Development and use of evaluative criteria for adult education in homemaking in the public schools with special reference to Iowa

Roxana Ruth Ford
Iowa State College

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DEVELOPMENT AND USE OF EVALUATIVE CRITERIA FOR
ADULT EDUCATION IN HOMEMAKING IN THE PUBLIC
SCHOOLS WITH SPECIAL REFERENCE TO IOWA

by
Roxana Ruth Ford

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Major Subject: Vocational Education

Approved:
Signatures have been redacted for privacy.

Iowa State College
1949
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The program of adult education in homemaking is directed toward the achievement of recognized goals.

A major goal in the program of adult education in homemaking is the improvement of home and family life.

Conditions are provided to facilitate the carrying out of the program that has been planned.

The program of adult education in homemaking is coordinated with the other educational activities of the community.

Men and women of different ages, races, nationalities, and socio-economic groups represented in the community are served by the program of adult education in homemaking.

The people who are to benefit share in the planning, carrying out the plans, and evaluating the program of adult education in homemaking.

Those who participate in the program of adult education make improvement in that aspect of home life to which attention has been given.

Local communities are given appropriate encouragement in developing programs of adult education in homemaking that meet the needs and interests of all adults.

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INTRODUCTION

A trend toward the upward extension of the educational program is evident. A growing number of adult education activities are being provided by various communities; an increasing number of adults are clamoring for the opportunity to study; and school administrators and civic leaders are giving greater attention to adult education. How far this extension should go and whom it should include is a moot question. It has been said\(^1\) that

The next battle in the campaign for democracy will be fought around the question of general education for the majority of grown-ups just as the battle of the last century was for the general schooling of all the young.

As proposals for program extension are made, these questions arise: Are adults sufficiently interested to participate in educational programs? Are mature people able to carry on such studies satisfactorily? Is public duty not discharged adequately when provision is made for general secondary education? Should the public school accept responsibility for the extended program?

Adult Interest and Ability

To ascertain the interest of adults in learning, it is

necessary only to consider the phenomenal increase in activities which have an educational core whatever the stated reason for their being may be. The extreme popularity of correspondence courses in relationships and in personality improvement, the upsurge in numbers of autonomous radio listening and discussion groups unaffiliated with any formal educational enterprise, the growth of study clubs of various sorts all reflect the desire for knowledge on the part of adults. This apparent interest is confirmed by a public opinion poll which revealed that forty-one per cent of the voting population would like to attend classes or to take part in activities of value to them. Adults are, perhaps, sensing the feeling aptly expressed by MacLean:

... unless you and I study in some way all the time, we get "dumber" day by day. There is no point, therefore, at which we can stop learning and rest. We either slip back and grow stupid, or we study and keep at least partly caught up and moving ahead.

Granted the interest in things educational, there may remain the doubt as to whether the older person can learn efficiently. In this connection it is pertinent to recall some of the conditions relative to learning. That the individual reflects the culture into which he is born has been shown repeatedly by sociological and anthropological studies. One learns

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through participation in the myriad activities of his kind. Under normal conditions, with increasing maturity, the environment in which one operates is gradually widened with the result that opportunities for growth and development are correspondingly increased. As the individual reacts to each new situation and recognizes the consequences of it, he learns. So long as he continues to recognize the meaning in a situation and to react in new ways, he continues to learn. Learning is partially dependent upon the stage of maturity and since a definite age cannot be set at which the individual leaves one stage of development to enter another, it is inconsistent to think of his education as composed of so many discrete units or segments. Therefore it is scarcely appropriate that at a given time his education should be terminated: growth and development proceed on no such basis.

Many people seem to subscribe to the belief that an older person cannot learn to approach a problem in a new way. They apparently assume that a rigidity in habit patterns precludes change. Yet a decisive denial of this concept has resulted from Thorndike's study of adult learning. After careful experimentation and study, it has been found that although the rate of learning decreases somewhat with age, the adult is, barring degenerative neural changes, still capable of learning and of doing so efficiently. Acting as a counter-balance to decreased speed is the impetus to learning which is lent by
the changing technological, social, and familial conditions that present ever new problems to be met.

Two facts then are clear: first, a great number of adults are interested in furthering their education; and, second, the average adult is capable of learning.

Inadequacy of the Secondary School Program

There is a growing body of evidence which indicates that the public duty is not discharged adequately with the provision of secondary education for all. Despite all efforts which have been made, secondary education does not yet reach all of those for whom it is intended. A recent report points to the fact that many youth are deprived of high school training because of the cost involved. "Free" education is free in name only: the average high school student spends $81.96 per year for his education\(^4\). To the person of meager financial resources, this is prohibitive. It is also true that curricula have not, in some communities, developed in such a way as to have meaning in the lives of a vast number of boys and girls. The schools themselves are not readily accessible to all. The lure of easy money, the glamour of certain types of work, the satisfactions derived from financial independence have all taken a toll in school enrollment as did the necessity for self-support at a

previous time. For many there has been little to encourage continuation of study at the secondary school level. With regard to the situation at the present time, it is of concern that

While eight out of ten of our teen-agers are now in high school, the average number of years of schooling for the American adult is still only a fraction more than eight years, and about 20,000,000 men and women have had only six years of schooling, or less. We have an impressive number of college graduates - but we have more illiterates than we have bachelors of arts.

It is regrettable that attendance at school gives no little assurance that the individual will be prepared for assuming the responsibilities that come with adulthood. Although the American tradition emphasizes the worth of the individual and stresses respect for him as a person, it is obvious that in the schoolroom belief and actual practice are sometimes at variance. There have been classrooms under the direction of persons with a minimum of education and under whose tutelage the following description might well have been merited:

There can be no lasting contribution to peace, reason and order from a school in which the discipline is based on autocracy; from a school in which the main-spring of effort is rivalry; from a school in which the chief purpose is personal advancement; from a school in which the very atmosphere is heavy with intolerance, fear, and suspicion; from a school which ignores and overwhelms the living personality of each child.

The belief is held by some that the home provides adequate training for assuming adult responsibilities. Nevertheless, there is evidence that the home conditions, like those of the school, are not always conducive to the development of qualities desirable in family members. In an earlier era, many of the duties and roles of adults were learned by observation. Families were larger and, of necessity, more self-sufficient than are those on the present. As a consequence, each individual was inducted into various activities which were essential to family life. Each person worked closely with the others in the family: each person performed some function which made him an integral part of the whole. The knowledge and understanding gained through such participation served in good stead during adulthood. In contrast, the conditions described are seldom found at the present time. Increased urbanization and industrialization have made great inroads on the number of self-sufficient families and, consequently, the nature of the responsibilities of the family members has been altered. Decreased family size has made it impossible to know and understand people of a variety of different ages and interests in a family situation. As Dewey⁷ has said:

As civilization advances, the gap between the capacities of the young and the concerns of adults widens. Learning by direct sharing in the pursuits of grown-ups becomes increasingly difficult . . . .

It must be recognized also that there are certain problems peculiar to adulthood which cannot be approached successfully until adulthood is reached. It cannot be assumed that most adults give, at present, conscious attention to the systematic acquisition of information which would be of value. To cite an illustration from an area of homemaking education for adults, Duvall\(^8\) deplored the situation which permits those who direct children in the formative years to do so without training; she regretted the fact that our society requires more actual preparation for operating a beauty parlor than for parenthood. The statement is equally apt for many other phases of homemaking education.

Responsibility of the School for the Program of Adult Education in Homemaking

It is apparent that adults must not be overlooked in considering a state supported educational program. This idea is not a new one. Many states have enacted laws to make such education possible. Notable among these is Iowa\(^9\) with this proposal:

The board of any school corporation may establish and maintain public evening schools as a branch of the public schools when deemed advisable for the public convenience and welfare.

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Since education is continuous and since it has been demonstrated that those who are older can learn efficiently, the question arises as to why provision is not made by a greater number of schools for adult participation in educational activities: why adult education is not more frequently an integral part of the school program. Public schools have, in a number of localities, recognized this phase of education as a responsibility. But adult programs are not as yet to be found in all communities or even in a very large percentage of them. That the sentiment for greater emphasis in this neglected area is increasing among school people is apparent in the statement of "things to do" made by the American Association of School Administrators. This list includes these suggestions:

1. Provide continuous educational opportunity for an increasing proportion of citizens after the period of compulsory school attendance has ended.

2. Lead and assist local efforts to broaden and enrich community resources for adult education.

In this same connection, the President's Commission on Higher Education states that:

The time has come to make public education at all levels equally accessible to all, without regard to race, creed, sex, or national origin.

Many secondary schools in Iowa are providing some

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educational activities in the area of homemaking education for adults. This is especially true of those schools which carry on the well-rounded programs expected of those which meet the standards of vocational departments. Thus it has become the responsibility of all who direct homemaking education at either the state or community level and of those who prepare teachers of homemaking to extend their efforts to improve the adult program. To improve any program, it is first necessary to appraise its effectiveness. The all-important question to be answered, then, is: How may a program of adult education in homemaking be evaluated?
REVIEW OF LITERATURE

The increase in the number and scope of adult education programs has focused attention upon the need for finding some basis upon which these programs might be judged. A thorough search of the literature on adult education in general and adult education in homemaking in particular revealed that little has been done formally to solve the problem of ways and means for evaluating either local or state programs of adult education. However, much evidence of concern about the problem was found. Because of the paucity of material, it seemed to be desirable to include a brief resume of those articles which gave the individual and group opinions of workers in adult education as well as of pertinent studies relating to the development and use of evaluative criteria.

Individual and Group Opinions Concerning Desirable Qualities in Programs of Adult Education

General Adult Education

Criteria for the success of a program of adult education must, according to one prominent worker in adult education12,

be considered in terms of the consumer, of the leader, and of society. From the standpoint of the adult student, the successful program is one which gives some sense of satisfaction through achievement and serves as an incentive to further learning. To the leader or teacher, the program is successful if those who participate arrive at clearer and more socially acceptable purposes. To the social group as a whole, a successful program is one which results in the improvement of the individual and, in consequence, in the improvement of society.

Burch\textsuperscript{13} expressed the belief that the core of the problem of appraisal is this question:

\begin{quote}
How well is it [the program] meeting, within the limits of its own resources and objectives, the individual needs and interests of the people in the community?
\end{quote}

Since needs are many and varied, this educator deemed it appropriate for diverse groups to function in an educational manner. This multiplicity of services gives rise to a need for coordination, to the necessity for groups to agree on the general objectives toward which all will work, and to a division of the responsibility for service. Twelve principles for the evaluation of a program were suggested. Since these principles give support to many of the criteria formulated at an earlier time for this study, they will be presented in their entirety.

An over-all program of adult education should:

1. Assure adequate opportunity for continuing education to all adults regardless of age, sex, race, religion, economic position, or previous education;

2. Be conceived in terms of the individual and social needs and interests of the adults served;

3. Provide a clearing house of information concerning all opportunities available in the area;

4. Provide for the coordination of activities of agencies and organizations individually responsible for providing opportunities in the field of adult education;

5. Make adequate provision for individual adult guidance and counselling in the selection of adult educational opportunities;

6. Provide for representative lay participation in the planning of individual agency activities and in the construction of the community over-all program;

7. Employ methods and materials suitable to the people and to the purpose served;

8. Ensure that continuity in opportunities offered is adequate - both in scope and in length - to the social and individual purposes to be served;

9. Provide teachers and leaders competent in adult education techniques;

10. Provide adequate publicity and promotion of adult education opportunities;

11. Provide facilities for the preparation and in-service training of professional and volunteer adult education leaders and teachers;

12. Provide adequate physical facilities in which to conduct adult education activities.

A recent conference in Baltimore was called for the purpose of studying the program of adult education in that city.

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Participants included not only leaders in the various local agencies and organizations concerned but also many specialists in different educational fields. As a result of cooperative discussion, these principles which are to serve as a basis for program appraisal were accepted by the conference group:

1. A program of community adult education must meet the needs and interests of all adults in the community;

2. The scope, extent, and quality of the activities in any area should be measured against the total numbers to be served and their needs;

3. Adequate physical facilities should be provided in which to conduct adult education activities;

4. The program should employ methods and materials suitable to the people and the purposes to be served with due consideration given to the optimum length of activity, sequence within the activities, and articulation of the activities;

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

6. The community should provide an adequate program for the selection and development of lay and professional leadership;

7. Whenever possible, the community program should seek to serve established adult groups in an educational way;

8. Adult education activities should be maximally accessible to the population to be served with reference to location, time, psychological setting, and cost;

9. A community program of adult education should provide for cooperative planning and the integration of adult education activities;

10. Every community needs a coordinated program;

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

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

From these it is evident that there is agreement among many educators concerned with general adult education on criteria which are very similar to those set up in 1945 for the present study.

Adult education in homemaking

The effort by workers in general adult education to suggest the contour of satisfactory programs for adults has been paralleled by that of workers in adult homemaking education. In 1935 a conference was held on the place of home economics in adult education. The conferrees were primarily concerned with programs of adult education under sponsorship of the public schools. Thoughtful attention was given to those qualities which seemed to contribute to a satisfactory program of homemaking education for adults. A list of those desirable characteristics follows:

1. The program reaches all who may profit, men as well as women, and those with varying abilities and incomes.

2. It starts with present interest and leads to

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fundamental needs and principles; with immediate problems, not remote ones.

3. It leads the class members from one activity to another (mental as well as physical activity).

4. It combines discussion and activities fitted to the ability, understanding, and present practices of the group.

5. It recognizes and capitalizes on the homemakers ability to contribute to the program.

6. It employs leaders and teachers who have an understanding and appreciation of the instructed group, and who can distinguish between propaganda and education.

7. It keeps those enrolled open-minded, counteracts indifference to civic affairs, and arouses a sense of civic responsibility.

This list of characteristics was expected to serve not so much as a basis for evaluation as to stimulate the improvement of existing programs.

"A Guide for Studying an Adult Homemaking Education Program" was released in 1945 by the Vocational Division of the United States Office of Education. This, likewise, was planned to focus attention on the possibilities for program improvement. A list of broad characteristics of an effective program was presented. Suggestions were made for the analysis of the program in relation to each of these characteristics. Space was left in which evidences of progress toward the achievement of each quality might be recorded.

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Several thesis studies have been carried out over a period of years which have directed attention to specific aspects of the adult program and have contributed to its improvement. Some studies have been made to discover who is served by the programs of adult education in homemaking. If it is believed that such programs should serve many people, the analysis of enrollments is a form of evaluation. Bowles\textsuperscript{17}, Larson\textsuperscript{18}, and Flinspach\textsuperscript{19} investigated the personnel of vocational homemaking classes for adults in Louisiana, North Dakota, and Iowa respectively. These studies have not only assisted in program planning but have also been of value in indicating the direction which promotional activities might take.

Evaluator Criteria in Educational Programs

Evaluator criteria in secondary schools and colleges

Adult educators were not alone in the effort to establish bases for the evaluation of educational programs. The


cooperative study of secondary schools\textsuperscript{20} which was initiated in 1933 resulted in the development of criteria which were utilized not only for the stimulation of improvement in existing programs but also for their evaluation. The secondary school study was composed of four phases. First, from 1933 to 1936 the criteria were formulated and procedures were developed for their use in the evaluation and stimulation of secondary school programs. Second, in 1936-37, experimentation was carried on in a representative group of secondary schools. Third, in 1938, the data from the experimental schools were analyzed. Finally, an interpretation of the material was made and schools were given assistance in the use of materials and procedures. The criteria which were used were formulated on the basis of significant principles gleaned from current educational literature. Criteria were set up by which the quality of the staff, aims, educational programs, personnel service, finance, library, articulation, administration, institutional growth, and outside relationships might be judged. The participating schools were evaluated on the basis of these criteria by a committee of experts as well as by their own staff members.

A series of revisions followed the first use in order to make a more usable evaluative device. The instrument evolved consisted of a statement of a principle or criterion for each

of the areas previously named. Following each principle was a list of items which were to be checked to indicate the presence or absence of the condition named and constituted, actually, the evidence that the principle was being applied. Finally, a shorter series of evaluative questions relating to the degree of attainment was given. The latter were rated on a five point scale.

In final form, the evaluative device was lengthy. It was pointed out that length is a function of use: for rating alone, the shorter instrument might be satisfactory while for stimulation of improved practices, the longer form seemed to be more effective.

