in making suggestions for improvements, assisted in providing facilities, in making cannery appointments, in checking cannery monthly reports, in serving on advisory committee of cannery, and in securing funds for repair and maintenance of cannery. Some high school principals even unloaded cans and assisted in cannery maintenance. Since no responsibilities were originally set up for the high school principals, the author could not compare them to see how well they were being assumed.

The checking of monthly reports was the only responsibility assumed by the high school principals that was performed with some degree of consistency. Other responsibilities, as shown in Table 8, were accomplished daily and weekly by some high school principals, while the same responsibility was fulfilled by other high school principals on a monthly or yearly basis.

TABLE 8

RESPONSIBILITIES AND FREQUENCY OF PERFORMANCE BY
HIGH SCHOOL PRINCIPALS IN CONNECTION WITH
CONSERVING FOOD IN SCHOOL
COMMUNITY CANNERIES

Responsibilities Performed	Frequency of Performance			
	Daily	Weekly	Monthly	Yearly
Over-all supervision of can- nery program	1	2	2	1
Assisted in employment of lay instructors	1	0	0	5
Made visit to cannery for observation	2	3	1	0
Made suggestions for im- provements	1	1	3	1
Assisted in providing facilities	1	1	2	2
Made cannery appointments	3	0	1	1
Checked cannery monthly reports	0	0	5	1
Assisted in publicity	1	1	2	1
Assisted in making policies of cannery	1	0	2	3
Served on Advisory Committee of cannery	1	0	1	3
Supervised instruction being provided	0	4	2	0
Assisted in organizing and conducting classes	0	0	2	1
Secured funds for repair and maintenance	0	1	3	2
Assisted in securing funds for operation	0	0	3	3
Helped check cans	1	0	1	0
Treasurer of cannery	0	0	0	1
Performed cannery maintenance	0	0	1	0

Lay Instructors

The frequency of performance of the different responsibilities assumed by the lay instructors was very regular. All of the responsibilities performed by the lay instructors were performed each day the school community cannery was in operation except one, which was performed weekly. As shown in Table 9, the frequency of performance of the responsibilities was consistent, but all of the lay instructors did not assume the same responsibilities. The registering of patrons, giving instruction on washing and preparing products, blanching, filling, marking and sealing cans, cooling and storing canned products, keeping an accurate record of money received and keeping an accurate record of products canned were the responsibilities assumed by all lay instructors. Sweeping of floors, checking windows and screens, planning work with the patron, keeping records of hours of instruction received by each patron, instructing and checking patrons in cleaning up working places, giving instruction on care of equipment, making appointments for school community cannery, cleaning up garbage and equipment, giving patrons instruction in freezing foods and giving instruction on exhausting cans, processing foods and transporting canned products were responsibilities assumed by a majority of seven lay instructors reporting. In most instances, the lay instructor assumed a very small number of the responsibilities that required a great amount of physical strength.

TABLE 9

RESPONSIBILITIES AND FREQUENCY OF PERFORMANCE BY LAY
INSTRUCTORS IN CONNECTION WITH CONSERVING FOODS
IN SCHOOL COMMUNITY CANNERIES

Responsibilities Performed	Frequency of Performance			
	Daily	Weekly	Monthly	Yearly
Opened and closed the building	1	0	0	0
Operated and cared for boiler	1	0	0	0
Ventilated building	3	0	0	0
Filled and closed retorts	2	0	0	0
Operated retorts	1	0	0	0
Opened retorts	1	0	0	0
Cooled cans	2	0	0	0
Disposed of garbage	2	0	0	0
Swept floors	4	1	0	0
Cleaned drains	1	0	0	0
Sprayed for flies	1	0	0	0
Checked windows and screens	4	0	0	0
Helped patrons load and unload products	0	0	0	0
Checked sealer adjustment	3	0	0	0
Kept grounds around building clean	2	0	0	0
Unloaded can shipments	0	0	0	0
Made home visitations to give instruction	1	0	0	0
Helped patrons process their products	5	0	0	0
Registered patrons	7	0	0	0
Planned work with patrons	6	0	0	0
Instructed patrons on approved practices in the following operations:				
Washing, grading and pre-paring products	7	0	0	0
Blanching food in cans	7	0	0	0
Filling cans	7	0	0	0
Exhausting cans	6	0	0	0
Marking cans	7	0	0	0
Sealing cans	7	0	0	0
Processing	6	0	0	0

TABLE 9--Continued

Responsibilities Performed	Frequency of Performance			
	Daily	Weekly	Monthly	Yearly
Cooling	7	0	0	0
Transporting	5	0	0	0
Storing	7	0	0	0
Kept accurate record of money received	7	0	0	0
Kept accurate record of products canned	7	0	0	0
Kept record of hours of instruction received by each patron	7	0	0	0
Instructed and checked patrons in cleaning working places	6	0	0	0
Instructed in care of equipment	6	0	0	0
Instructed patrons on freezing of foods	5	0	0	0
Made appointments for cannery	6	0	0	0
Cleaned up garbage and equipment	4	0	0	0
Performed cannery maintenance	0	0	0	0

In comparison with the responsibilities listed in "A Handbook of the Production and Conservation of Food,"⁴ the lay instructors of Pittsylvania County, Virginia, are accomplishing most of those listed. The checking of sealers daily was being accomplished by only three of the lay instructors. Responsibilities being assumed, but not listed, were sweeping floors, checking windows and screens, giving instruction on the freezing of foods, and making appointments for the use of the school community cannery.

⁴Ibid., p. 15.

Assistant Lay Instructor

Of the six assistant lay instructors reporting, the author found that the majority of the group were performing the responsibilities originally established for them in "A Handbook of the Production and Conservation of Food."⁵ The responsibilities being assumed by the assistant lay instructors as listed in the handbook were opening and closing the building, operating and caring for boiler, ventilating the building, filling and closing retorts, opening retorts and cooling cans, disposing of garbage, sweeping floors, cleaning drains, spraying for flies, and checking windows and screens. All of the listed responsibilities were being accomplished by the assistant lay instructors of Pittsylvania County, Virginia. In addition to the responsibilities listed for them, a majority of the assistant lay instructors were checking sealer adjustments, keeping grounds around the building clean, unloading can shipments, instructing patrons on the approved practices of canning and performing cannery maintenance. Some of the assistant lay instructors had performed practically all of the responsibilities necessary for school community cannery operation.

In Table 10 it is shown that with a few exceptions all of these responsibilities were being performed daily. One assistant lay instructor checked the sealer adjustment weekly, one cleaned drains only weekly, one helped patrons load canned products weekly, and another lay instructor helped unload can shipments yearly.

⁵Ibid.

TABLE 10

RESPONSIBILITIES AND FREQUENCY OF PERFORMANCE BY
ASSISTANT LAY INSTRUCTORS IN CONNECTION WITH
CONSERVING FOOD IN SCHOOL
COMMUNITY CANNERIES

Responsibilities Performed	Frequency of Performance			
	Daily	Weekly	Monthly	Yearly
Opened and closed the building	6	0	0	0
Operated and cared for boiler	6	0	0	0
Ventilated building	6	0	0	0
Filled and closed retorts	6	0	0	0
Operated retorts	6	0	0	0
Opened retorts	6	0	0	0
Cooled cans	6	0	0	0
Disposed of garbage	5	0	0	0
Swept floors	6	0	0	0
Cleaned drains	5	1	0	0
Sprayed for flies	3	0	0	0
Checked windows and screens	5	0	0	0
Helped patrons load and unload products	3	1	0	0
Checked sealer adjustment	4	1	0	0
Kept grounds around building clean	4	0	0	0
Unloaded can shipments	5	0	0	1
Made home visitations to give instruction	0	0	0	1
Helped patrons process their products	3	0	0	0
Registered patrons	0	0	0	0
Planned work with patrons	3	0	0	0
Instructed patrons on approved practices in the following operations:				
Washing, grading, and preparing products	4	0	0	0
Blanching products	4	0	0	0
Filling cans	5	0	0	0
Exhausting cans	4	0	0	0
Marking cans	2	0	0	0

TABLE 10--Continued

Responsibilities Performed	Frequency of Performance			
	Daily	Weekly	Monthly	Yearly
Sealing cans	5	0	0	0
Processing	5	0	0	0
Cooling	5	0	0	0
Transporting	4	0	0	0
Storing	4	0	0	0
Kept accurate record of money received	0	0	0	0
Kept accurate record of products canned	0	0	0	0
Kept record of hours of instruction received by each patron	0	0	0	0
Instructed and checked on patrons in cleaning working places	6	0	0	0
Instructed in the care of equipment	4	0	0	0
Instructed patrons on freezing foods	1	0	0	0
Made appointments for canning	3	0	0	0
Cleaned up garbage and equipment	5	0	0	0
Performed cannery maintenance	5	0	0	0

Amount of Food Conserved in School Community
Canneries in Pittsylvania County, Virginia

In Pittsylvania County, Virginia, in the school year 1955-1956, a total of 224,874 pints of fruits, vegetables and meats were canned in the school community canneries.⁶ In 1950, the farm population in

⁶The Agriculture Education and Home Economics Staffs, "A Summary of Products Canned in the School Community Canneries for 1955-1956." State Department of Education, Richmond, Virginia, 1956, p. 1-3.