Closely related in both form and procedure to the study just discussed was that of the National Committee on Standards for Vocational Education in Agriculture. This body proposed to develop evaluative criteria for departments of vocational agriculture in the secondary schools. As in the preceding study, criteria were formulated and an evaluative device created. The evaluative instrument was somewhat complicated. The criteria were stated in the form of propositions. Each proposition was followed by a list of the kinds of information the teacher would need before he could proceed to make his evaluation. A series of conditions or practices was described which

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were indicative that the criterion was being met. Each prac-
tice was to be rated on a five point scale to show the degree
of efficiency with which it was being carried out. In addition,
space was provided for additional evidence to be given or ex-
planation to be made regarding each item on the list. Finally,
evaluative questions were asked: these were to be marked
according to a set of descriptive symbols.

Four hundred schools over the United States have used the
criteria with their departments of vocational agriculture and
descriptive scales have been developed from the information thus
secured. Descriptions are given for very superior, superior,
average, inferior, and very inferior departments. By reference
to these scales, it is possible to determine the status of an
entire program of vocational agriculture or any phase of it.
Furthermore, it is possible to compare one department with
another on the basis of this rating.

There may be some question as to the frequency with which
such a lengthy device could be used profitably. Furthermore,
the detail involved in the rating systems - numerical and des-
crptive - is likely to be too involved for use by those who
are untrained in evaluation.

A third set of criteria similar to the two preceding ones
was developed by Brunner for the evaluation of teacher

22 Vocational Division, U. S. Office of Education. An evaluation
of 400 local programs of vocational education in agriculture
in the United States. Washington, D. C. Office of Education,
Vocational Division., Misc. 3233.
education programs in vocational agriculture. Criteria were formulated on the basis of personal experience and on information found in the literature. The criteria were presented as "Guiding statements of position" in eight major areas of teacher-education. These principles were submitted to eight judges each of whom was a recognized leader in the field of agriculture.

The evaluative device consisted of the guiding statement of position followed by a list of information needed in using the device. Under the heading of observational guide items, were lists of statements of provisions, conditions, and characteristics which were believed to have a bearing on the effectiveness of the teacher education program. Provision was made also for written comments with regard to each item. The evaluative question was used as a summary for the degree of attainment of the criterion.

Three scales were used for measurement. The scale of importance was used for the criterion itself. The scale of fulfillment, a descriptive letter scale, was used for each of the observational guide items. Finally, a numerical five point scale was used for the evaluative question. Despite the fact that this device was intended for use by professional educators, it seemed to be excessively lengthy and complicated.

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Evaluative criteria in a statewide program of adult education

Approached in a very different way was the study\textsuperscript{23b} of a statewide program of adult education made a decade ago. The investigation was undertaken with four purposes in mind: to find what the educational system of the state was accomplishing in so far as adult education was concerned; to see how well the total program fitted into the current needs; to discover what the costs of the program were and should be; and, on the basis of these findings, to assist the regents in reformulating the educational policies of the state.

There were three major divisions of the work. First, there was an examination of the educational program of the state and an analysis of that program in terms of outcomes, methods, and costs. Then the program underway was appraised on the basis of the information obtained. Finally, there was a study of policies for dealing with immediate and long-range problems and issues.

In order to secure the necessary information, the agencies involved in adult educational activities were studied carefully. For first hand evidence about the functioning of the specific program, certain geographical areas were selected for visitation and detailed examination. In addition, educators and laymen who were especially interested in each field of activity

were interviewed.

The investigators assumed that general education and vocational education presuppose certain specific objectives. Therefore, the effectiveness of the program was evaluated on the basis of the degree to which the opportunities for adult education which were provided were adequate and satisfactory for the attainment of these objectives. The word "adequate" was used quantitatively to indicate the extent of the program while "satisfactory" was used qualitatively to indicate the quality of the services offered.

**Evaluative criteria in programs of adult education in homemaking**

In the field of home economics, evaluative studies of adult education programs have had widely varying orientation. In an investigation of an adult education program in a single community, Lyle24 developed criteria by which democracy in family life might be ascertained. These criteria were based on opinions found in the literature as to what constituted democratic action and were applied to family situations. The criteria used met with the approval of an appropriate jury. Practices which were believed to be consistent with democratic action in family life were listed. The presence or absence of these practices was secured in a typical Iowa town. On the basis of information which was gathered largely by interviews, specific

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suggestions for the program of adult education in homemaking were given for the town studied. Other communities concerned with the problem of democracy in family life might make use of similar techniques in studying their local situations.

Of an entirely different nature were the evaluative criteria for a county adult program in extension developed by Bell in 1947. Questionnaires were sent to administrators, home demonstration leaders, and home demonstration agents in each of the states to secure beliefs as to the objectives, policies, and practices desirable in the program. From these statements, criteria were formulated. An evaluative instrument was then devised. It was hoped that the device might be used by representative women from groups who participated in the extension program as well as by extension personnel. The instrument was in two sections one of which dealt with the planning of the program and the other with the administration. The mechanical features of the device are similar to those of the instrument developed by the National Committee on Standards for Vocational Education in Agriculture. Since the instrument was not used, there could be no decision as to its effectiveness.

PLAN OF THE STUDY

Purpose of the Study

It was believed that a program of adult education in homemaking may be evaluated satisfactorily on the basis of criteria on which there is consensus of competent judges. Therefore, it was the purpose of this study to develop and use evaluative criteria for programs of adult education in homemaking in the public schools with special reference to schools in Iowa.

Assumptions

Basic to the study are these beliefs:
1. Adults are educable.
2. Adults are interested in the furtherance of their education.
3. The public school has some responsibility for providing educational opportunities for adults.
4. There is need for education of adults to meet those responsibilities in homemaking which are peculiar to adulthood.
5. Democratic action directed toward democratic ends is fundamental to a satisfactory program of adult education.
6. There is need for evaluation in adult education in homemaking.
7. Criteria for programs of adult education in homemaking can be formulated with sufficient exactness to serve as guides in the construction of evaluative instruments.

Limitations

This study was specifically limited in that
1. It was concerned with schools in the state of Iowa;
2. Consideration was given only to those public schools within the state which met the standards required of vocational homemaking departments and which maintained a program of homemaking education for adults; and
3. In so far as local programs were concerned, only information which could be secured in written form was used since restrictions on time and money precluded other procedures.

Definition of Terms

Since certain terms are used extensively in the following chapters, their meaning will be clarified. "Adult education in homemaking" refers to purposive activities of an educative nature in the area of home and family life which mature persons engage in voluntarily while pursuing some other primary vocation.

The "program of adult education in homemaking" is used to indicate a comprehensive plan for adult education in homemaking in contradistinction to discrete activities.
"Homemaking" and "home economics" are used synonymously. The word "community" is used synonymously with "town".

Development of the Criteria

Attention has been called to the fact that thoughtful consideration has been given both by groups and by individuals to qualities which seem to be desirable in programs of adult education in homemaking. Some sets of criteria have been formulated, yet none which seems to be wholly suitable for the appraisal of adult programs has been found. In fact, such has not been the purpose of those sets of characteristics which have been presented. Lists of desirable qualities have apparently been offered to stimulate the development of satisfactory programs rather than to serve for the evaluation of existing ones.

The first step of this study, therefore, was the development of criteria that might be used as a basis for evaluating programs of adult education in homemaking. During 1945, all available literature was examined to discover those criteria which had been formulated as well as other points of view regarding the characteristics of a good program of adult education. At the same time, the question was discussed with leaders in the field. On the basis of information thus secured as well as from personal experience, eight criteria for local programs and eight for the state program of adult education in homemaking were formulated. The statements were presented to four
members of the education department of the Iowa State College for critical judgment upon their clarity and importance. Revisions were made in keeping with the suggestions of this group and the revised statements were presented to a larger group of professional people for their consideration.

The use of the opinion of competent judges for the estimation of the validity of new evaluative instruments was believed to be an appropriate procedure. It was decided that those who would be asked to serve as judges should have one or more of these qualities:

1. Experience in working closely with adults in what was known as an "active" or "going" program of adult education in homemaking;

2. Leadership in adult education through administrative responsibilities;

3. Insight into the problems of adult education as revealed by writings or by other professional activities.

With the advice and assistance of a member of the home economics education staff of the Iowa State College and of the state supervisor of home economics education, a group was chosen to serve as a jury. This group included superintendents and homemaking teachers in selected Iowa high schools which had active programs of adult education in homemaking, state supervisors and assistant supervisors of home economics education,
city supervisors of home economics, directors of programs of adult education in homemaking, college teachers of adult education, college teachers of closely related areas (sociology and child development), and selected members of the home economics service of the U. S. Office of Education. (See appendix A).

The number of responses (shown in Table 1) is indicative of the fine cooperation of the jury chosen. Even from a highly selected group such as this, the number who gave assistance exceeded expectations.

Participant opinion was not utilized in the development of criteria for this study for specific reasons. In the first place, this investigation was a pioneering one in the field of home economics. A certain amount of study, of clarification of ideas by a few makes easier the task of working cooperatively with many. Second, it was believed that those who have devoted thought and study to and have had experience with educational matters should be better qualified than the rank and file to identify sound educational practice.

A letter of explanation and a copy of the criteria were sent to each of the jurors with the request that each criterion be rated for its importance to a satisfactory program of adult education in homemaking. Comments were solicited. (See appendix A, B).

On the basis of the judgments of this group, eleven criteria were finally chosen for use: seven for the local program
Table 1

PROFESSIONAL PERSONS TO WHOM CRITERIA WERE SUBMITTED FOR JUDGMENT

<table>
<thead>
<tr>
<th>Jurors</th>
<th>Number Queried</th>
<th>Number responding</th>
<th>Per cent responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendents of public schools, Iowa</td>
<td>20</td>
<td>10</td>
<td>50.0</td>
</tr>
<tr>
<td>Homemaking teachers, Iowa</td>
<td>21</td>
<td>17</td>
<td>80.9</td>
</tr>
<tr>
<td>State supervisors and assistant supervisors of home economics</td>
<td>5</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>City supervisors of homemaking</td>
<td>2</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>Directors of programs of adult education in homemaking</td>
<td>2</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>College teachers of adult education</td>
<td>2</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>College teachers in related areas</td>
<td>3</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Staff, Vocational Division, U. S. Office of Education</td>
<td>2</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>42</td>
<td>73.6</td>
</tr>
</tbody>
</table>
of adult education in homemaking and four for the state program. Those criteria on which there was no disagreement were accepted verbatim. When the comments which had been made or the questions which had been written in gave evidence of misinterpretation or of disagreement with some word but agreement with the thought expressed, an effort was made to clarify the statement and the criterion was retained. When there was disagreement by as many as one fourth of the jury with the idea expressed, the criterion was discarded. Some of the criteria which were closely related were combined.

The criteria finally selected follow. A discussion of each criterion is given in a separate section.

Criteria for local programs

1. The program of adult education in homemaking is directed toward the achievement of recognized goals.

2. A major goal for the program of adult education in homemaking is improvement of home and family life.

3. Conditions are provided to facilitate the carrying out of the program of adult education that has been planned.

4. The program of homemaking education for adults is coordinated with other educational activities of the community.

5. Men and women of different ages, races, nationalities, and socio-economic groups represented in the community are served by the program of adult education in homemaking.
6. The people who are to benefit share in the planning, carrying out the plans, and evaluating the program of adult education in homemaking.

7. Those who take part in the program of adult education make improvement in that aspect of home life to which attention has been given.

Criteria for a state program

1. Local communities are given appropriate assistance in developing programs of adult education in homemaking that meet the needs and interests of all adults.

2. The program of adult education in homemaking is coordinated with programs of other state agencies providing educational services for adults.

3. Those who are directly responsible share in planning, carrying out the plans, and evaluating the state program of adult education in homemaking.

4. Training that is continuously adapted to needs within the state is provided for pre-service and in-service teachers in the philosophy and methods of adult education as well as in subject matter areas relating to homemaking.

Techniques Used in the Study

Criteria are useful in evaluation in so far as measurement of their attainment can be made. For this reason, those
practices which seemed to be consistent with each criterion were listed. It was believed that some, though not necessarily all, of the practices listed might be found in any satisfactory program of adult education in homemaking.

To discover the prevalence of the practices mentioned, various techniques were used. It was essential that any methods for collecting information be such as to reach a large proportion of schools within the state. Although Iowa is preponderantly rural, the communities differ in many respects. In order to have a truly representative picture, it was important that communities of all kinds be included. Furthermore, it was imperative that the information be obtained for a full year rather than for a segment of the year so that a program rather than a single activity might be considered. Limitations of time and money made it necessary to use instruments which might be mailed to the exclusion of procedures which involved travel.

Two reports concerning the program of adult education in homemaking in every reimbursed school are requested by the State Supervisor of Home Economics each year. One report is submitted in the early fall to indicate plans for the year; the other is submitted just preceding the close of the spring school term and serves as a resume of what has been done. Each teacher who maintains a program of adult education in homemaking in a school which meets the vocational standards is expected to make such reports. There are few other teachers
who carry on adult work in homemaking. It was the consensus that no procedure used in this study should place an undue burden on any teacher. However, the homemaking teachers in the various communities were the only people who could supply much of the information needed. Since the two reports of the adult program are required each year, it was decided that with some revision they might be used to obtain much of the information. The state supervisor of home economics gave her full cooperation in the plan.

There are certain disadvantages inherent in the use of reports. It is recognized that report making is odious to many people, that it is often hurriedly done, and that, when extensive written responses are requested, very little precise information is forthcoming. For this reason, as many of the questions as possible were stated in such a way that they might be answered by checking rather than by writing. Where a written response could not be avoided, brevity was encouraged by format and directions while specificity was invited by means of examples and directions.

The preliminary report which had been in use served as a guide to the state supervisor in providing the kinds of help which might be needed by each school to carry on a good adult education program. The old form, however, had little positive value for the teacher herself. Consequently, in the revised form, items were included which it was hoped would stimulate the thinking of the teacher with the result that better
programs would be planned. Finally, a few questions were asked in order that evidence might be collected about the attainment of the criteria that had been set up.

The final report of local programs of adult education in homemaking was planned to serve three purposes. In the first place, it was to include information needed by the state supervisor of home economics for her annual report to the U. S. Office of Education. Then, although seemingly irrelevant, it was important, because of the changes in teaching personnel in Iowa each year, that a record of those activities which had been carried on as well as of those which had been planned for the following year be left on file in each school. Reports were made in duplicate so that one copy might be retained in the local school to serve as a record for an incoming teacher, while the other was sent to the state office. Finally, it was through this report that the bulk of the evidence concerning the ways in which the criteria were being met by the local community was to be collected.

Trial forms of both the preliminary and the final report forms were used during the school year 1946-7 in all schools in Iowa which maintained programs of adult education in homemaking. During the summer, the reports were analyzed by a member of the state supervisory staff, a member of the home economics education department of Iowa State College, and the writer. Consideration was given to the completeness of the
information obtained, to the points at which there seemed to be
confusion or misinterpretation, and to the kinds of comments
made. As a result, the directions were simplified and the
report forms were revised to include more items for checking
and still fewer to be answered by writing. The revised forms
were used during the school year of 1947-8 with all the schools
which had an adult program in homemaking. (See appendix C and
D). It was from these reports that the greater part of the
information concerning the local programs was obtained.

Information concerning all criteria for the local programs
could not be secured by means of the report forms. This was
true with criterion seven which has to do with improvements
made by enrollees as a result of participation in the program
of adult education in homemaking. Information of this nature
must come for the most part from members of the adult groups
themselves. Two problems arose in this connection. First,
what kind of device might be used to secure information about
those practices which had been adopted or improved? Second,
how might a suitable instrument be developed when the areas of
study differed in each community?

It was believed that a simple checksheet placed in the
hands of enrollees in organized classes during a regular class
hour would be the most effective means for collecting informa-
tion regarding changed or adopted practices. However the
development of a single checksheet or even a series of them
was inadvisable not only because of the wide variety of subjects
taught but also because of the probability of considerable
difference in points of emphasis within any one subject. It
was, therefore, decided to provide material for the use of each
teacher who had a homemaking class for adults so that from
this material she might develop a checksheet suitable for her
own use. This was believed to be a desirable procedure since
the local teacher had, presumably, established sufficient
rapport with the group to make use of an instrument of this
nature; since the information thus secured would be of great
value to the teacher and to her advisory group, and since the
instrument, being locally made, would reflect the emphasis in
the local program.

As a basis for the checksheets, a series of statements of
practices in several areas of homemaking were made. These
statements were presented to persons in home economics educa-
tion as well as to subject matter specialists for their criti-
cism. After minor revisions, they were tested with women in
urban and rural communities of different sizes, again revised,
and retested before they assumed final form. (See appendix E).

It is recognized that much of the success of a checksheet
is dependent upon its mechanical features. Brown26 points out
length, appearance, and clarity of statement are all factors
which influence people to respond. Since there was no assur-
ance that the teachers to whom the material was to be sent

26Brown, Clara. Evaluation and investigation in home economics.
would be aware of the importance of such details, a sample was provided and specific directions were given.

To obtain cooperation in this phase of work, letters were sent to the 56 teachers whose names appeared on the record as having submitted preliminary reports to the State Supervisor of Home Economics at the designated time. These letters explained the kind of assistance that was needed and described the kind of help that would be given. (See appendix F, G). The participation of the homemaking teachers in the use of the checksheet materials was as follows:

- Cooperation offered by teachers.............. 37
- Teachers who were provided with materials . 37
- Checked sheets returned ...................... 16
- Checked sheets usable ....................... 10

Although 60 per cent (37) of those to whom letters were sent asked that materials be sent to them, others commented that they would like to help but that classes had been started very early and were too near completion for them to make use of the device. Forty-three per cent (16) of those teachers who were sent the materials returned the checked sheets. However, in six cases, directions had not been followed and the checksheets were of no value for this study.

Other procedures were necessary to secure information about ways in which the criteria for a state program in adult education in homemaking were being met. Two techniques, the interview and analysis of records were chosen. Much of the
evidence of the presence or absence of attitudes and practices consistent with the criteria could be secured by means of the interview. This procedure is considered to be appropriate when the purpose is that of

... ascertaining facts, whether of personal history, opinion, or attitude, which only the individual himself can supply.

A second reason for the use of the interview technique was that the number of people who could supply such information was limited. Interviewees were the state supervisor of home economics education and a member of the Iowa State College staff whose teaching responsibilities are in adult education in homemaking.

For those criteria about which the evidence was of a statistical nature, the analysis of existing records seemed to provide the most accurate information.

Use Made of Information Collected

It should be recalled that the evaluative criteria for the programs of adult education were formulated on the basis of ideas expressed in the literature, discussion with leaders in adult education, and personal experience. They had been studied and approved by a jury of competent professional people. Evidence was obtained with regard to the attainment of each

criterion. The question was then asked: In what respects do these criteria differentiate between those programs which are good and those which are poor?

To find the answer to this question, two procedures were used. First, the cooperation of three members of the state supervisory staff in home economics education (one an itinerant teacher-trainer, two supervisors) was secured. These three persons were familiar with the programs of adult education in homemaking within the state. None of the three had been closely associated with the development of the criteria used in this study. Each supervisor was given a set of cards on which were the names of those schools which had adult programs during 1947-8. Each person was asked to classify the schools into three groups: those having what she believed to be a good program of adult education, those having a poor program, and those about which she was uncertain or had no information. These selections were made at individual conferences at which no suggestions were given.

When the opinions of the judges had been tabulated, it was found that

4 programs were rated good by all 3 judges
11 programs were rated good by 2 judges
19 programs were rated good by 1 judge
3 programs were rated poor by 2 judges
7 programs were rated poor by 1 judge
After consultation with a statistician, it was decided that those schools which had been given two or more votes as "good" would be used to make up that category. There were fewer schools which had been adjudged as having poor programs; consequently, all of those which had been so named were used to constitute the "poor" category. The evidence of the attainment of criteria was collected for both the good and the poor programs. The data were analyzed to discover which of the items listed under each criterion seemed to have discriminatory value.

The second procedure used to discover whether the proposed criteria showed apparent differences between good and poor programs was to get the opinions of a selected group of enrollees in programs of adult education in homemaking over the state as a whole. These women were asked to evaluate the program in which they had participated according to whether it had been very helpful, helpful, or of little help to them.

In developing a device for use with women who had taken part in the adult homemaking program, considerable attention was given to wording. The investigator was unknown to the respondents; in consequence, the motivation for supplying the desired information was very low. This fact made it even more essential that the women addressed should understand why their opinions were being solicited. Since the requests for information were to be sent to a group chosen at random, simplicity
to insure complete comprehension by any person who might receive a copy was imperative. Furthermore, it was felt that a short check sheet of the postal card type might evoke greater response than would a longer device which would entail folding and placing in an envelope. To encourage free expression of opinion, no signatures were required. (See appendix H).

These cards were sent to women from each of the towns whose homemaking teacher had, at the designated time, submitted to the state supervisor of home economics a report of her program of adult education in homemaking. The adult class roll was a part of each report. Following a random first choice, each tenth name in the roll was chosen. In the event that the tenth name was illegible, or had no given name or initial affixed, the name next in the list was used. It was recognized that a slight bias might result from the use of such a procedure. Attention has been called to the fact that responses to mailed lists of this nature are likely to be greatest from those who have more education, who have more interest in the topic or question under discussion, who are conscientious about replies, or who make a habit of promptness in response. Nevertheless, such a method seemed to be the only feasible one for this study. At the close of the school year, cards were sent to 380 women. Of this number, 145 were returned.

On the basis of the apparent discriminatory value of the

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various items listed under each criterion for the local pro-
gram of adult education in homemaking as well as upon the val-
ue of the items for stimulating program improvement, new
report forms were constructed.
THE CRITERIA

The program of adult education in homemaking has its roots not only in the local community but in the state department of vocational education as well. It is in the local community that the action is to be found; it is there that the adults have direct contact with the educational activities. But many of the services which are helpful to the on-going of a good community program of adult education in homemaking are provided at the state level. The adult work of the local schools would no doubt be less effective were it not for the work done at the state level. However, there could be no state program were it not for the action taken by the local schools. There is a mutual dependence between the two.

Fundamentally, the responsibility for a successful program of adult education rests with the community. In every aspect of living, Americans as a group cling to the principle of self-determination. Most Americans accept as the right of both individual and groups the freedom to make choices on the basis of beliefs. In a democratic society, the making of such decisions is not only a right but also a responsibility. It is at the community level, then, that many decisions with regard to adult education must be made. Houle has stated

this point thus:

The organization and administration of a program of adult education should be kept, as far as possible, under local control and initiative, and the development of aspects of the program uniquely suited to the local situation encouraged.

Insofar as homemaking is concerned it is the word encourage which seems to be appropriate for the differentiation of services of the state from those of the local community. The action program, to be most meaningful, must have its inception in the community itself; the encouragement of the program—the positive, aggressive leadership with assistance of a financial, professional, educational, and promotional nature—may well come from the state.

Since there are two aspects of the program, the local and the state, the criteria for each are presented separately. The procedure used in the development of the criteria was discussed in the plan of the study. In the pages which follow, some justification for the use of each criterion will be given and practices which might be indicative of the extent to which it is being met will be listed.

Criteria for Local Programs of Adult Education in Homemaking

The program of adult education in homemaking is directed toward the achievement of recognized goals

It is axiomatic that education must be purposeful to be
effective. Purposefulness is inherent - by definition - in the term "adult education". Consequently, as a series of purposeful activities, adult education programs may be expected to alter the behavior patterns of participants. The goals of the program reflect the kind of behavior that is sought. Since this is true, there can be no logical decision as to the orientation of the program or the sequence of activities which comprise it until the goals are definitely stated. To this point, Dewey\textsuperscript{30} has said:

\ldots the aim as a foreseen end gives direction to the activity \ldots influences the steps to reach the end.

From the standpoint of administration, then, it is essential that there be an awareness of goals. Only with a clearly designated central goal is it likely that a real program, a sound program, a continuing program of adult education will be achieved. Without such a goal, the outcome may be a series of activities which, although worthwhile in themselves, fail to make their potential contribution.

The awareness of a goal is important psychologically. Educators have long been cognizant that the individual is spurred to greater effort when he is working to achieve a much desired end, when he is conscious that the activity or study pursued will contribute directly to his well-being in some respect. That this recognition of goals is important to adults was

re-affirmed by Houle and his associates\(^{31}\) in their study of adult education among the military forces during the last war. In their report, the suggestion is made that

Programs of adult education must be directed toward goals which the students feel to be real and significant.

Thus it behooves teachers and leaders of adults to be alert that participants are aware that they are working toward definite goals and that they recognize the relationship between the activity in which they are engaged and the chosen goal.

That this criterion is being met may be seen in such evidences as the following:

1. There is a written statement of goals of the program.
2. In conversation, leaders and participants refer to goals.
3. The leaders who are responsible for directing the program talk about activities that would be of value in reaching goals and reject those that give little promise of doing so.
4. There is a written statement of plans for activities to reach goals.
5. Activities over previous years have emphasized a large goal.
6. The means used for the evaluation of the program are consistent with the goal.

7. The evaluation serves as a basis for planning future activities and goals.

A major goal in the program of adult education in homemaking is the improvement of home and family life

Among conditions which indicate that such a goal is appropriate are these: inadequate housing and its attendant difficulties, maladjustment to changing patterns of family life, and the increasing number of broken homes. Each of these conditions directs attention to an area of living which is of peculiar concern to home economists.

It is generally agreed that overcrowded, substandard housing is detrimental. Living arrangements of that kind are a hazard to the physical health not only of those who are forced to use the undesirable facilities but also to that of the general public. Equally important are the hazards such dwelling places present for moral and mental health. Demoralization and delinquency tend to be associated with inferior residential areas.

There is no doubt that much of the housing in the United States is inadequate. During a recent study\(^\text{32}\) it was found that

During the decade as a whole [the 1930's] the number of new urban dwellings built was only three fifths of the net number of families added. At the time of

the housing census, in April 1940, probably three million urban families were doubled up; about 9% of all occupied urban dwellings were overcrowded; and almost one fifth were in need of major repairs. Conditions in farms and rural non-farm areas generally were worse than those in towns and cities.

On the basis of more recent surveys, the following prediction was made:

... the National Housing Agency estimated in 1944 that in the first decade after the end of World War II there would be a need for providing through new construction, conversion, and rehabilitation, some 12,600,000 dwelling units or an average of 1,260,000 a year.

With reference to the housing of veterans, a survey made in 1946 reveals that

One-fourth of the married veterans were living doubled-up, that is, in dwelling units that contained a married couple not including the head of the household. Five percent of them were living in rented rooms or trailers.

Instances of evident maladjustment to the changing pattern of family life is further indication of the need for conscious direction of activities toward the improvement of home and family living. Few question that the pattern of family life in the United States has undergone tremendous change as a result of technological and social developments. The trustee type of family of earlier days - large, cohesive, providing its own livelihood, and largely self-sufficient in every respect -


has given way to other forms. The smaller family of today is seldom self-sufficient, spends more time grappling with problems of consumption than production, and, if cohesive, is so by choice rather than of necessity. This relatively rapid change in family function has been accompanied by problems with which families have not yet learned to cope. These problems include those of relationships, of use of time, of contributions to the family welfare in work and in play, and of consumption.

A third condition indicative of a need for the improvement of home and family life is the increasing number of homes broken by divorce or separation. The belief is held widely that secure families are essential to social stability and to the development of good personalities by both adults and children. A correlative inference is that broken homes result in decreased security for their members. In spite of the prevalence of the ideal of security, families are becoming increasingly divided. One student of the family\(^\text{35}\) has commented that

\[^{35}\text{Landis, Paul H. The romantic illusion. Survey Mid-monthly. 82:281, Nov. 1946.}\]

The war has brought the institution of marriage to where it might otherwise have been expected to arrive by about 1975. It accentuated changing trends which have long been breaking up our earlier pattern of family life. We now face the immediate prospect of a divorce for every three or four marriages . . . .

One of the great difficulties in the way of achievement of a satisfactory home life may lie in the lack of guidance
or training provided for it. An editorial reporting the National Conference of Family Life commented that

The continuing tendency to provide education for family living primarily for girls and women was deplored. It was felt that even in the areas of home management boys as well as girls should be given training and experience. There were strong recommendations that boys and men be considered in the development of all family life education programs.

As Landis has pointed out, a search of the school curriculum discloses that little or nothing is offered boys and men to help them to become better family members. It must also be recognized that not always have people (either youth or adults) taken advantage of such opportunities as have been offered.

Since conditions of the nature described do exist and since home economics is an area of education which is fundamentally concerned with family life in all its aspects, home economics should focus its attention on the alleviation of these unfavorable conditions. That leading educators

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The digest of annual reports of state boards for vocational education, 1947, reports that in vocational homemaking classes in the U. S. the following numbers were enrolled, a relatively small number of all potential students:

<table>
<thead>
<tr>
<th></th>
<th>U. S. Male</th>
<th>Female</th>
<th>Iowa Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening classes</td>
<td>23,507</td>
<td>309,649</td>
<td>-</td>
<td>5,886</td>
</tr>
<tr>
<td>Part-time</td>
<td>-</td>
<td>105,403</td>
<td>-</td>
<td>67</td>
</tr>
<tr>
<td>All-day</td>
<td>9,783</td>
<td>520,504</td>
<td>-</td>
<td>12,563</td>
</tr>
</tbody>
</table>
concur in such a belief is evident in the following statements.

The president of a college\textsuperscript{39} has stated that

Where it is not practical to offer training in marriage and homemaking in the high school curriculum, other means should be found to supply this instruction.

A family sociologist\textsuperscript{40} has said that

The schools must recognize and attempt to meet by special instruction the needs of adults facing the responsibilities of marital and parenthood experiences, who desire an understanding of the normal problems of family relationships, and who need to know the resources of the community and of science when more serious problems arise.

A prominent home economist\textsuperscript{41} has said that

One of the most important objectives of education should be the promotion of better personal and family life. Home economists see the need for better-fed, better-clothed, better-housed families, for better-tended children, and for happier and more satisfying relationships among family members than exist in a large proportion of the homes in this country today. To accomplish this objective they believe that everyone should have an opportunity to study home and family life problems. They believe that boys and girls in secondary schools, young men and women in colleges, men and women in adult classes, . . . should all have this opportunity.

It follows, then, that the program of adult education in homemaking in the community should have as a goal the improvement of home and family life. If this criterion is being met

\textsuperscript{39}Blanding, Sarah G. If I were president of a men's college. Woman's Home Companion. December 1947, p 35.

\textsuperscript{40}Elmer, M. C. The sociology of the family. p 225. New York, Ginn and Company 1945.

in a local program, the following practices will give some evidence of the fact:

1. Some definite means have been used to discover aspects of family living that are in need of improvement.

2. Unless there is some single, persistent problem to be attacked, there is a balance in the kinds of activities offered during the year in a large program and from year to year in a smaller program.

3. Whenever possible, attention is directed to the relation between choices made and family relationships.

4. Even when the acquisition of skills is a major goal, the relation of that skill to good family life is stressed.

5. Activities are such that improvement of family life as well as personal development of the participant should result.

Conditions are provided to facilitate the carrying out of the program that has been planned.

Conditions to facilitate the carrying out of the program of adult education in homemaking are dual in nature: some center around the teacher, others around the student. It has long been believed that one of the weaknesses of adult education has resulted from the fact that many of the teachers have assumed such activities in addition to a full schedule of secondary school work. Although in some instances this has been a deliberate choice for which the individual has been prepared, in
other cases, these duties have been accepted only as a matter of necessity. There has been some attempt to compensate for the situation by giving additional pay for extra service. This, however, is not a solution. The crux of the matter is the availability of sufficient time to plan and carry out the program. A teacher who has a full schedule of class and extra class activities is likely to be both physically and mentally tired at the close of the school day; consequently, adult class activities suffer. School administrators are aware of this difficulty. At a recent meeting, they suggested that while encouraging adult education, administrators must

... provide adequate funds, personnel, and time for each new function and service rather than to try to force it into an already crowded program.

It is extremely important to the teacher that the space and equipment provided are appropriate both in kind and amount to the subject being studied. The room should be one in which the furnishings may be arranged to suit the needs of the group and the kind of activity which has been planned. Teaching aids should be available as they are needed. This implies that those facilities which are essential for the use of teaching aids should likewise be available. It is not always possible for the meeting places to possess all of these features; nevertheless, it is highly desirable that they do so since the

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effectiveness of the activity is dependent to such a great extent upon the physical environment.

It is essential that some means be found to finance the program of adult education in homemaking. The source of the funds should, perhaps, be left to the discretion of the administrator, the advisory group, and the teacher. Whatever the method of financing chosen, it should not place an undue burden on the participant or teacher. In instances where the materials utilized become the property of those who are enrolled or in cases where the materials are consumable, the proportion of costs or the collection of a fee just sufficient to take care of expenses may be appropriate. In other cases, public support seems to be desirable. This opinion has been affirmed by the Joint Commission on the Emergency in Education which points out that:

All will agree that the state has responsibilities to adults as well as to children . . . . If the good of communities depends as much on proper training of parents, citizens, and workers as it does on the training of children - as many believe - then adult education is a definite public responsibility.

More recently, the President's Commission on Higher Education reported that

The time has come to make public education at all

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levels equally accessible to all. (underscoring is the writers.)

Likewise, the Commission\(^{45}\) has recommended

... the establishment of free, public community colleges which would offer courses in general education both terminal and having transfer value, vocational courses suitably related to local needs, and adult education programs of varied character.