Pittsylvania County, Virginia, was 32,115 persons.⁷ Based on this number, an average of seven pints of fruits, vegetables and meats were canned for each individual. "Conserving Foods for Family Use"⁸ states that a family of six should conserve 888 pints of fruits, vegetables and meats. With the average farm family in Pittsylvania County, Virginia, being six persons, a total of 42 pints of food were canned per family.⁹ However, these figures do not include the amounts of fruits, vegetables and meats canned in the farm home. Also, they do not include other methods of food conservation such as freezing and drying.

Educational Practices Used in the School Community
Canneries in Pittsylvania County, Virginia

Using instructional wall charts was the most frequently used educational practice in the school community cannery program in Pittsylvania County, Virginia. The data in Table 11 shows that a total of 154 wall charts were used in the seven school community canneries for an average of 22 charts per cannery. These charts varied from those distributed by the State to those that were made up by the cannery

⁷Virginia Division of Planning and Economic Development, "Economic Data, Pittsylvania County, Virginia." Revised, 1953, p. 1.

⁸Committee of Vocational Agriculture and Home Economics Education Service, "Conserving Foods for Family Use." State Department of Education, Richmond, Virginia, 1955, p. 2.

⁹U. S. Bureau of Census, "Preliminary Census of Agriculture: 1954." Department of Commerce, 1955, p. 1.

personnel. Each chart had a definite purpose to help the patrons do a better job of conserving their products.

TABLE 11

EDUCATIONAL PRACTICES USED IN THE SCHOOL COMMUNITY
CANNERY PROGRAM IN PITTSYLVANIA COUNTY, VIRGINIA

<u>Practices Used</u>	<u>Number</u>
Using wall charts.	154
Having lay instructors provide instruction	13
Having lay instructors give demonstrations on food processing.	0
Making mimeographed copies of policies and regulations of school community cannery available to patrons	1
Making mimeographed copies of practices and procedures for producing and harvesting products available to patrons. . .	0
Following policies and regulations recommended by the supervisory staff in operating the school community cannery	7
Providing instruction in practices and procedures for producing and harvesting products	0
Providing follow-up instruction for former members	1
Providing instruction for new members.	7

Using wall charts was only one method observed to educate the patrons in producing and conserving their products. The lay instructors and assistant lay instructors at each school community cannery were observed giving instruction. However, there were no demonstrations being given at the time of the author's observation at any of the canneries. One of the school community canneries had given demonstrations from time to time on different phases of the conservation process.

The mimeographing of policies and regulations, and of practices for producing and harvesting of products were not being carried on very extensively. Only one school community cannery in the county was

distributing this material to patrons as they registered. All of the school community canneries observed were providing instruction to new patrons, but only one was providing follow-up instruction for former members.

The educational practices being used in school community canneries were also determined by having patrons complete a check list. Two patrons were selected at random from each school community cannery. However, one school community cannery had only one patron present at the time the data was being collected. The data in Table 12 reveals that approximately one-half of the thirteen patrons had not seen demonstrations on the operations necessary to conserve their products properly. Twelve of the thirteen patrons did indicate that they sealed their own cans. This means that the demonstration was not the only method used to give instruction in the school community cannery.

Of the thirteen patrons reporting, all had received instruction in the operations necessary to conserve foods properly by some method other than the demonstration. Instruction in the storage of products to prevent spoilage was lacking. Three of the thirteen patrons received in written form the policies and regulations of the school community cannery. Only one patron had received in written form the practices and procedures for producing and harvesting products.

TABLE 12

EDUCATIONAL PRACTICES USED IN SCHOOL COMMUNITY
CANNERIES AS INDICATED BY
THE CANNERY PATRON

Educational Practices	Yes	No
Instruction was provided by demonstration in:		
Preparing products for canning.	7	6
Blanching products to drive out air and gases and to set color	7	6
Filling cans for proper sealing	7	6
Exhausting cans to secure a proper sealing temperature.	5	8
Marking cans for proper identification.	7	6
Correct operation of sealers.	7	6
Processing products for correct length of time at the correct temperature, and correct pounds of pressure.	7	6
Cooling products to proper storage temperatures . . .	5	8
Storing products to prevent spoilage	3	10
Instruction was provided by other methods in:		
Preparing products for canning.	13	0
Blanching products to drive out air and gases and to set color	13	0
Filling cans for proper sealing	13	0
Exhausting cans to secure a proper sealing temperature.	10	3
Marking cans for proper identification.	13	0
Correct operation of sealers.	12	1
Processing products for correct length of time at the correct temperature, and correct pounds of pressure.	13	0
Cooling products to proper storage temperatures . . .	11	2
Storing products to prevent spoilage.	9	4
Policies and regulations of school community cannery were provided in written form	3	10
Practices and procedures for producing and harvesting products were provided in written form.	1	12

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The personnel and selected patrons of the seven school community canneries in Pittsylvania County, Virginia, provided the information for this study. The data provided served as the basis for the summary, conclusions, and recommendations.