Since the practice of paying fees undoubtedly limits the number who can participate and, in consequence, makes the program inaccessible to some, the principle of free educational services for adults is strongly endorsed.

From the standpoint of the student, certain arrangements made for classes of adult education in homemaking are wholly unsuitable. In some communities, people have come to think of the adult classes as essentially a night school. Yet many adults find attendance at meetings during evening hours inconvenient if not impossible. If the school building is the only available meeting place or if the homemaking teacher has no time released for the adult program, such a limitation may be necessary. It is unfortunate if such is the case for if a program of adult education is to be of greatest effectiveness, it must be available at such hours as adults have free to attend.

It has been recognized that the place of meeting has a direct effect on attendance at adult classes and at non-class

activities. That participants often hesitate to go to meetings at a considerable distance from home is common knowledge. Some of the restraining influences are the time involved, the necessity for "dressing up", a distaste for going alone, and family or nationality habit patterns. For these reasons, it is advocated that at times the program of adult education in homemaking be taken to the people; that meetings be held at places which are convenient to those for whom the activity is planned. To this point Houle\textsuperscript{46} has said that

\begin{quote}
Participation in adult educational activities will be increased if they are located geographically close to the students.
\end{quote}

In a similar vein, a regional committee on adult education\textsuperscript{47} expressed the opinion that

\begin{quote}
School rooms have no monopoly on learning. For some people they are unacceptable. Therefore, there is a tendency to take the educational programs to the people where they naturally gather. English, history, social problems, and child care, for example, to a community center . . .
\end{quote}

The custom in Iowa of holding the greater number of the activities of the program of adult education in homemaking during the fall and winter months focuses attention on the suitability of meeting places with reference to the adequacy of light and heat. This is of much concern to the older adult student.


Rooms which have ample light during the day when electric light are needed only to supplement the natural light often become poorly illuminated at night. Many of the older women have decreased visual acuity and when activities which involve close work are under way, lighting is of great importance. A similar situation exists with relation to heating the rooms. Thermostats may be set so low that with the chill of the evening hours the groups may be unable to work in comfort. If attendance is to be maintained, the rooms should be relatively comfortable.

The people must be informed of adult educational opportunities if they are to be expected to take advantage of them. Various methods have been used to spread information concerning the program of adult education in homemaking; newspaper announcements and reports, talks presented over the radio and before meetings of organizations, letters, personal invitations by telephone or home visits, posters, flyers - all have been used. No single means of publicity will be effective in reaching all of the people.

Of the methods of publicity mentioned, presumably the newspaper and the radio have the greatest coverage. Yet one study of an Iowa community\footnote{Lyle, Mary S. Adult education for democracy in family life. p 51. Ames, Iowa, The Collegiate Press, Inc. 1944.} reveals that although newspapers are available in most homes, not all of those who have access to them actually read them. The radio likewise has many
limitations as a publicity medium. An Iowa radio audience survey\textsuperscript{49} indicated that the small local stations reach a relatively low percentage of people. Few large stations are willing to broadcast at a favorable time notices which are of concern to only small groups of listeners. An analysis of a four hour listening period showed that more than two out of three women reported that they listened to the radio; however, this study did not indicate that the people had been listening for the entire period nor that they had been alert to what was being broadcast. Thus there is no assurance that information presented by either radio or newspaper will reach a large audience.

Personal contact by letter, visit, or telephone has the advantage of implying a specific interest in the individual so addressed. The disadvantage of such procedures lies in the fact that they are time-consuming. Agriculture teachers\textsuperscript{50} have found, however, that personal invitation is one of the most effective means for the recruitment of class members. The efficacy of letters is dependent to a great degree on the appearance and on the manner by which it is sent. If many people are to be reached, letters must be duplicated by some means. Few people read a multigraphed letter as carefully as a typed

\textsuperscript{49}Whan, Forest L. The 1947 Iowa radio audience survey. Des Moines, Central Broadcasting Company, April-May, 1947.

\textsuperscript{50}An evaluation of 400 local programs of vocational education in agriculture in the United States. Vocational Division, U. S. Office of Education. Misc. 3233.
one. However, it has been common experience that when a letter is to the point, well written, and neatly duplicated, it serves the purpose satisfactorily. When letters are sent by school children rather than through the mails, there is some doubt as to their effectiveness. Teachers have found that although young children deliver the letters, older children frequently fail to do so. For this reason the response to letters sent through the school is disappointing low. It must be born in mind that seldom do letters reach the entire population of the community.

So far as facilities for adult education are concerned it is evident that practices are conducive to carrying out the program of adult education in homemaking that has been planned if

1. The high school teacher who is to work with adults has a schedule which shows blocks of time available for such work and/or she is freed from some extra-curricular activities to give time to adult work.

2. The meeting places provided are easily accessible to the people for whom the activity is planned.

3. The meeting places have seating, heat, and light for ordinary comfort.

4. There is enough money available to finance the program without prohibitive instructional cost to the participant.
5. Transportation is provided for the teacher if, in order to meet local needs, it is necessary to carry on some place of the program in a place away from the school.

6. Year-round publicity for the program is provided.

7. Several media for publicity are used.

The program of adult education in homemaking is coordinated with the other educational activities of the community

In many communities there are various agencies and organizations whose work with adults is in the interest of improved home and family life. Because of the character of some organizations, services are restricted to specific groups of people. This limitation may be by law as in the agricultural extension service which is set up to serve rural people; by the selective nature of the group itself as a local child study group whose membership is invitational; or by the allocation of funds by some organization which stipulates that they be used to serve only a certain segment of the population as is true of some philanthropic groups. It is entirely possible for a multiplicity of services of similar nature to be offered in a given community without regard one for the other. This situation tends to result in misunderstanding and may result in a weakening of the programs of all. Greater progress may be anticipated with the coordination of activities. It is coordination which makes it possible to mobilize resources - both human and material - for increased effectiveness, to present a unified front, and
through planning and understanding, to reach more people.

With regard to coordination, it has been suggested\(^\text{57}\) that coordination may be thought of as being possible at two levels: the state level and the local level . . . . At the local level, coordination would, for adult education imply: first, an integration of the evening or extension program with the regular day program of a single agency; and second, integration of the public education agency and other municipal departments; and finally, integration among all educational agencies within a given community.

In the small community which is most common in Iowa (slightly more than eighty-nine percent are under 2,500 in population), there are few, if any, municipal departments concerned with adult education. With few exceptions, the person responsible for the homemaking program in the high school is also responsible for the work with adults. Thus the problem of coordination at those points is minimized and resolves itself into coordination among agencies and organizations within the community.

Coordination implies cooperation. Within the state, it is probable that different levels of cooperation might be found depending upon the experience and understanding of the teacher as well as upon the disposition of the personnel of the other agencies and organizations concerned. This cooperation may take the form of simple awareness of the existence and aims of other groups. On the other hand, it may extend to some form of working agreement making possible an exchange

of resources, both human and material, for carrying on a program, or it may involve planning together for united action with regard to a common problem. A logical outgrowth from experiences in satisfactory cooperative activities would be the coordinate relationship.

A practical difficulty in the achievement of this coordination lies in the frequent replacement of personnel which is faced by various agencies\(^52\), a condition which emphasizes that

The leadership for much of this coordination and development of understanding on the part of the public regarding its adult education resources should be the responsibility of the public schools, with the school administrator serving as a social engineer in the adult education of the community, building shoulder to shoulder with the key leaders of other great adult education influences, sensitive to the needs of the people in the community.

If the public school is to take its place among the agencies and organizations participating in a coordinated program of adult education, the following conditions will be evident:

1. If there is an advisory group for all adult education in the community, the homemaking department of the school has representation on it.

2. Leaders in the adult program in homemaking education meet with leaders of other agencies to discuss programs and purposes.

3. The kinds of activities chosen for the program of

adult education in homemaking do not duplicate those chosen by other agencies, if the same groups of people are being served.

4. Activities sponsored by the different agencies for the benefit of adults are so scheduled that there will be no conflicts, if the same groups are involved.

5. Resources are pooled when it is advantageous to do so.

6. Some activities are carried on cooperatively.

Men and women of different ages, races, nationalities, and socio-economic groups represented in the community are served by the program of adult education in homemaking.

The word served is imbued with a dynamic quality - an implication of action. Adults are not served by an educational program merely as a result of its being open to them. There is an aggressive quality needed. There must be activities of worth carried on under conditions conducive to the participation of the people for whom they are intended. Homemaking is inherently a multifaceted field which embodies areas of interest to people in every walk of life. Despite this fact, studies indicate that, in many communities, programs of adult education for homemaking reach a relatively limited group. In one state\textsuperscript{53}, it was found that neither the highest nor the lowest stratum was greatly influenced. Furthermore, of the

\textsuperscript{53}Reeves, W. T., Fansler, T., and Houle, C. O. op cit p 116-7.
groups that were contacted, the greater participation was on the part of the middle and upper socio-economic levels. In another state\textsuperscript{54}, it was discovered that the organized classes in homemaking attracted women above the average for the state in economic, educational, cultural, and social level. It is to prevent the insidious, the unconscious actions or decisions which exclude potential participants that those responsible for the planning of programs of adult education must be alert. It is not that less should be done for groups now served but that more should be done to encourage others.

Traditionally adult classes in homemaking have catered largely to the needs and interests of women. There are certain phases of the work which should continue to be so directed. However, considerable emphasis has been given by students of the family to the importance of understanding among all family members in insuring a mutually satisfying home life. There is a growing concern with the part of the husband in the homemaking situation: a concern which is well placed. It is in the areas of relationships and management that this unity of thought is of paramount importance; yet it is in these areas that the greatest differences seem to occur. To any new family, each partner brings a pattern of beliefs, a set of values which may be at variance with that of the other. This directs attention to the fact that men as well as women need education

\textsuperscript{54}Larson, Eva. \textit{op cit.}
for homemaking. On this point, a family sociologist\textsuperscript{55} says:

The schools must recognize and attempt to meet by special instruction the needs of adults facing the responsibilities of marital and parenthood experiences, who desire an understanding of the normal problems of family relationships, and who need to know the resources of the community and of science when more serious problems arise.

The increasing number of women who are gainfully employed outside the home has focused attention on the need for rethinking the kinds of responsibilities each family member should assume. Adjustments to such situations seem to be made more difficult when the wife alone has had training for the job.

If the belief is held that the family should function in a democratic manner in the making of the home, it follows that all of the members should be helped to secure the understandings and abilities essential to that kind of action. Concerning this point the president of Vassar\textsuperscript{56} college said:

\ldots\ it is just as important to teach the fundamentals of home economics, budgeting, marriage, and child psychology to students at Yale, Harvard, and Princeton as to those of Vassar, Smith, or Bryn Mawr. After all, it takes two persons to make a family and each should have his share in its success.

What I do recommend is that an effort be made to teach both men and women students an understanding of the importance of the home and family in whatever career they may select.

Few public schools or institutions have made such opportunities


\textsuperscript{56}Blanding, Sarah G. If I were president of a mens college. Woman's Home Companion. 74:35. Dec. 1947.
generally available to boys or men; to this time, few adult programs are so conceived.

The presence of persons from different age groups in adult activities is not of vital import per se. It is the relationship between age and the normal family cycle as described by Foster\(^57\) which is of concern. Needs in a given aspect of homemaking differ widely at different periods of family life. Age is, in general, a reflection of the stage in family life and since there are problems at every stage with which adult education in homemaking might help, it is important that persons of all ages be given an opportunity to secure the kinds of assistance wanted.

Activities sponsored by a public institution, supported by public funds, and dedicated to meeting the educational needs of adults cannot be limited justifiably to any segment of the population. It is recognized that all people will not take advantage of adult educational activities sponsored by the school; there are programs under the auspices of many other groups, public and private, which may meet their needs. However, the privilege of participation in the public school program should be available to all.

If all groups within the community are being served by the program of adult education in homemaking, then

1. No group is excluded from participation in the

program.

2. Activities are carried on which are of interest and value to such groups as out-of-school youth, business girls and women, parents of young children, parents of teen-aged children, older adults, economically underprivileged, foreign groups, etc. If the program is a small one, variety may be secured over a period of years.

3. People from different social, economic, racial, or interest groups in the community take part in the activities.

4. Different individuals and groups are brought into the program from year to year.

The people who are to benefit share in the planning, carrying out the plans, and evaluating the program of adult education in homemaking

Since participation in the program of adult education in homemaking is purely voluntary, it may be expected that those who enroll will attend just so long as there is some benefit to be derived from attendance. What this benefit may be will be determined by the value judgment of those who take part. It has been demonstrated that learning is motivated by a sense of need: the more immediate the need, the stronger the desire for study to obtain a satisfactory solution. In this connection, it has been said\(^5^8\) that

When these needs become felt needs, the specific

processes of interaction between the individual and his environment by which these needs are fulfilled will be reinforced by the powers of organic impulse. When these needs become intelligently felt needs, the individual displays a greater initiative and responsibility in determining the quality and direction of his educational experience. He learns more, sees more deeply.

That the adult himself can supply information as to his needs seems to be obvious. That professional assistance may be desirable in locating needs is also evident for it is through trained leadership that sources of information and methods of procedure foreign to the non-professional person may be drawn into use. Sharing in the planning of the program, then, means that use is made not only of the intelligence and understanding of each participating member but also of the unique abilities of other persons.

A similar sharing in making and carrying out decisions should be encouraged in every phase of the program. In the organized classes there may be individual contributions of ideas and suggestions. At other times such a procedure may be impractical and it may be more desirable to delegate the responsibilities for the making of decisions to democratically chosen representatives. It is important that the people who are chosen to represent the larger group have both capacity and willingness for such service. In short, there is no place in the program of adult education in homemaking for autocratic action no matter how commendable the incentive may be. Decisions which are arbitrarily made for the participants preclude one of the most
desirable outcomes of adult education, namely, the opportunity for the development of the individual in effective democratic participation in a group situation.

If this sixth criterion is being attained, the following evidences will so indicate:

1. There is an advisory group.

2. Membership in the advisory group includes representatives of the different interest groups within the community.

3. Provision is made for continuity in the membership of the advisory group but safeguards are provided against perpetuation in office in order that different people may share in this phase of the program.

4. The advisory group assists the teacher(s) in selecting or developing, using, and interpreting surveys or other devices for locating needs and interests of adults.

5. The advisory group meets several times during the year as need for discussion and action arises.

6. Participants in the program, including advisory group members, discuss freely the plans for action suggested, present plans themselves, and adopt or adapt a plan only after consideration.

7. The teacher is assisted by those who take part in the program in deciding upon ways to reach the goals set up.

8. The people who take part in the adult education activities share responsibility with the teacher in carrying out
the plans made. They may perform such duties as securing illustrative materials, acting as hostesses, contacting guest speakers, preparing, arranging meeting places, giving demonstrations, serving on panels, keeping records, etc.

9. People who take part in the program share in evaluating it and in deciding on what action should be taken on the basis of the evaluation.

Those who participate in the program of adult education make improvement in that aspect of home life to which attention has been given.

Homemaking education for adults when under the auspices of the public schools and subsidized by state or federal funds is specifically charged with the responsibility of providing instruction which will lead to the improvement of home and family life. In the words of the Iowa State Plan for Vocational Education:

The controlling purpose of vocational education in home economics is to provide instruction which will enable individuals and families to improve the quality of their family life through the more effective development and utilization of human and material resources.

This investigation is limited to schools which meet the requirements of vocational schools. Since such schools have programs which are, by definition, educative, it is assumed that they will provide experiences of this nature:


60 Dewey, John. op cit p 90.
A genuinely educative experience, then, one in which instruction is conveyed and ability increased, is contradistinguished from a routine activity on the one hand and a capricious activity on the other.

A fundamental educational belief is that learning produces some alteration in the behavior of the learner: a corollary is that such change is in the nature of an improvement. Consequently, a study of time management is expected to result in the improvement of time management within the home; a study of relationships, in improvement in family relationships. In whatever phase of home and family life attention has been given, some progress should be shown.

Improvement in many areas of home and family life is extremely difficult to assess in that changes frequently are affected by other factors such as time, available resources, and relationships with others. Months or years may elapse between the making of a decision to act and the time when the action may be taken. Nevertheless, it is believed that there will be, if this criterion is achieved, certain tangible evidences of improvement such as the following:

1. There are some changes in homemaking attitudes and practices.

2. Those who take part in the program do some things better as a result.

3. Participants use source materials that are available to help solve problems.
school program is the sense of inexpertness felt on the part of both professional and lay persons. It may well be that there is agreement with Houle\textsuperscript{62} that

\ldots any program of adult education should not be undertaken until there has been a clear analysis of how it is to be carried on. Educators have learned that, at any level, good education must have clear objectives, effective content, sound methods, a planned sequence, adequate guidance both before and after they enter, and a comprehensive program of evaluation.

This may, in all probability, seem to be an overwhelming responsibility when taken in addition to the other activities already underway. A thorough understanding of the help which is available for the asking from the division of home economics of the state board for vocational education and from other sources might, to some extent, lessen this hesitancy.

The kind of help proffered by the state supervisors of home economics must be essentially educational in nature. It is imperative that such help serves not merely as a crutch but that it leads to a large measure of self-sufficiency. As the local situation warrants, three kinds of assistance may be made available from the state department of homemaking education. First, the services of some qualified member of the supervisory staff may be provided for work with local leaders in the community. Second, resource materials concerning both

subject matter and methods may be made available. Third, meetings of teachers and/or superintendents may be held for the purpose of discussing problems of adult education that are of mutual interest.

If this criterion is met, these conditions may be found:

1. Where there is no program of adult education in homemaking, the supervisory staff interprets to administrators and teachers the benefits to be derived from such a program.
2. Funds are provided for interested communities to aid in carrying out the program.
3. Resource materials are provided to help the teacher to carry out her program more easily and more effectively.
4. At times, a member of the state supervisory staff is made available to communities for assistance with the adult program.
5. Members of the state supervisory staff in homemaking assist the advisory groups and teachers to discover suitable ways to find local needs and interests and to meet them.

The program of adult education in homemaking is coordinated with the programs of other state agencies providing educational services for adults.

Coordination of activities is equally as important in the state as in the local programs of adult education in homemaking. It is entirely possible that the "glaring example of disjointed efforts . . . in the field of home life and family
relationships" found in one state\textsuperscript{63}, and no doubt duplicated in other states as well, might be removed. Some of the seemingly sporadic and ineffectual efforts toward coordination made in the communities might have more rewarding results were the example set and general suggestions for action made by the state administrative bodies of the agencies concerned. With reference to this point, it has been suggested\textsuperscript{64} that one might expect to find

.$$\ldots$$ coordination between bureaus of a division, coordination among divisions in a state department, coordination among state departments, and coordination among public and private agencies serving an area larger than a local community.

Since there is no organizational framework which makes this step mandatory, attainment of coordination will be greatly influenced by the desire of the administrative personnel concerned and by their appreciation of the values to be derived.

The following practices are indicative that this criterion is being attained:

1. Meetings of representatives of each agency are held to acquaint each with the contribution of these agencies to the improvement of family life, to consider common problems, and to make some mutual plans.

2. When the goals to be reached call for cooperative action, the resources of the agencies are pooled.

3. Cooperative work is in progress or has been carried out.

\textsuperscript{63}Reeves, F. W., T. Fansler, and C. O. Houle. op cit. p 139.

\textsuperscript{64}Reeves, F. W., T. Fansler, and C. O. Houle. op cit. p 138.
There is no place in the administration of the program of adult education for autocratic action. The manner in which the outcomes of a program are attained is as important as the actual attainment. Thus it is believed that a satisfactory program of adult education in homemaking is predicated on the participation of all concerned in the making of major decisions. Of equal importance is the recognition of the need for delegating to an appropriate group the responsibility for acting on the decisions made. Sharing in this instance, then, implies that each individual, agency, or organization is to contribute not only to the group thinking which gives direction to the program but also to contribute in whatever specialized way the training and position of the individual members permits.

The existence of these conditions will indicate the attainment of this criterion:

1. Meetings of those who share responsibility for the program of adult education in homemaking are held with sufficient frequency to make needed decisions.

*Including the state director of vocational education, members of the state supervisory staff in homemaking education, representatives of the teacher-education institutions, and representative homemaking teachers.
2. The group uses some means to discover needs within the state.

3. Responsibility for carrying out certain phases of the program is delegated to those in a position to discharge it effectively.

4. Studies of the adult homemaking program are planned jointly and the results shared with the group.

5. Materials for assisting in carrying out the program are planned jointly.

6. Means to be used in the evaluation of the state program are arrived at through joint discussion and action.

7. The program is jointly evaluated on the basis of the goals set up by the group.

8. Improvements in the program are worked out together by all concerned on the basis of evaluations made.

Training that is continuously adapted to needs within the state is provided for pre-service and in-service teachers in the philosophy and methods of adult education in homemaking.

In the final analysis, the success of a program of adult education in homemaking will depend to a great extent upon the teacher. Success will be influenced by her beliefs about, interest in, and ability to direct adult educational activities. It is the teacher who is in closest contact with the

*Including the state director of vocational education, members of the state supervisory staff in homemaking education, representatives of the teacher-education institutions, and representative homemaking teachers.
consumers of the program and with the administrators. Whether the teacher be a local homemaking instructor, a specialist in one field, or a lay person, it is of extreme importance that basic education be provided to equip her to work with mature people. Opportunity for continuing education is equally vital; points of view, techniques of teaching, and subject matter all demand attention.

It is at this point that the institutions of teacher education in homemaking must share with the state supervisory staff in meeting needs as they arise. Since the usual procedure in Iowa is to encourage local homemaking teachers to assume responsibility for adult education in homemaking, it is essential that each prospective teacher have some preparation for the job. This experience may be supplied by colleges responsible for teacher education. On the other hand, different provisions must be made for the lay leader—a responsibility which might well be assumed by the supervisory staff.

That this criterion is met will be shown if:

1. Studies are made to show the strengths and weaknesses of the program as a basis for needed improvements in training.

2. Meetings of the director of vocational education, the state supervisory staff, representatives of the teacher-education institutions, and representative teachers are held from time to time for the purpose of discussing problems related to the training of teachers of adult education in homemaking.
3. Those responsible for courses in adult education have time and opportunity to visit communities to discover needs and interests of adults.

4. From time to time, new material is included in the teacher education curriculum.

5. Opportunities during pre-service education are provided for the observation and use of sound procedures in both class and non-class activity.

6. Materials on subject matter, on teaching, or both are prepared for teachers.

7. Conferences are held with sufficient frequency that teachers may be familiar with progress in the field of adult education.
FINDINGS

Introductory Statement

To what extent were the proposed criteria for programs of adult education in homemaking attained? To answer this question, a brief over-all view of the program of adult education in homemaking in Iowa will be given. Evidence for each criterion will be given first for the local and then for the state programs.

In reference to the local programs, each criterion will be treated as follows: The evidence concerning the given criterion will be presented for all programs; comparisons will then be made of the attainment of the criterion by those schools whose programs were considered to be poor and by those judged to be good; and finally a summary of the evidence will be given.

It should be recalled that the programs of adult education were rated independently of the criteria in two ways. All programs were rated by the three supervisors. The result of that rating is given on page 2. Then a group of enrollees selected at random from each community that carried on an organized class as a part of the program rated the programs in which they participated regarding their helpfulness. These judgements were presented on page 2.
The original plan called for comparisons to be made between the two ratings and between these ratings and the degree of progress toward the attainment of the proposed criteria. However, when the judgments of the enrollees were transferred into quantitative terms (no program was considered if less than three judgments were rendered), it was found that no programs were given a poor rating. The percentage return of enrollee ratings was relatively low. Since it is known that those who respond to mailed questionnaires differ from those who do not, the question arose: were those who were less pleased with the activities those who did not answer? There was no evidence on this point.

The supervisors and the enrollees who responded agreed in their choice of satisfactory programs of adult homemaking education. The supervisors selected fifteen programs as good and were in complete accord on four of the fifteen. The enrollees in three of the same four programs rated them as very helpful. In addition, the participants rated three other programs as very helpful which had not been named by the supervisors because they were not familiar with the work done during the year.

Unless a specific statement was made to the contrary, the Des Moines program of adult education has been excluded from the calculations. Since Des Moines is the only large city in the state and since its program is extensive, it was believed that its inclusion might result in a distorted picture for Iowa as a whole.
The criteria for the state program of adult education in homemaking will also be considered separately. Comparisons will be made between actual practice or conditions and between those listed as consistent with the given criterion.

An Over-all View of the Program of Adult Education in Homemaking in Iowa

Programs of adult education in homemaking were maintained in 95 Iowa towns excluding Des Moines during 1947-8. Of this number, 48 per cent (46) offered a program composed only of organized classes, 16 per cent (15) of only non-class activities*, and 36 per cent (34) of both class and non-class activities.

A total of 3,596 persons were enrolled in organized classes exclusive of those in Des Moines. (The programs other than Des Moines will be referred to hereafter as "out-state".) No information was available in the final report about the number of persons reached by the non-class activities. In the 80 programs that included organized classes, there was an average attendance of 53.6 per cent.

Various subjects were studied. In organized classes out-state, clothing, crafts, and management problems were the most popular. In Des Moines, home improvement replaced management in popularity. Home improvement, child development, *

*Non-class activities include demonstrations, clinics, workshops, exhibits, radio talks, newspaper articles, and the like.
clothing, and foods and nutrition were the subjects most frequently offered by non-class procedures. (See table 2).

Among the non-class activities, home visits, exhibits, and talks to groups were used more often than other procedures. There was a greater variety of subject matter presented by non-class than by class methods. (See table 3).

Criteria for Local Programs of Adult Education in Homemaking

The greater part of the information concerning progress toward the attainment of the criteria was secured from preliminary and final reports made by the homemaking teacher about the adult program which she directed. All reports were not submitted to the state supervisor of home economics at the time designated and some of those which were submitted were incomplete. Furthermore, some of the information presented in the following pages is for all programs of adult education in homemaking and some only for those programs which included organized classes. These facts should be kept in mind as the evidence for each criterion is examined.

The program of adult education in homemaking is directed toward the achievement of recognized goals

The majority of the preliminary reports upon the programs of adult education in homemaking planned for by the local communities in 1947-8 included written statements of goals. Of
Table 2
SUBJECTS TAUGHT BY CLASS AND NON-CLASS PROCEDURES

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Out-state Class</th>
<th>Out-state Non-class</th>
<th>Des Moines Class</th>
<th>Des Moines Non-class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child development</td>
<td>0</td>
<td>15</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Family relationships</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Clothing &amp; grooming</td>
<td>25</td>
<td>36</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Foods &amp; nutrition</td>
<td>7</td>
<td>33</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Crafts</td>
<td>20</td>
<td>7</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Home improvement (furnishings, equipment, beautification)</td>
<td>10</td>
<td>26</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>14</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>14</td>
<td>24</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

1Not considered a unit unless as many as four lessons were taught. Programs composed of many topics were not classified.
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Child Relations</th>
<th>Crafts</th>
<th>Foods-Nutrition</th>
<th>Safety</th>
<th>Clothing Grooming</th>
<th>Health</th>
<th>Furniture Equipment</th>
<th>Management</th>
<th>General</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Talk to group</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>Workshop</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Exhibit</td>
<td>3</td>
<td>-</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>11</td>
<td>3</td>
<td>4</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Demonstration</td>
<td>2</td>
<td>-</td>
<td>4</td>
<td>5</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>News article</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Radio talk</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-1</td>
</tr>
<tr>
<td>Information center</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Home visit</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>7</td>
<td>11</td>
<td>-</td>
<td>12</td>
<td>1</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>Duplicated material(mailed)</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Telephone conference</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>4</td>
<td>7</td>
<td>33</td>
<td>8</td>
<td>36</td>
<td>5</td>
<td>26</td>
<td>6</td>
<td>168</td>
</tr>
</tbody>
</table>
the 66 schools for which reports were filed at the date specified by the supervisor of home economics, 53 included a list of goals. However, not all of the statements were clear; in fact, it was believed that not all of them should actually be designated as goals. For this reason, personal judgment was used to classify the responses as goals which were clearly stated and those which were not clearly stated. The decisions were made with these ideas in mind: It is customary to state goals in terms of outcomes such as to construct an article, to improve a condition, to take action, or to state them in terms of ability, understanding, recognition, appreciation, or ideal. Consequently, if the statement of goal was made in terms in any way comparable to those named, it was considered to be clear. If, on the other hand, the purported goal had been stated merely as a lesson title (example, textile painting), it was judged to be not clear. If no response was given, it was assumed that the program had no definite goal.

Seventy-seven per cent (51) of the teachers for whom this information was available did have the goals of the program in mind and had stated them in written form. Three per cent (2) gave statements which were so vague that it was necessary to classify them as not clear and hence to throw some doubt as to whether the program had recognized goals. There were no stated goals for 20 per cent (13) of the programs reported.

It has been previously mentioned that the participants as well as the leaders should be aware of the goals of the
program and should have a part in determining them. However, for a non-resident to discover whether participants did recognize the direction in which the program was moving - as evidenced by the conversation of the enrollees - would require visitation of each town which sponsored a program of adult education in homemaking. Such a procedure was neither practical nor desirable. This is, perhaps, one of the aspects of appraisal which should be carried out in the local community by the local people.

The evidence concerning the methods the teachers planned to use to help participants reach the goals set up was more clear-cut than that concerning the goal itself. However, to decide whether the proposed procedure was consistent with the objective required personal judgment. As a basis for decision, it was assumed that if the aim were the acquisition of a manual skill, the procedure was compatible if it provided for some type of demonstration - such as a film or filmstrip, an explanation of illustrative material previously made up, or an on-the-spot demonstration - followed by a period of practice by the participant. Or if the goal were purely intellectual in nature, the procedure was deemed to be consistent if it provided for some type of discussion or organized lecture.

Goals were classified in accordance with the conception of consistency presented. (Table 4). From that viewpoint, 74 per cent (49) of the procedures used to attain the goal seemed to be consistent with the goal itself, 9 per cent (6)
Table 4  
COMPATIBILITY OF METHODS OF REACHING GOALS WITH THE GOALS SELECTED

<table>
<thead>
<tr>
<th>Plan to reach goal</th>
<th>N (66)</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compatible with goal stated</td>
<td>49</td>
<td>74</td>
</tr>
<tr>
<td>Incompatible with goal stated</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

Eleven programs had no plan for reaching goals

were not consistent, and 17 per cent (11) did not indicate the methods to be used. The figures presented are for the school year 1947-8. An examination of the records of those schools which had carried on a program of adult education in homemaking over a period of years yielded very meager information on this point; so meager, in fact, that it was not possible to discover from this source whether the program had been directed toward a large goal.

The criterion focuses attention on the direction that the program of adult education takes; that is, on the achievement of recognized goals. The word achievement implies that some kind of an evaluation in terms of the goals is to be made. That evaluations were made is shown by the fact that of the 95 schools which sponsored programs of adult education in homemaking, 89 per cent (84) reported that judgment had been rendered concerning the program. Of the 11 programs for which there was no evaluation, 7 were composed of non-class
activities only. An average of 2.56 methods were used for evaluation.

An analysis of the final reports from the schools revealed that 77 changes in the adult homemaking program were suggested. These suggestions were grouped into three categories: groups reached, type of program offered, and management. "See table 5)."

Table 5

<table>
<thead>
<tr>
<th>Kind of change suggested</th>
<th>N (77)</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups reached</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Type program offered</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Management: time, money, resources</td>
<td>45</td>
<td>58</td>
</tr>
</tbody>
</table>

There were no changes suggested in 18 programs

Twenty per cent of the teachers agreed that groups other than those now reached should be included in the adult homemaking program. It was the almost unanimous opinion that the younger women should be encouraged to participate in the various activities.

An alteration in the type of program was recommended by 22 per cent (17). In five instances, it was stated that services should be increased by offering more series of lessons or by including some non-class activities in addition to the organized classes. Diometrically opposed were the suggestions
of two persons that programs involving actual physical activity should be offered and of three people that units with less activity be proposed. No doubt these expressions reflect a local situation. Six persons suggested that a unit organization with related lessons be substituted for the heterogeneous program then in operation.

Changes in management were suggested by 58 per cent of the teachers. This category includes management of time, of finances, and of resources of all kinds. With reference to time management, five persons stated that it would be advantageous to offer series of lessons earlier in the fall; three, that classes should be offered at a different hour or on a different day; and two, that the summer employment period could well be utilized in part for planning or carrying out adult educational activities. Three teachers seemed to believe that the time element was less a matter of the program management than of teacher management and suggested that the individual might be able in succeeding years to do a better job of organizing her own time and work.

Suggested changes in money management were mentioned by only four persons. In each instance, it was suggested that a fee be charged to finance the program. No reasons for the statement were given by three of the four. However, the fourth person had assisted in sponsoring a local talent show to raise money for the program and this activity had seemed to be too time consuming for the profit derived.
Working with other people in an increased number of ways was a management change advocated by several. Six teachers advised that services of more resource people in the community be used and an equal number believed that the abilities of members of the organized classes should be utilized to a greater extent.