Summary

The summary for this study is as follows:

1. In Pittsylvania County, Virginia, only 14, or 5.3 per cent, of the total hours in the adult classes conducted by vocational agriculture teachers were devoted to improved methods in food conservation.
2. Slightly more than 97 per cent of the persons attending adult classes conducted by vocational agriculture teachers had some member of their families who used the school community cannery.
3. Of those persons attending adult classes conducted by vocational agriculture teachers, 71.8 per cent used the school community cannery.
4. Planning the farm food conservation program was the topic most frequently discussed in adult classes conducted by vocational agriculture teachers which were devoted to food conservation.

5. Of the six home economics teachers reporting, one had an adult class. There were no class sessions related to improved methods in conservation of food.
6. The home economics teachers devoted 2.83 per cent of the total visits made to instruction in conservation of food.
7. Eight per cent of the total visits made by vocational agriculture teachers were devoted to providing instruction in food conservation.
8. To motivate patrons of the local community to use the school community cannery was the main purpose for which home economics teachers and vocational agriculture teachers made visits related to food conservation.
9. A majority of the responsibilities assigned to the vocational agriculture teachers by the State Department of Education were being accomplished.¹ Providing instruction was one of the responsibilities accepted by all of the vocational agriculture teachers each day the cannery was in operation except for one teacher who provided it yearly. The frequency with which the responsibilities were performed varied with the vocational agriculture teachers with some providing instruction daily, some weekly, some monthly, and others on a yearly basis.

¹The Agricultural Education and Home Economics Staffs, "A Handbook on the Production and Conservation of Food." State Department of Education, Richmond, Virginia, 1949, p. 14.

10. At least one home economics teacher had accomplished each of the responsibilities originally set up by the agricultural and home economics staffs. However, in no case did all of the six home economics teachers reporting perform the same responsibilities in their respective school community canneries. There was also a large variation in the frequency of performance of these responsibilities.
11. Of the six high school principals reporting, all of them assumed responsibilities in the school community cannery.
12. The majority of the lay instructors of the school community canneries in Pittsylvania County, Virginia, assumed those responsibilities originally assigned to them except daily adjustment of sealers.
13. The frequency of performance and responsibilities accepted by the assistant lay instructors were the same for all of the school community canneries.
14. Based on the farm population in Pittsylvania County, Virginia, an average family of six persons was canning 42 pints of food in the school community cannery. However, this total did not include the amounts canned at home or conserved by other methods. References stated that a family of six persons should can 888 pints of fruits, vegetables and meats.

15. The seven school community canneries in Pittsylvania County, Virginia, in the year 1955-1956, conserved by canning 224,874 pint-equivalent of fruits, vegetables, and meats.
16. A total of 154 educational wall charts were used in the seven school community canneries in Pittsylvania County, Virginia.
17. Of the 13 patrons reporting, all of them indicated that they had received instruction in most of the different steps in the processing of fruits, vegetables, and meats.

Conclusions

Based on information and data collected, the author arrived at the following conclusions:

1. The adult classes of vocational agriculture departments should have devoted more class hours to discussing subjects in food conservation.
2. Home visitation is an important means of providing instruction in improved methods of food conservation. Home economics and vocational agriculture teachers need to give more home instruction in food conservation.
3. Vocational agriculture teachers are assuming the responsibilities recommended by the State Department of Education in "A Handbook for the Production and Conservation of Food."²

²Ibid.

There is a wide variation in the frequency of performance of these responsibilities.

4. The responsibilities recommended in "A Handbook for the Production and Conservation of Food"³ had not been accepted by all of the home economics teachers.
5. The high school principal should be considered a participant in and a coordinator of the school community cannery.
6. Lay instructors are accepting the responsibilities that are necessary for the actual operation of the school community cannery and the instruction of patrons as recommended in "A Handbook for the Production and Conservation of Food."⁴
7. Assistant lay instructors are accepting the responsibilities for the physical condition of the school community cannery, the operation and care of heavy equipment, and some phases of instruction to the patrons as given in "A Handbook for the Production and Conservation of Food."⁵ The frequency of performance of these duties was very consistent.
8. Wall charts are a very effective educational tool in the school community cannery.

³Ibid.

⁴Ibid.

⁵Ibid.

9. Patrons of the school community cannery are receiving instruction on the improved methods in the conservation of food.
10. There is a need for more demonstrations to be given in the school community canneries.
11. The school community cannery has not yet reached the maximum possibilities in the number of families using the facilities and the amounts of products canned.

Recommendations

In view of the findings, it is recommended that:

1. A larger number of adult class sessions on improving methods in conservation of food be conducted by the home economics teachers and the vocational agriculture teachers.
2. The vocational agriculture teachers and home economics teachers, through home visitation, encourage more families in the community to attend adult classes in food conservation and to use the school community cannery.
3. The vocational agriculture teachers and the home economics teachers should increase the number of home visits so adequate on-farm instruction can be provided in those phases of food conservation not covered in organized classes.

4. The responsibilities of the cannery personnel be as follows:

A. Vocational agriculture teachers

Management of fuel and cans

Recommend employment of lay instructors

Secure equipment and supplies

Provide instruction and supervision

Complete reports required by state, area, and county

Assist in writing publicity

Give instruction to lay persons

Provide instruction on the cannery phase of the food
production and conservation program during home
visits

Assist in securing operational funds

Hold cannery advisory committee meetings

Perform cannery maintenance

B. Home economics teachers

Secure equipment and supplies

Provide instruction and supervision

Assist in building sanitation

Provide instruction on the cannery phase of the food
production and conservation program during home
visits

Assist in writing publicity

Aid lay instructors on busy days

Meet with cannery advisory committee

C. High school principal

Supervise the school community cannery program
Assist in making recommendations for employment
of lay personnel
Make suggestions for improvement
Assist in providing facilities
Check monthly cannery reports
Serve on cannery advisory committee
Secure funds for repair and maintenance
Assist in securing funds for operation
Coordinate the food conservation instruction
provided by the home economics teachers and
vocational agriculture teachers

D. Lay instructors

Become qualified instructors in school community
canneries
Register patrons
Plan work with patrons
Instruct patrons in
Washing, grading and preparing products
Blanching products
Filling cans
Exhausting cans
Marking cans
Sealing cans

Processing

Cooling

Transporting

Storing

Keep accurate records of money received

Keep accurate records of products canned

Keep records of hours of instruction received by
each patron

Instruct and check patrons in cleaning up working
places

Instruct patrons on freezing foods

Make cannery appointments

E. Assistant lay instructor

Open and close building

Operate and care for boiler

Ventilate building

Fill and close retorts

Operate retorts

Open retorts

Cool cans

Dispose of garbage

Sweep floors

Clean drains

Check windows and screens

Spray for flies

Check sealer adjustment

Keep grounds around building clean

Unload can shipments

Perform cannery maintenance

Assist lay instructors in giving instruction in
the improved practices of food conservation

5. Teachers should continue to use wall charts, mimeographed sheets and other educational aids in connection with providing instruction on the cannery phase of the food production and conservation program.
6. Demonstrations on improved methods in conservation of food be given with the various fruits, vegetables and meats as they are in season and being conserved in the school community canneries.
7. The vocational agriculture teachers and home economics teachers work together to increase the number of people using the school community cannery and the number of cans processed.
8. The author recommends that further study be conducted to determine why only a small percentage of the patrons using the school community cannery attended the organized adult evening classes on food production and conservation.

ACKNOWLEDGMENTS

The author wishes to express sincere thanks to the Staff of the Agricultural Education Department of Virginia Polytechnic Institute for the cooperation and guidance given him in making this study. To Dr. T. J. Horne, the author wishes to express his sincere gratitude for his guidance, inspiration, and patience shown him during the work on this study.

To _____, Area Supervisor of Vocational Agriculture, and _____, District Supervisor of Home Economics Education, and _____, Division Superintendent of Pittsylvania County Schools, the author expresses his thanks for their cooperation and endorsement of this study.

To the high school principal, home economics teachers, vocational agriculture teachers, lay instructors and assistant lay instructors of Charlotte County, Virginia, the author expresses his appreciation for their cooperation in his preliminary survey to determine the feasibility of questionnaires and check lists developed.

To the high school principals, home economics teachers, vocational agriculture instructors of Pittsylvania County, Virginia, and to the lay instructors, assistant lay instructors, and cannery patrons, the author is extremely grateful for their cooperation and aid given him in assembling the facts and information necessary for this study.

To my loving wife, _____, I express my sincere gratitude for her inspiration and patience given me during this study. Also, I wish to express my thanks to her for the many hours she spent in typing this study.