The necessity for carrying on activities in cramped quarters prompted two teachers to suggest that more room be made available or that the classes be limited in size.

Five persons agreed that it would be good management to have more kinds of teaching aids and to secure them early in the year. The preparation of mimeographed materials for distribution was believed to be a desirable procedure but excessively time-consuming for the teacher.

In comparing the good with the poor programs, it might be expected that those who were connected with the former would make a clearer statement of goals. The request for a statement of goals was made on the preliminary report. Unfortunately, reports were not available for three good and two poor programs. Ninety-two per cent of those who had good programs stated goals clearly. In contrast, 37.5 per cent of those who had poor programs did so. (See table 6).

If a program is successful it may be considered that the goals have been reached to some degree and that the methods used were effective for their attainment. An analysis of the preliminary reports revealed that those who directed programs
Table 6
STATEMENT OF GOALS OF THE PROGRAM OF
ADULT EDUCATION IN HOMEMAKING

<table>
<thead>
<tr>
<th>Goals</th>
<th>Good programs (12)</th>
<th>Poor programs (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Clearly stated</td>
<td>11</td>
<td>92</td>
</tr>
<tr>
<td>Not clearly stated</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not stated</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

aFrom preliminary reports. 12 good, 8 poor available.

of adult education which were good planned to use methods for attainment which were consistent with the goals to a greater degree than did the teacher who had a poor program. (See table 7.)

Table 7
COMPATABILITY OF METHOD OF ATTAINMENT WITH THE GOAL DESIRED

<table>
<thead>
<tr>
<th>Method of attainment</th>
<th>Good programs (12)</th>
<th>Poor programs (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Compatible with goal</td>
<td>10</td>
<td>84</td>
</tr>
<tr>
<td>Not compatible with goals</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Not stated</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

aFrom preliminary reports. 12 good, 8 poor available.

It has been mentioned that each teacher was asked to recommend, on the basis of evaluation, changes which she
believed should be made in the program for its improvement. All of those who had good programs and 80 per cent of those who had poor ones had evaluated the program in some way. The judgments of more people were utilized in rating the good than the poor programs. An average of 2.32 persons rated the good programs and 1.10 persons the poor ones. Moreover, the better programs were rated in a greater variety of ways than were the poor ones. The mean number of bases used for evaluating good and poor programs were 3.53 and 2.10 respectively.

Of the program changes suggested, those who had poor programs apparently considered the managerial aspects to be most in need of attention for they were named twice as frequently as any other single kind of change and more often than all others combined. Alterations in the kind of program offered were suggested as often as those in management by those who had good programs. There was little difference between the groups with respect to opinion regarding those who should be reached by the program: each suggested changes and the consensus was that the younger women should be encouraged to participate more actively than at the present. (See table 8).

More revealing than the figures given are the descriptions of the kinds of changes suggested by teachers. Among those who had good programs, these recommendations were made:

"Have more organized classes".

"Have more than one series of classes".

"Include some non-class activities also".
Table 8

CHANGES SUGGESTED FOR GOOD AND POOR PROGRAMS
ON THE BASIS OF EVALUATION

<table>
<thead>
<tr>
<th>Kinds of changes</th>
<th>Good programs (15)</th>
<th>Poor programs (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Groups reached</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Type program</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Management: time, money, resources</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>No response or irrelevant answer</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

"Divide the group".

In contrast, those who had poor programs made the following suggestions:

"Have women take full responsibility . . . with the homemaking teacher in charge of perhaps only two lessons".

"Have more guest speakers".

"Keep contacts few - but good!"

"When special activity falls on the adult education night, postpone that meeting and omit that week."

The tenor of these comments seemed to indicate that, insofar as these programs show, those who had good programs wanted to serve more people or to serve people in a more effective way. On the contrary, those who had poor programs seemed to be intent upon shifting responsibility or upon decreasing the part of the teacher in the program. Workers
in adult education have often expressed the belief that dynamic leadership is essential to a successful program. The attitude reflected by the above quotations would seem to give support to that belief.

The evidence for this criterion may be summarized thus:

1. Almost eight of every ten schools (77 per cent) which had programs of adult education in homemaking had clearly stated goals. There was a pronounced difference between good and poor programs in the manner in which the goals were stated. More than nine of each ten teachers who had good programs stated goals clearly while less than four of each ten who had poor programs stated goals clearly.

2. There was no evidence as to whether participants and leaders were sufficiently conscious of the goals of the program to refer to them in conversation or to think in terms of them.

3. In slightly over seven of each ten schools (74 per cent) there was a written statement of the methods to be followed to help in the attainment of the goals selected. In slightly over eight of every 10 good programs the methods chosen for attainment were consistent with the goals. In slightly over six of each ten poor programs the method of attainment was consistent with the goals. There was, however, no evidence about who made the decisions concerning the methods to be used.
4. There was insufficient evidence to indicate whether the activities over a period of years emphasized a large goal.

5. The program of adult education in homemaking was evaluated locally in about eight of every ten cases. The good programs were evaluated by 2.2 persons using 3.5 methods of evaluation while the poor programs were evaluated by 1.2 persons using 2.1 methods.

6. On the basis of evaluations, 77 changes for program improvement were suggested. These proposed improvements were in the area of management, groups to be served by the program, and in the type of program.

A major goal in the program of adult education in homemaking is improvement of home and family life

It was believed that if a major goal of the local homemaking program were the improvement of home and family life, some means would be used to discover aspects of home and family life which were in need of improvement. The preliminary report for the adult homemaking program included questions to focus attention on the possibility of locating such needs; the final report included questions to secure information about the action which had been taken.

Making surveys to find what the local needs are is a responsibility often assumed by advisory groups. Of the 95 schools reporting, 72 had advisory groups. Surveys of the kind mentioned had been made by 22 (31 per cent) of the advisory groups. There was no evidence as to the thoroughness
with which the surveys were made nor was there any indication of the way in which the word "need" was interpreted.

Since the advisory groups assisted the teacher in determining the goals of the program, the goal of improvement of home and family life may have been kept uppermost in mind. If it can be assumed that the advisory groups were well chosen, it may be expected that in their consideration of goals some thought was given to the needs of the people whom they represented. Whether such an awareness was actually influential in goal selection would depend upon the breadth of experience of the advisory group members, upon their knowledge of the local people, and upon the encouragement given them to consider local needs in their planning. Twenty-two (31 per cent), of the schools which had an advisory group used the services of the group in setting up goals.

Of the 80 schools which included an organized class as a part of the program of adult education in homemaking, 36 (45 per cent) took advantage of the thought and opinion of the class members in setting up goals. The use of participant opinion may or may not reveal the phases of family life which are in need of improvement. It is recognized that the degree to which actual problems are brought to the fore is dependent upon the skill of the leader and upon the rapport which she has established with the group. It is the experience of many who work with adults that there is a period - sometimes never ending - during which the people may be reticent about discussing really serious questions. As a
result, some of the so-called problems appear to be superficial and may at times obscure the true difficulty. However, if the leader has secured the confidence of the group and if the goals are arrived at in a democratic manner, it is reasonable to assume that the goals selected will reflect to some extent the aspects of family life which the class members have recognized as being in need of improvement.

A program which is directed toward the improvement of home and family life gives attention to the widely differing needs of families within the community. It is especially important, therefore, that the kinds of activities which make up the program be varied. At this point an administrative difficulty arises. By far the majority of homemaking programs for adults which are sponsored by the public schools of Iowa are directed by the high school homemaking teacher. Because of the demands on her time, the teacher can usually offer only one or two series of lessons - or the equivalent in non-class activities - each year. It becomes especially important, then, that balance and variety in offerings be achieved over a period of years in order that a greater number of groups may be served.

To discover whether the programs of adult education in homemaking were balanced in their offerings, the records of 25 schools which had maintained a program for a four year period were examined. (See appendix I, J). In interpreting this information, it must be remembered that it is difficult,
if not impossible, to ascertain the points of emphasis for a unit of work from the brief description given on a report. A class in foods, for example, may be given in three successive years yet the emphasis might be different. Attention may be focused one year upon planning nutritionally adequate meals for the family; at another time, upon time and money management in meal preparation; and at a third, upon techniques in food preparation. Data were inadequate in most instances for determining differences in emphasis; therefore, "areas" were considered as different subject matter fields (foods, clothing, child guidance, family relationships, etc.) Classification as an area also indicates that as many as four lessons were presented on the topic. During the four years, from two to five areas of homemaking had been studied by class members of the schools in this group. In the program of 8 schools, 5 subjects were studied; in 8 others, 4 subjects were considered; in 6, 3 subjects were studied; and in 3, 2 subjects were given attention. The average number of areas per school was 3.84.

An analysis of the courses taught gave another kind of evidence on the point of improvement of home and family life. Some adult educational activities are planned primarily for the individual and any family betterment is incidental. Other courses are directed primarily toward the improvement of family life; some courses have both functions. Because of the descriptions on the reports submitted by the teachers were sometimes very brief, it was necessary to use personal
judgment as to the orientation of the courses. In coming to a decision on this point, three questions were asked: (1) Is the topic one which bears directly on family life? There is little doubt that such topics as "understanding the adolescent" and "recreation for the family" are related to family life. "Knitting", on the other hand, probably has little relation. (2) Was the series of sufficient length for any considerable amount of information to be included? As in previous instances, four or more lessons were believed to be needed as a minimum to present a satisfactory amount of material. (3) Is this a production course only? If it was apparent that the making of some article was the primary goal, it was not considered to be one planned to emphasize the improvement of family life. On these bases, the reports of the 80 schools which had organized classes were analyzed. Insufficient evidence made it impossible to classify 57 of them. Of the remainder, 20 had programs which seemed to contribute directly to improved family living and three to personal development only.

Courses not primarily concerned with the improvement of family life may make a small but worthwhile contribution in that direction if properly handled. It is entirely possible to focus attention on the relationship between good family life and the choices which the person may make or the skill which she may acquire. To discover whether these practices were being carried out in the local programs would require visiting the classes - a procedure which was impossible for the
When the good and the poor programs were compared, it was evident that teachers in the former used the assistance of both class and advisory groups in locating needs to a greater extent than did those in the latter. (See table 9). One-third of those who had good programs used some means to find those aspects of family life which were in need of improvement while only one-fifth of those in poor programs did so. A conclusive statement cannot be made, however, since the cases were four in number.

**Table 9**

**PRACTICES USED TO OBTAIN INFORMATION ON ASPECTS OF FAMILY LIFE IN NEED OF IMPROVEMENT**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Good programs (15)</th>
<th>Poor programs (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory group used some definite means to find phases of family life in need of improvement</td>
<td>N: 5 Per cent: 33</td>
<td>N: 2 Per cent: 20</td>
</tr>
<tr>
<td>Class members helped set up goals for activities</td>
<td>N: 12 Per cent: 80</td>
<td>N: 2 Per cent: 20</td>
</tr>
<tr>
<td>Advisory group helped set up goals for the program</td>
<td>N: 9 Per cent: 60</td>
<td>N: 2 Per cent: 20</td>
</tr>
</tbody>
</table>

Assistance of the class members in setting up goals was encouraged by 80 per cent of the teachers who had good programs and by 20 per cent of those who had poor ones. Likewise, the assistance of the advisory group in setting up program goals was encouraged by 60 per cent of the people who directed good and 20 per cent of those who directed poor programs.
Since the records of only two of the poor and eight of the good programs were among those available for the four year period, little could be discovered as to the balance in the programs. The good programs offered from two to four units with an average of three while one poor program consisted of a series of non-related lessons each year and the other provided work in three areas.

One outstanding difference between the good and the poor programs was in their apparent orientation. So far as could be determined from the descriptions, eight of the good and one of the poor programs were directed toward the improvement of family life. Four of the good and six of the poor programs could not be classified on this point because of insufficient information. An equal number of poor and good (3) programs were directed toward personal improvement of the participants.

In summation, the evidence concerning this criterion is that:

1. Some means was used in slightly less than one of every three schools to discover those aspects of family life which were in need of improvement. There was little difference between the average of all programs and the good programs in this respect. Those communities which had poor programs of adult education in homemaking were less likely to have made the effort to identify needs.

2. Of the schools whose programs over a four year period were analyzed, there seemed to be a good balance in the kinds
of activities offered. For the four year period, an average of 3.84 subjects were provided. Too few of the good and poor programs were included to make comparisons possible.

3. There was no evidence that the relation of skill to good family life or of the choices made and their effect on relationships was stressed.

4. In about one school in five, the units of work chosen seemed to contribute to the improvement of family life. This was a conservative estimate since all doubtful cases were excluded. In those programs judged to be good, eight were directed toward the improvement of family life. Only one of the poor programs was so directed.

Conditions are provided to facilitate the carrying out of the program that has been planned

A condition which seems to influence attendance at adult classes is the location of the meeting place. It is apparent that if adult education activities are held at centers convenient for the people for whom they are planned, attendance is likely to be greater than if such is not the case. A study by Herbert has shown that a potent reason for non-attendance at classes is their mislocation. Older adults, especially, will neither walk to a meeting place far from home nor climb many flights of steps to participate in classes.

The data showed that in some communities, classes and

other activities were held in more than one center. For the 80 programs which included organized classes, the high school was used as the meeting place for 77, stores and homes by four each, and a community house, public auditorium, college, and grade school by one each. Thirteen teachers failed to respond to the question. The majority of Iowa towns are small and distance often does not present a problem. It is entirely possible that the high school may be as centrally located as any available space and that it may be satisfactory as a center for adult education activities. As may be seen from Table 10, 85 per cent of the teachers believed this was true.

Table 10

REASON FOR THE SELECTION OF THE PLACE OF MEETING FOR THE ADULT CLASS

<table>
<thead>
<tr>
<th>Reason</th>
<th>All programs (80)</th>
<th>Good programs (15)</th>
<th>Poor programs (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>Convenient for the members</td>
<td>68</td>
<td>85</td>
<td>11</td>
</tr>
<tr>
<td>Customary to meet there</td>
<td>63</td>
<td>78</td>
<td>12</td>
</tr>
<tr>
<td>Adequate seating capacity</td>
<td>58</td>
<td>72</td>
<td>10</td>
</tr>
<tr>
<td>Good light and heat</td>
<td>50</td>
<td>62</td>
<td>11</td>
</tr>
<tr>
<td>Convenient for the teacher</td>
<td>49</td>
<td>61</td>
<td>8</td>
</tr>
</tbody>
</table>

One poor program had only non-class activities

Furthermore, 72 per cent believed that the high school had adequate seating capacity for the group. In only one instance
was a specific suggestion made on this point. The teachers in one town reported thus:

We do feel that the attendance should be restricted or more room should be provided for the meetings. We did not have sufficient room to permit those attending the classes to work during the class time as we had planned.

And an enrollee from the same town rated the program as of little value to her but made this notation:

... due (i.e., little value) to a very large attendance and too small an amount of room.

This person, however, found all the meetings interesting and attended each one.

The rooms were judged adequate insofar as heat and light were concerned by 62 per cent of the teachers. The only exception was that one school found it necessary to discontinue a unit in clothing construction because of inadequate lighting facilities.

It is surprising that only 61 per cent thought the selection of the high school was made because of convenience for the teacher. Since the use of illustrative material and specialized equipment is so vital a part of many units of work in homemaking and since many of these aids are difficult or impossible to transport, it would seem that the high school would be the most convenient for the teacher. There is no

---

66 From Final Report for the Adult Homemaking Program. Mimeographed. State Board for Vocational Education, Des Moines, [Confidential material].

67 From survey card returned by enrollee. See appendix H.
evidence as to what prompted the judgments so it may be that those reporting felt that other aspects of the situation carried greater weight than that of convenience for the teacher and therefore did not check that item.