BIBLIOGRAPHY

- Agricultural Education and Home Economics Staffs. "A Handbook on the Production and Conservation of Food." State Department of Education, Richmond, Virginia, 1949.
- Agricultural Education and Home Economics Staffs. "A Summary of Products Canned in the School Community Canneries for 1955." State Department of Education, Richmond, Virginia, 1956.
- Barnes, Bennie W. "Food Production and Home Improvement Needs of Farm Families Served by the Teacher Training High School, West Virginia State College, Institute, West Virginia." Unpublished Master's thesis, West Virginia University, Morgantown, West Virginia, 1953, p. 82. Reported in Summaries of Studies in Agricultural Education, Supplement No. 7, Vocational Division Bulletin No. 253, Agricultural Series 64, Washington, D. C.: Federal Security Agency, Office of Education, Study No. 1696, p. 5.
- Committee of Vocational Agriculture and Home Economics Education Service. "Conserving Foods for Family Use." State Department of Education, Richmond, Virginia, 1955.
- Cook, Glenn Charles. A Handbook on Teaching Vocational Agriculture. Danville, Illinois: Interstate Printing Co., 1947.
- Georgia Board of Vocational Education. "Establishing, Operating, and Using School Community Canning Plants." The Rural War Production Training Program, Atlanta, Georgia: Georgia Board of Vocational Education, 1943.
- Green, William Louis. "A Study of the Food Conservation Program in Stephens County High School, Vocational Agriculture Department." Unpublished Master's thesis, University of Georgia, Athens, Georgia, 1946, p. 81. Reported in Summaries of Studies in Agricultural Education, Supplement No. 2, Vocational Division Bulletin No. 237, Agricultural Series No. 57, Washington, D. C.: Federal Security Agency, Office of Education, Study No. 855, p. 40.
- Hoover, M. W. "A Study of the Food Conservation Program in High Schools of Alachua County." Unpublished Master's thesis, University of Florida, Gainesville, Florida, 1950, p. 75. Reported in Summaries of Studies in Agricultural Education, Supplement No. 4, Vocational Division Bulletin No. 246, Agricultural Series No. 61, Washington, D. C.: Federal Security Agency, Office of Education, Study No. 1247, p. 24.

Johnson, Mayo Crew. "A Study of the Development of a Food Production and Conservation Program in Blacksburg, Virginia." Unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, Virginia, 1945, p. 54. Reported in Summaries of Studies in Agricultural Education, Supplement No. 2, Vocational Division Bulletin No. 237, Agricultural Series No. 57, Washington, D. C.: Federal Security Agency, Office of Education, Study No. 880.

U. S. Bureau of Census. "Preliminary Census of Agriculture: 1954." Department of Commerce, 1955.

United States Department of Agriculture. "Community Canning Centers." Miscellaneous Publication Number 54, Washington D. C.: Government Printing Office, 1946.

Virginia Division of Planning and Economic Development. "Economic Data, Pittsylvania County, Virginia." Revised, 1953.

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

APPENDIX

Route 1
Hurt, Virginia
July 16, 1956

Mr. H. R. Elmore
Division Superintendent
Pittsylvania County Schools
Chatham, Virginia

Dear Mr. Elmore:

I am enclosing a copy of my thesis outline, "A Study of the School Community Cannery Program in Pittsylvania County," for your endorsement. This study will be conducted by the interview and check-list methods. I plan to interview each school principal, home economics teacher and vocational agriculture instructor who is responsible for a school community cannery. These interviews will be conducted on those days that each local cannery is in operation and at the convenience of the persons to be interviewed.

A check list of the responsibilities for proper cannery operation will be given to each lay instructor for completion. Also, an observation check list will be used in helping to determine the educational practices being used.

After reviewing this outline, if this study meets with your approval, I would appreciate it if you would endorse it by writing each school principal, home economics teacher, and vocational agriculture instructor asking for cooperation in completing this study. I am also asking Mrs. Emily Rickman, District Supervisor of Home Economics, and Mr. W. C. Dudley, Area Supervisor of Vocational Agriculture, for endorsement of this study.

Sincerely yours,

Charles J. Franks, Instructor
Vocational Agriculture

Enclosure

Route 1
Hurt, Virginia
August 6, 1956

Mrs. Mary E. Colman
817 Sheppards Avenue
Danville, Virginia

Dear Mrs. Colman:

I am making a research study entitled "A Study of the School Community Cannery Program in Pittsylvania County." To complete this study, I must interview each home economics teacher and each vocational agriculture instructor responsible for the operation of a school community cannery in Pittsylvania County. Through these interviews, it is hoped that the relationship of the adult evening classes and the home visitation to the School Community Cannery Program can be determined. It will take approximately one-half hour to complete this interview.

I have prepared a check list to determine the responsibilities carried out by each of the cannery personnel and the educational practices being used in each school community cannery. This check list can be completed in approximately fifteen minutes.

I shall appreciate your cooperation in assisting me to complete this study. If it is agreeable with you, I would like to suggest Tuesday, August 21, as a possible date for your interview. If this date is unsatisfactory, would you please suggest another date. I would like to conduct the interviews for the home economics teacher and vocational agriculture instructor at the same school on the same date.

I am enclosing a self-addressed postal card for your convenience in replying to this request.

Sincerely yours,

C. J. Franks, Instructor
Vocational Agriculture

Enclosure

INTERVIEW FORM FOR VOCATIONAL AGRICULTURE TEACHERS
AND HOME ECONOMICS TEACHERS

Name _____

Address _____

School _____

Date _____

Adult Evening Classes

- I. Did you have an adult evening class during the past year (1955-1956)?
- II. How many adult evening class sessions were held during the past year (1955-1956)?
- III. How many adult evening classes were related to the School Community Cannery Program during the past year (1955-1956)?
- IV. What was the attendance at these adult evening classes?
- V. What were the topics discussed at these adult evening classes?
- VI. How many of those persons attending these adult evening classes also attended the school community cannery?
- VII. How many of those persons attending these adult evening classes had some member of their family attend the school community cannery?

INTERVIEW FORM FOR VOCATIONAL AGRICULTURE TEACHERS
AND HOME ECONOMICS TEACHERS

Name _____

Address _____

School _____

Date _____

Home Visitation

- I. How many visits did you make during the past year (1955-1956)?

- II. How many visits have you made to adult members?

- III. How many visits were made to adult members that were related to the school community cannery program?

- IV. What were the topics discussed or the purposes of the visits made to adult members of the school community cannery program?

A CHECK LIST FOR VOCATIONAL AGRICULTURE INSTRUCTORS
TO DETERMINE THE RESPONSIBILITIES PERFORMED
IN THE SCHOOL COMMUNITY CANNERY

Name _____

Address _____

School _____

Date _____

Responsibilities Performed	Daily	Weekly	Monthly	Yearly
1. Over-all management of cans.				
2. Over-all management of fuel.				
3. Recommended employment of lay instructors.				
4. Secured equipment and supplies.				
5. Provided instruction.				
6. Provided supervision.				
7. Made reports for State.				
8. Supervised the keeping of building sanitary.				
9. Made home visits to provide instruction.				

A CHECK LIST FOR VOCATIONAL AGRICULTURE INSTRUCTORS
TO DETERMINE THE RESPONSIBILITIES PERFORMED IN THE
SCHOOL COMMUNITY CANNERY, Continued

Responsibilities Performed	Daily	Weekly	Monthly	Yearly
10. Assisted in writing publicity				
11. Performed cannery maintenance.				
12. Helped patrons can products.				
13. Organized and conducted classes in planning and producing home food supply.				
14. Instructed lay-persons.				
15. Assisted in securing operational funds.				
16. Met with Cannery Advisory Committee.				

A CHECK LIST FOR HOME ECONOMICS TEACHERS
TO DETERMINE THE RESPONSIBILITIES
PERFORMED IN THE SCHOOL
COMMUNITY CANNERY

Name _____

Address _____

School _____

Date _____

Responsibilities Performed	Daily	Weekly	Monthly	Yearly
1. Recommended employment of lay instructors.				
2. Secured equipment and supplies.				
3. Instructed patrons.				
4. Supervised cannery operation.				
5. Kept daily records of attendance and food processed.				
6. Assisted in keeping building sanitary.				
7. Made home visits to give instruction.				
8. Assisted in writing publicity.				
9. Aided lay instructor on busy days.				

A CHECK LIST FOR HOME ECONOMICS TEACHERS TO DETERMINE
THE RESPONSIBILITIES PERFORMED IN THE SCHOOL
COMMUNITY CANNERY, Continued

Responsibilities Performed	Daily	Weekly	Monthly	Yearly
10. Helped patrons can products.				
11. Additions: (Please list)				

A CHECK LIST FOR HIGH SCHOOL PRINCIPALS TO DETERMINE
THE RESPONSIBILITIES PERFORMED IN THE
SCHOOL COMMUNITY CANNERY

Name _____

Address _____

School _____

Date _____

Responsibilities Performed	Daily	Weekly	Monthly	Yearly
1. Over-all supervision of cannery program.				
2. Assisted in the employment of lay instructors.				
3. Made visit to cannery for observation.				
4. Made suggestions for improvements.				
5. Assisted in providing facilities.				
6. Made canning appointments.				
7. Checked cannery reports.				
8. Assisted in publicity.				
9. Assisted in making policies of cannery.				

A CHECK LIST FOR HIGH SCHOOL PRINCIPALS TO DETERMINE
THE RESPONSIBILITIES PERFORMED IN THE
SCHOOL COMMUNITY CANNERY, Continued

Responsibilities Performed	Daily	Weekly	Monthly	Yearly
10. Served on Advisory Committee of cannery.				
11. Supervised the instruction being provided.				
12. Assisted in organizing and conducting classes.				
13. Secured funds for repair and maintenance.				
14. Assisted in securing funds for operation.				
15. Additions: (Please list)				

A CHECK LIST FOR LAY INSTRUCTORS AND ASSISTANT LAY
INSTRUCTORS TO DETERMINE THE RESPONSIBILITIES
PERFORMED IN THE SCHOOL COMMUNITY CANNERY

Name _____

Address _____

School _____

Date _____

Responsibilities Performed	Daily	Weekly	Monthly	Yearly
1. Opened and closed building.				
2. Operated and cared for boiler.				
3. Ventilated building.				
4. Filled and closed retorts.				
5. Operated retorts.				
6. Opened retorts.				
7. Cooled cans.				
8. Disposed of garbage.				
9. Swept floors.				
10. Cleaned drains.				