More than one method of financing the program of adult education was used in many places. Table 11 indicates the practices in Iowa. In many schools, more than one source of income was available for the adult program. Fifty per cent had

Table 11

<table>
<thead>
<tr>
<th>Source of income</th>
<th>All programs (95)</th>
<th>Good programs (15)</th>
<th>Poor programs (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>Allowance from school</td>
<td>40</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Fee from class members</td>
<td>34</td>
<td>43</td>
<td>11</td>
</tr>
<tr>
<td>Contributions of money or supplies</td>
<td>12</td>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>

There was no response from 17 programs concerning financing.

an allowance from the school, 43 per cent charged a fee to the participants, and 15 per cent depended wholly or in part upon contributions of money or goods. Of those who charged a fee, over one-half the group set one dollar as the amount. (See table 12). The use to which the fee was put was not one of the questions asked since it was assumed that it would serve to defray expenses for teaching aids, duplicated materials,
Table 12
FEES CHARGED FOR CLASSES IN ADULT EDUCATION IN HOMEMAKING

<table>
<thead>
<tr>
<th>Amount of fee</th>
<th>All programs charging fee (34)</th>
<th>Good programs (15)</th>
<th>Poor programs (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>$5.00</td>
<td>1</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>3.00</td>
<td>1</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>2.50</td>
<td>1</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>2.00</td>
<td>1</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>1.50</td>
<td>3</td>
<td>8.8</td>
<td>2</td>
</tr>
<tr>
<td>1.25</td>
<td>2</td>
<td>5.8</td>
<td>1</td>
</tr>
<tr>
<td>1.00</td>
<td>19</td>
<td>55.8</td>
<td>6</td>
</tr>
<tr>
<td>.50</td>
<td>1</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>.25</td>
<td>1</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Fee, no stated amount</td>
<td>4</td>
<td>12.1</td>
<td>2</td>
</tr>
</tbody>
</table>

time of resource people, etc. However, many comments pointed to the fact that the fee did not cover actual expenses of the program but was used to provide refreshments each evening or to provide for a banquet or other function at the close of the series. Furthermore, it was evident that even in those schools which did not mention an allowance from the school as a source of income, the school probably did assist materially by providing the rooms, janitorial service, light, and heat.

The final reports indicated that few activities for adult
education in homemaking were carried out in places other than
the school; consequently, transportation costs were generally
unimportant. Of the 95 reports, 80 bore no answer about how
transportation expenses were met, five stated that reimburs-
ment was made on the basis of mileage, two reported that ex-
penses were cared for by salary, one replied that a stated
sum covered all such expenses, five commented that expenses
were paid by the teacher, and two stated that no expenses were
incurred.

Careful, systematic publicity for the program of adult
education is one of the conditions which tends to encourage
participation. Since no single medium for publicity is likely
to reach all of the people of the community, it is important
that many methods of informing the public be used. That a
variety of ways were used is shown by Table 13. The schools
employed one to six media (mean, 2.98) to acquaint the public
with the program.

The newspaper was used more than twice as often as any
other single means for informing the public of the program.
Slightly more than eight of every ten teachers announced the
activities in the press and almost seven of every ten reported
on such activities. That the radio was used by only 13 per-
cent is to be expected since stations are to be found in rela-
tively few towns.

It is surprising since home visits were undoubtedly made
in connection with the day school program that less than one
Table 13

KINDS OF PUBLICITY USED FOR PROGRAMS OF ADULT EDUCATION IN HOMEMAKING

<table>
<thead>
<tr>
<th>Medium</th>
<th>All programs (95)</th>
<th>Good programs (15)</th>
<th>Poor programs (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>Newspaper announcements</td>
<td>78</td>
<td>82</td>
<td>15</td>
</tr>
<tr>
<td>Newspaper articles</td>
<td>66</td>
<td>69</td>
<td>12</td>
</tr>
<tr>
<td>Letters sent to adults through school children</td>
<td>30</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>Visits</td>
<td>29</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>Other letters</td>
<td>27</td>
<td>28</td>
<td>5</td>
</tr>
<tr>
<td>Talks to groups</td>
<td>21</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>Posters</td>
<td>17</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Radio announcements</td>
<td>12</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Mean number of media used</td>
<td>2.98</td>
<td></td>
<td>3.50</td>
</tr>
</tbody>
</table>

In three persons reporting took advantage of them to publicize adult educational activities. Even though the visitation may have taken place before or after the specific adult education activities occurred, it might still have been well worth the effort of the teacher to discuss the adult program with the parents during a home visit.

Fewer than one in five used posters for publicity purposes. Since posters must be very well made to be effective
and since few teachers have the time to devote to such an activity — if, indeed, the skill is possessed — it may be that other methods of publicity were given precedence simply because they were more feasible.

Somewhat fewer than one of each three teachers used letters sent by the school children as a means of publicity. The same figure holds for letters sent through the mail. When the two were combined, a total of 59 (62 per cent) sent letters of some sort to inform the public of the activities. The use of letters was the third most extensively used procedure in informing the public of the program.

Speaking before groups may be a very effective method for publicizing the program of adult education in homemaking, but requires much time. About one of every four teachers spoke to groups. At first glance, this may seem to be a small number. However, it must be realized that usually this procedure is not one which the teacher herself may initiate but one which is carried out only at the invitation of the organization concerned. With this in mind, the number who used this method for publicizing the program was relatively large.

Insofar as physical facilities provided for carrying on the program are concerned, little difference was found between schools which had good and those which had poor programs of adult education in homemaking. All of the schools which maintained good and 90 per cent of those which had poor programs held meetings at the high school. The reasons for the choice
of the meeting place were very similar for both groups.

Decided differences appeared between schools with good programs and those with poor ones in the methods used for financing them. Schools which had poor programs were given school funds for operation in 66 per cent of the cases while only 33 per cent of those with good programs were given such help. Conversely, 73 per cent of those with good and 40 per cent of those with poor programs charged fees which ranged from $1.00 to $1.50.

Too few reports were available regarding the method of caring for transportation expenses for any conclusive statements to be made concerning differences between good and poor programs.

Some likenesses as well as some distinct differences were discernible in the kinds of publicity used by teachers in good programs and those in poor ones. An equal percentage (80) used newspaper articles in the nature of reports. Newspaper announcements of activities were made by all teachers in the good programs and by 90 per cent of those in poor ones.

On the contrary, 60 per cent of those directing poor and 26 per cent of those in good programs sent letters through school children to inform the public of the adult education activities. This procedure would seem to be, on the basis of these data, associated with less satisfactory programs.

The person-to-person methods of informing the public were used more extensively by those connected with good programs. Home visits were made by 60 and 20 per cent, respectively, of
teachers in good and poor programs. Talks to groups were given by 40 per cent of those in good and 10 per cent of those in poor programs.

The evidence in relation to the criterion may be summarized in this way.

1. High schools were used almost exclusively as the place of meeting for adult homemaking education classes sponsored by the public school.

2. Approximately eight of each ten teachers believed the place of meeting selected was convenient for the people of the community. Somewhat fewer, about 7 in 10, of teachers both in the good and in the poor programs concurred in this belief.

3. Approximately 7 in 10 teachers found rooms had adequate seating capacity for the groups to be accommodated. Slightly fewer (6.6 in 10) of those in good and only 5 in 10 of those in poor programs held the same opinion.

4. Of the teachers in good programs, poor programs, and programs in the state as a whole, 7, 6, and 5 in 10 respectively found good heat and light in classrooms.

5. Teachers associated with poor programs were more likely to receive an allowance from the school for carrying on the program than were those in good programs or those in the state as a whole. About equal numbers, 4 in 10, of the programs considered poor and of all out-state programs were supported, at least partially, by fees. Over 7 in 10 of the good programs were so financed.
6. Too few teachers reported on the question of reimbursement for transportation for a statement to be made.

7. There was no evidence that the time of the high school homemaking teacher was made available for her work with adults.

8. The number of publicity media used by teachers ranged from one to six with an average of 2.98. Teachers in poor programs employed 3.0 methods while those in good programs used 3.5. Dependence upon letters sent by school children seemed to be associated with poor programs. The use of person-to-person techniques (talks to groups, home visits) seemed to be associated with good programs.

9. There was no evidence that publicity was carried on throughout the year.

The program of homemaking education for adults is coordinated with the other educational activities of the community

The coordination of adult educational activities in homemaking sponsored by the public school with similar activities under the direction of other agencies or organizations is highly desirable. The presence of an over-all council or advisory group which directs all adult education activities can provide such coordination.

It was recognized that the advisory groups with which Iowa homemaking teachers worked would probably function in different ways. The preliminary report gave evidence of this fact. (See Table 14). Since eight teachers reported an over-all council,
### Table 14
GENERAL FUNCTION OF ADVISORY GROUPS FOR PROGRAMS IN ADULT EDUCATION IN HOMEMAKING

<table>
<thead>
<tr>
<th>Function</th>
<th>All programs&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Good programs&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Poor programs&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N Per Cent</td>
<td>N Per Cent</td>
<td>N Per Cent</td>
</tr>
<tr>
<td>Coordinating adult education activities of all agencies in the community</td>
<td>8 11</td>
<td>1 8</td>
<td>1 20</td>
</tr>
<tr>
<td>Coordinating all adult education activities carried on by school</td>
<td>23 32</td>
<td>4 33</td>
<td>1 20</td>
</tr>
<tr>
<td>Coordinating adult education in homemaking</td>
<td>41 57</td>
<td>7 58</td>
<td>3 60</td>
</tr>
<tr>
<td>Coordinating adult and day school homemaking program</td>
<td>1 1</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<sup>a</sup>72 schools reported presence of advisory group; some checked more than 1 function

<sup>b</sup>Data not available for all

...it may be assumed that 11 per cent were participating in a truly coordinated program.

Coordination of the adult education program sponsored by the school may be confined to the work carried on by the agriculture and homemaking departments. These are often the only areas in which adult education is available. Twenty-three (32 per cent) of the teachers reported that the advisory group coordinated the various adult education activities of the school. Over half the advisory groups served to coordinate the program of adult education in homemaking. Since the schools...
customarily offer only one series of class or non-class activities yearly, this coordinating function becomes one of importance as a long-time service rather than of annual help. Only one school reported that the advisory group served to unify adult and secondary school programs.

There were, nevertheless, other efforts made toward cooperation (See Table 15). Homemaking teachers in 32 of the schools (33 per cent) met with leaders of other organizations interested in the improvement of home and family life. There was no indication as to the frequency of these meetings which were for the purpose of becoming acquainted with the aims and programs of each group. That more did not hold such meetings might be indicative either that leaders were already familiar with activities of others and consequently saw no need for a formal meeting or that the teachers were unaware of those agencies which had similar interests. However, since program emphasis varies from year to year, it would seem to be wise to be constantly on the alert.

Both the scope of service and the effectiveness of a program may be greatly lessened when there is competition for a single audience. In small towns, the matter of competition becomes increasingly serious. Consequently, in the absence of a coordinating body, it seems to be wise for leaders of various agencies and organizations which have programs of adult education to plan for serving different groups or to use other means to avoid duplication of activities. The reports showed that
Table 15

KIND OF COOPERATION EMPLOYED BY TEACHERS IN
ADULT HOMEMAKING PROGRAMS: 1947-48

<table>
<thead>
<tr>
<th>Kind of cooperation</th>
<th>All programs (95)</th>
<th>Good programs (15)</th>
<th>Poor programs (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N Per Cent</td>
<td>N Per Cent</td>
<td>N Per Cent</td>
</tr>
<tr>
<td>Became acquainted with program purposes</td>
<td>32 33</td>
<td>9 60</td>
<td>1 10</td>
</tr>
<tr>
<td>Planned to avoid duplication</td>
<td>31 33</td>
<td>7 47</td>
<td>4 40</td>
</tr>
<tr>
<td>Held joint meetings</td>
<td>27 28</td>
<td>6 40</td>
<td>4 40</td>
</tr>
<tr>
<td>Spoke to other groups</td>
<td>18 19</td>
<td>4 27</td>
<td>1 10</td>
</tr>
<tr>
<td>Had speakers from other groups</td>
<td>18 19</td>
<td>3 20</td>
<td>3 30</td>
</tr>
<tr>
<td>Held joint activities</td>
<td>15 16</td>
<td>5 33</td>
<td>2 20</td>
</tr>
<tr>
<td>Planned to serve specific groups</td>
<td>14 15</td>
<td>6 40</td>
<td>-</td>
</tr>
<tr>
<td>Pooled resources</td>
<td>11 13</td>
<td>4 27</td>
<td>1 10</td>
</tr>
</tbody>
</table>

Totals exceed N since more than one kind of cooperation was checked for some programs.

31 teachers (33 per cent) planned so that duplication of work was avoided while 14 (15 per cent) planned with others to serve specific groups.

In some instances, a more efficient use of time and personnel would seem to result when groups pool resources or carry on some activities cooperatively. This joint action might be with school-sponsored groups or outside agencies. Data revealed that joint meetings were held in 27 (28 per cent) of all the programs. These meetings varied from forums and discussion.
groups to entertainments. It is the custom of some communities to have all adult classes meet simultaneously and to follow the class periods with a general discussion or a recreation hour. Data were inadequate to show how many schools followed this plan in 1947-8. Eleven teachers (13 per cent) reported that resources were pooled and 15 (16 per cent) that joint meetings were held.

Data on the functioning of advisory groups were available for only 12 of the 15 good and 8 of the 10 poor programs. All of the teachers from the 12 good programs made use of the advisory group while 5 of those who had poor programs did so. Of the 12 advisory groups associated with good programs, 1 tried to coordinate the adult educational activities of all agencies, 4 coordinated all adult educational activities carried on by the school, and 7 coordinated adult education programs in homemaking only. Of the 5 advisory groups whose programs were poor, 1 coordinated adult activities of all agencies and 1 those carried on by the school while 3 gave attention only to programs of adult education in homemaking.

There was a decided difference between the practices of the teachers in good programs and those in poor ones in getting acquainted with the aims of other services. Sixty per cent of the teachers in good and ten per cent of those in poor programs made an effort to familiarize themselves with the purposes of the other agencies which were also concerned with adult education in homemaking.
An equal percentage (40) of teachers in good and poor programs held meetings jointly with others. However, slightly more than 3 of every 10 (33 per cent) teachers who have good programs and 2 of each 10 in poor programs actually carried on cooperative activities with other groups.

One point at which there was divergence between the practices of those associated with good and poor programs was in the matter of going before other groups to explain the program purposes. Almost three times as many teachers from good programs as from poor, 27 and 10 per cent respectively, made such an interpretation.

Slightly more of the teachers who worked in good programs planned with other groups to avoid duplication of effort than did those in poor programs. On the other hand, 40 per cent of the former and none of the latter planned to serve specific groups within the community.

In summation, with reference to this criterion, the evidence is that:

1. Eleven per cent of the teachers who had programs of adult education in homemaking participated in a community-wide, coordinated program of adult education. One good program and one poor one were included in this number.

2. About 3 of each 10 teachers met with representatives of other agencies that served adults to become familiar with programs and purposes. One-third that number (10 per cent) of teachers in poor programs and twice the number (60 per cent) in
good programs did so.

3. Approximately 1 in 10 of the teachers in poor programs, 2 in 10 of all teachers, and 3 in 10 of those in good programs attempted to cooperate with other groups by speaking at their meetings.

4. About 3 in 10 of all the teachers, 5 in 10 of those in good programs, and 4 in 10 of those in poor programs planned with others to avoid duplication of activity.

5. None of the teachers in poor programs planned with other agencies and organizations to serve a specific group. However, 1.5 of every 10 teachers in programs of adult education in homemaking in the state and 4 of each 10 teachers in good programs planned to serve specific groups.

6. Teachers from poor programs pooled resources with others about as frequently as did the teachers in good programs; in schools as a whole however, the teachers from good programs pooled resources with others more than twice as often as did the others.

7. Teachers in poor programs carried on joint activities with greater frequency than did the average teacher in the state (20 and 16 per cent respectively). Those teachers associated with good programs cooperated with others twice as often as the average in the state.

Men and women of different ages, races, nationalities, and social and economic groups in the community are served by the program of adult education in homemaking.

That a program of adult education sponsored by a public,
tax-supported institution should be open to all people within the community who are able to benefit from its activities would seem to be a truism. There are, perhaps, few who would disagree with the statement that no group should be excluded from participation in educational activities. In fact, the greater the variance of an individual from the so-called "average" of the community, the greater the tendency of many persons to feel that he should be vigorously encouraged to take advantage of such opportunities as might induce conformity! Yet adult education programs may unintentionally exclude groups which leaders are much interested in serving.

There was no evidence that any groups were deliberately excluded from participation in programs of adult education in homemaking in Iowa. Some groups might have been deprived of the privilege of attending adult classes as a result of lack of consideration or forethought in planning.

Questions were asked in the preliminary report of adult classes in homemaking in order that the thinking of the teachers might be directed toward the various groups in her community which needed to be served. Teachers were asked to check the age, educational, income, nationality and racial groups they intended to serve. The final reports gave evidence as to groups which were served.

Responses to the preliminary report were obtained from 84 schools. Tables 16 to 18 summarize these responses. With reference to age, young, middle-aged, and elderly homemakers
Table 16

AGE GROUPS SERVED BY CLASSES IN HOMEMAKING EDUCATION
FOR ADULTS IN 1947-8

<table>
<thead>
<tr>
<th>Age groups</th>
<th>Planned to serve:</th>
<th>Actually served by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All programs (80)</td>
<td>Good programs (12)</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Young homemakers</td>
<td>72</td>
<td>11</td>
</tr>
<tr>
<td>Middle-aged homemakers</td>
<td>56</td>
<td>8</td>
</tr>
<tr>
<td>Elderly homemakers</td>
<td>17</td>
<td>3</td>
</tr>
</tbody>
</table>

*a* Adjusted to facilitate comparison: young, 16 - 35 years; middle-aged, 36 - 55 years; elderly, 56 years and up.