A CHECK LIST FOR LAY INSTRUCTORS AND ASSISTANT LAY INSTRUCTORS
TO DETERMINE THE RESPONSIBILITIES PERFORMED IN THE
SCHOOL COMMUNITY CANNERY, Continued

Responsibilities Performed	Daily	Weekly	Monthly	Yearly
11. Sprayed for flies.				
12. Checked windows, screens.				
13. Helped patrons load and unload products.				
14. Checked sealer adjustment.				
15. Kept grounds around building clean.				
16. Unloaded can shipments.				
17. Made home visitations to give instruction.				
18. Helped patrons process their products.				
19. Registered patrons.				
20. Instructed patrons on approved practices in the following operations:				
a. Washing, grading and preparing products.				

A CHECK LIST FOR LAY INSTRUCTORS AND ASSISTANT LAY INSTRUCTORS
TO DETERMINE THE RESPONSIBILITIES PERFORMED IN THE
SCHOOL COMMUNITY CANNERY, Continued

Responsibilities Performed	Daily	Weekly	Monthly	Yearly
b. Blanching products.				
c. Filling cans.				
d. Exhausting cans.				
e. Marking cans.				
f. Closing cans.				
g. Processing.				
h. Cooling.				
i. Transporting.				
j. Storing.				
22. Kept accurate record of money received.				
23. Kept accurate record of products canned.				
24. Kept record of hours of instruction received by each patron.				

A CHECK LIST FOR LAY INSTRUCTORS AND ASSISTANT LAY INSTRUCTORS
TO DETERMINE THE RESPONSIBILITIES PERFORMED IN THE
SCHOOL COMMUNITY CANNERY, Continued

Responsibilities Performed	Daily	Weekly	Monthly	Yearly
25. Instructed and checked on patrons in cleaning working places.				
26. Instructed in the care of equipment.				
27. Instructed patrons on freezing of foods.				
28. Made appointments for canning.				
29. Cleaned up equipment.				
30. Performed cannery maintenance.				
31. Additions: (Please list)				

OBSERVATION CHECK LIST FOR SCHOOL COMMUNITY CANNERIES
TO HELP DETERMINE EDUCATIONAL PRACTICES USED

Name of Cannery _____

Address _____

Date _____

Educational Practices	Number
1. Using wall charts (Instructional).	
2. Having lay instructors provide instruction.	
3. Giving demonstrations on food processing.	
4. Having available in mimeograph form policies and regulations of school community cannery.	
5. Having available in mimeograph form practices and procedures for producing and harvesting products.	
6. Following policies and regulations.	
7. Providing instruction in practices and procedures in producing and harvesting.	
8. Providing follow-up instruction for former members.	
9. Providing instruction for new members.	

A CHECK LIST OF EDUCATIONAL PRACTICES USED IN THE
SCHOOL COMMUNITY CANNERY AS INDICATED
BY CANNERY PATRONS

Name _____

Address _____

School _____

Date _____

Educational Practice	Yes	No
1. Instruction has been given to you by a demonstration in: a. Preparing products for canning.		
b. Blanching products to drive out air and gases, and to set color.		
c. Filling cans for proper sealing.		
d. Exhausting cans to secure a proper sealing temperature.		
e. Marking cans for proper identification.		
f. Correct operation of sealers.		
g. Processing products for correct length of time at correct temperature and correct pounds of pressure.		
h. Cooling products to proper storage temperatures.		

A CHECK LIST OF EDUCATIONAL PRACTICES USED IN THE
 SCHOOL COMMUNITY CANNERY AS INDICATED
 BY CANNERY PATRONS, Continued

Educational Practice	Yes	No
i. Storing products to prevent spoilage.		
2. Instruction has been given to you by other methods in: a. Preparing products for canning.		
b. Blanching products to drive out air and gases, and to set color.		
c. Filling cans for proper sealing.		
d. Exhausting cans to secure a proper sealing temperature.		
e. Marking cans for proper identification.		
f. Correct operation of sealers.		
g. Processing products for correct length of time at correct temperature and correct pounds of pressure.		
h. Cooling products to proper storage temperatures.		
i. Storing products to prevent spoilage.		
3. The policies and regulations of the school community cannery have been given to you in written form.		

A CHECK LIST OF EDUCATIONAL PRACTICES USED IN THE
SCHOOL COMMUNITY CANNERY AS INDICATED
BY CANNERY PATRONS, Continued

Educational Practice	Yes	No
4. The practices and procedures for producing and harvesting products have been given to you in written form.		