*b* Totals over N since some checked more than one group.
were singled out for attention in that order. In terms of actual attendance, the women of the middle years were those present in greatest numbers (57 per cent). About one-third of those enrolled were young women (34 per cent), and only 9 per cent of those present were elderly women.

Table 17 gives a more detailed analysis of age groups who were in attendance in 1946-7 and 1947-8 in comparison with all women in Iowa in that age bracket. In 1947-8, there was a great decrease from the preceding year in the proportion of those between 20 and 29 years and a corresponding increase in the proportion of those above 50 who were actually reached.

Table 17

<table>
<thead>
<tr>
<th>Age groups</th>
<th>Women in Iowa(^a)</th>
<th>Enrollees 1946-7</th>
<th>Enrollees 1947-8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>60 - up</td>
<td>94,616</td>
<td>12</td>
<td>74</td>
</tr>
<tr>
<td>50 - 59</td>
<td>132,049</td>
<td>17</td>
<td>272</td>
</tr>
<tr>
<td>40 - 49</td>
<td>161,611</td>
<td>21</td>
<td>528</td>
</tr>
<tr>
<td>30 - 39</td>
<td>174,062</td>
<td>23</td>
<td>392</td>
</tr>
<tr>
<td>20 - 29</td>
<td>203,375</td>
<td>27</td>
<td>339</td>
</tr>
</tbody>
</table>

\(^a\)1940 census

\(^b\)Based on available data from final reports
Although some aspects of homemaking are of interest and value to all persons regardless of age, many aspects need to be oriented to the present interests of the group. These interests are frequently dependent upon the age and family status of the individuals. To illustrate, a class in family relationships may have as its orientation parent-child relationships but may consider children at the pre-school, sub-teen, adolescent, or adult years. On the other hand, such a course may direct attention to husband-wife or other inter-adult relationships. Any phase of the topic may be of deep concern to a person at one time in his life and of little interest at another. The fact that many teachers, knowing that only one series of lessons could be held, checked their intention to focus attention on all groups may reflect a lack of awareness of differences in needs and interests at different stages of life.

Because of the varying interests which are likely to be associated with the different age groups, it is especially important in small communities where the program of adult education in homemaking is limited that the subjects offered be varied from year to year. It also seems wise that points of emphases be carefully considered and changed periodically. To discover whether such variations had been made, records of the twenty-five schools for which data were available over a period of years were examined. Unfortunately, the information was too scant for any conclusions to be drawn.

Among the 84 schools from which information was available
on preliminary reports, plans were made by only four to serve nationality and two to serve racial groups. It is perhaps true that many Iowa communities are very homogeneous and have no groups which might be called minorities. However, racial and nationality groups are far more prevalent than these figures would indicate. Furthermore, the figures are somewhat misleading in that those who planned to serve racial groups specifically stated "white". Consequently, the data showed that no programs were planned to include a minority race. The final reports revealed that Negroes were present in classes in only three towns. One person reported the presence of some Hebrews in her class.

It was believed that the program of adult education in homemaking should serve, over a reasonable period of time, the various economic groups of the community. Table 18 indicates the income groups the teachers planned to serve as compared with the proportion of those within those groups in the state and with the number who actually enrolled in classes. These data must be interpreted with certain reservations.

The economic level of those in attendance was estimated from the occupation of the wage earner. To determine the various levels, Sims' occupational scale was used. Group I, made up of highest level professional men, higher executives, owners of large stores, etc., was considered the high income

---

### Table 18

INCOME GROUPS REACHED BY CLASSES IN ADULT EDUCATION IN HOMEMAKING EXCLUSIVE OF DES MOINES IN 1947-8

<table>
<thead>
<tr>
<th>Income group&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Proportion in Iowa</th>
<th>Number teachers planning to reach each group&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Enrollees from each group&lt;sup&gt;c&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Low</td>
<td>194,714</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>Medium</td>
<td>576,542</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>High</td>
<td>57,145</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>

<sup>a</sup>Based on Sims occupational listings: Group I, high; groups II, III, IV, medium; and group V, low.

<sup>b</sup>Totals greater than number of programs since more than one group might be checked.

<sup>c</sup>Based on 80 schools which submitted final reports of the organized classes. These figures reflect the judgment of the teacher.

Group. Groups II, III, and IV, the middle income groups, included large land owners, those engaged in commercial service, store owners who employed 5 to 10 people, teachers, artisans, skilled laborers, farmers, etc. Group V was considered the low income group and was composed of personal service workers and unskilled laborers. The way in which the occupation was listed may have varied with the individual reporting as did the conception of what constitutes high or low income. In each case, the report of the teacher was accepted and information reported on that basis.
From the data available, it was apparent that women of the middle income groups were those to whom, in the main, the adult education classes in homemaking appealed. Approximately 70 per cent of the Iowa wage earners fall into this classification. Seventy of the 84 teachers who reported planned to serve people of moderate income; however, of the women who attended adult education classes in homemaking in 1948-9, 85 per cent could be so classed. Almost one of every four wage earners in Iowa might be called a member of a low income group. Twenty-two teachers intended to serve this group but of those adults who attended classes, only 12 per cent of the total enrollment from all schools were from the low income level. An even smaller number (3 per cent) of those actually reached were from the high income bracket although many teachers (18) had planned activities they believed to be of interest to them. These findings are in keeping with those of Hendrickson who noted that seldom were those from either extreme of the economic scale within a given community influenced greatly by adult education.

An adult education program which serves all people may be expected to include representatives of every educational level to be found in the community. An examination of Table 19 will show that about 95 per cent (79) of the teachers planned to serve those who had formal education below that of a high school graduate, 82 per cent (69) to serve high school graduates, and

---

Table 19
EDUCATIONAL ATTAINMENT OF ENROLLEES IN ADULT HOMEMAKING CLASSES 1947-48

<table>
<thead>
<tr>
<th>Educational attainment</th>
<th>Out-state</th>
<th></th>
<th>Des Moines</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schools planning to serve</td>
<td>People serveda</td>
<td>People servedb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N (84)</td>
<td>N Per Cent</td>
<td>N Per Cent</td>
<td>N Per Cent</td>
</tr>
<tr>
<td>Eighth grade or less</td>
<td>21</td>
<td>254</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>Some high school</td>
<td>58</td>
<td>429</td>
<td>14</td>
<td>71</td>
</tr>
<tr>
<td>High school graduate</td>
<td>69</td>
<td>1494</td>
<td>48</td>
<td>301</td>
</tr>
<tr>
<td>Training beyond high school</td>
<td>58</td>
<td>553</td>
<td>18</td>
<td>196</td>
</tr>
<tr>
<td>College graduate</td>
<td>23</td>
<td>365</td>
<td>12</td>
<td>130</td>
</tr>
</tbody>
</table>

aEducational attainment unreported for 39 out-state and 25 Des Moines enrollees about whom other information was given.

bData obtained through courtesy of Ruth Baumgartner, Homemaking teacher, Des Moines.

96 per cent (81) to serve those who had an education beyond the high school level. Many teachers planned to reach several educational groups. In actuality, the greatest number of enrollees were high school graduates, approximately one in three had training beyond high school and about one in five had less than high school training. The enrollment in Des Moines showed a pronounced trend toward attendance by those from higher educational groups. These data lend added credence to the statement by
Bryson\textsuperscript{70} that

\ldots the more education you give to more people, the more people there will be who want more education.

The inference may be made that, if educators are really convinced that it is important for all groups to be served, ways must be found to interest those of lower educational attainment in adult education in homemaking.

A common complaint of homemaking teachers is that the program of adult education in some communities tends to attract the same people year after year. To discover whether new individuals were brought into the program, the previous attendance at adult classes was asked on the rating cards sent to a sampling of enrollees\textsuperscript{*}. Of the respondents, 44 per cent (52) of those from the state and 48 per cent (12) of those in Des Moines had not attended adult classes in homemaking prior to 1947-8. It must be recognized that this number represents but a fraction of the entire enrollment in the state as a whole; nevertheless, considering the method by which the sample was taken, there is no reason to question that the results reflect the situation in the state. (See Table 20).

Additional evidence that new groups were brought into the adult education program was found in the final report. Seventytwo schools made use of advisory groups. Of that number, 16 had as one function that of interesting new people in the program. It may be assumed, therefore, that some new persons or

\textsuperscript{70}Bryson, Lyman. op cit. p 40.

\textsuperscript{*} Method of selecting sample described on p 41.
Table 20
PREVIOUS ATTENDANCE OF 145 ENROLLEES IN ADULT EDUCATION CLASSES IN HOMEMAKING 1947-8

<table>
<thead>
<tr>
<th>Attendance in adult classes</th>
<th>Programs</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Out-state (119)</td>
<td>Des Moines (26)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>Had attended adult classes in homemaking before 1947-8</td>
<td>67</td>
<td>56</td>
<td>14</td>
</tr>
<tr>
<td>Had not attended adult classes in homemaking before 1947-8</td>
<td>52</td>
<td>44</td>
<td>12</td>
</tr>
</tbody>
</table>

In examining the data concerning the groups which were to be served, it was found that only four teachers planned to reach some specific racial groups (white). In each instance, the statements were made by teachers in the programs that had been rated good by the supervisors.

When trying to discover how much variation there was between the good and the poor programs in regard to this criterion, it was found that there was little difference insofar as age groups which each planned to serve was concerned. Both placed emphasis on the young homemaker. When the enrollment figures were studied (Table 21), it became evident that the teachers in the poor programs reached a much greater percentage (though many fewer in actual numbers) of young women than did the teachers in good programs.
Table 21

AGE GROUPS SERVED BY CLASSES IN GOOD AND POOR PROGRAMS OF ADULT EDUCATION IN HOMEMAKING 1947-8

<table>
<thead>
<tr>
<th>Age groups</th>
<th>Good programs (15)</th>
<th>Poor programs (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>56 - up</td>
<td>63</td>
<td>9</td>
</tr>
<tr>
<td>46 - 55</td>
<td>212</td>
<td>31</td>
</tr>
<tr>
<td>36 - 45</td>
<td>208</td>
<td>31</td>
</tr>
<tr>
<td>26 - 35</td>
<td>114</td>
<td>17</td>
</tr>
<tr>
<td>16 - 25</td>
<td>83</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>680</td>
<td>285</td>
</tr>
</tbody>
</table>

Data not available for 256 of those in good and 32 in poor programs

Representatives of the middle income group were far in the majority among attendants. There was little difference between good and poor programs in this respect since more than 9 of every 10 enrollees in each group was so classified. (See Table 22).

Likewise, there was little difference between good and poor programs in the educational level of those who participated. The largest number were high school graduates while almost one-third of the group had training beyond that level. In each case, the least appeal was to those who had less than eight grades of schooling. (See Table 23).
Table 22

INCOME LEVEL GROUPS SERVED BY CLASSES IN GOOD AND POOR PROGRAMS OF ADULT EDUCATION IN HOMEMAKING 1947-48

<table>
<thead>
<tr>
<th>Income level</th>
<th>Good programs (15)</th>
<th>Poor programs (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Planned to serve</td>
<td>Adults served</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N Per Cent</td>
</tr>
<tr>
<td>High</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Medium</td>
<td>12</td>
<td>645</td>
</tr>
<tr>
<td>Low</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>Totals</td>
<td>704</td>
<td></td>
</tr>
</tbody>
</table>

Table 23

EDUCATIONAL LEVEL OF GROUPS SERVED BY CLASSES IN GOOD AND POOR PROGRAMS OF ADULT EDUCATION IN HOMEMAKING 1947-48

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Good programs (15)</th>
<th>Poor programs (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Planned to serve</td>
<td>Adults served</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N Per Cent</td>
</tr>
<tr>
<td>Eighth grade or less</td>
<td>2</td>
<td>74</td>
</tr>
<tr>
<td>Some high school</td>
<td>11</td>
<td>129</td>
</tr>
<tr>
<td>High school graduate</td>
<td>13</td>
<td>311</td>
</tr>
<tr>
<td>Training beyond high school</td>
<td>11</td>
<td>104</td>
</tr>
<tr>
<td>College graduate</td>
<td>6</td>
<td>103</td>
</tr>
<tr>
<td>Totals</td>
<td>721</td>
<td></td>
</tr>
</tbody>
</table>

aData unavailable for 215 in good and 30 in poor programs.
The evidence for this criterion may be summarized thus:

1. Teachers of adults planned more frequently to serve young homemakers than those of other age brackets, but middle-aged women predominated in attendance.

2. A negligible number of programs was planned to serve specific nationality or racial groups within the community.

3. Seven of every ten teachers intended to reach the medium income group through adult education activities, and 85 per cent of those attending were from the middle economic level as estimated from the occupations. Four times as many participants were from low income levels as from high.

4. People of all educational levels were included in the program of adult education in homemaking. Approximately one half were high school graduates and one-third had schooling beyond that level.

5. Data are inadequate to make broad generalizations as to the previous attendance of the participants at adult classes. Of those who responded to the question, slightly less than one half were attending adult classes in homemaking for the first time.

6. With reference to groups served, no distinct difference was found between good and poor programs.

The people who are to benefit share in planning, in carrying out the plans, and in evaluating the program of adult education in homemaking

There are many ways in which participants in a program
may share both directly and indirectly in its various aspects. One of the methods believed to be effective is through an advisory group. Of the 95 schools from which reports on this point were available, 72 (76 per cent) have an advisory group. The mere presence of such a body is not necessarily evidence of actual sharing for much depends upon the method by which the group was selected as well as upon the manner in which it functions.

The largest number of advisory groups, 33, (46 per cent) was made up of persons chosen by and from organized classes. Such a procedure is not likely to result in true representativeness since it is drawn from a limited number. On the other hand, those chosen in such a manner are probably people who are interested in the program and who may serve in a very satisfactory manner.

In 15 communities (21 per cent), representatives to the advisory group were selected from different geographic sections of town. It is known that individuals within neighborhoods tend to resemble each other more than do individuals among neighborhoods. Since many of the small Iowa villages are scarcely more than one neighborhood, there may be little to be gained by the procedure. It does, however, represent an effort to bring different groups into the program. (See Table 24).

The teacher and superintendent appointed the advisory group personnel in 13 (19 per cent) of the towns and the teacher did so alone in 11 (16 per cent). Although these practices
Table 24

METHOD OF SELECTION OF ADVISORY GROUPS

<table>
<thead>
<tr>
<th>Method</th>
<th>All programs (68)</th>
<th>Good programs (13)</th>
<th>Poor programs (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>Elected by classes</td>
<td>34</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>Chosen to represent geographic areas</td>
<td>18</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>Selected by teacher and administrator</td>
<td>13</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Selected by teacher</td>
<td>11</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

*More than one method of selection was used in some programs.

may be defensible under some conditions, it is difficult to believe that any teacher would feel qualified to take sole responsibility for such action. If the program is just being developed, appointments may be needed until some more representative method can be put into operation. If the selectors choose representative people who have qualities essential for the service to be rendered, a fine advisory group could be formed. The danger lies in that those who are leaders in too many activities may be called upon and in that no plan for replacing these temporary members will be formulated at the outset. There is no evidence with reference to these points.

Some exceedingly questionable procedures for the selection of advisory group members were reported. In one instance
the advisory group was composed of the wives of those men who made up the council for the agricultural group. In a second community, all those who had perfect attendance records for the preceding year automatically became the advisory group. Such practices are a disservice to the program in that they make no allowance for the qualifications nor the desire of such persons for serving in an advisory capacity. Furthermore, the group so chosen can scarcely be considered representative.

The advisory group has two broad functions: it serves as a training ground for democratic group action and it provides a body to act upon matters concerning the adult education program. It is the first function which makes it important that some provision be made to insure new membership at intervals. It is the second function which makes it important that there be some experienced members of the group at all times. Not only do new members bring a fresh viewpoint but they also have a chance to serve. That continuity in the program was safeguarded by the retention of some persons who were familiar with plans and with past action is shown in Table 25. Teachers in 26 centers reported that the length of the term of service for advisory group members was specified at the time of appointment. Thirty reported that all terms ended simultaneously. Sixteen failed to respond to the question.

Fifty-three per cent of the advisory groups (36) serve one year, 25 per cent (17) serve two years, 12 per cent (8) serve three years, and 10 per cent (7) serve an unlimited
Table 25
CONTINUITY OF SERVICE OF ADVISORY GROUP MEMBERS

<table>
<thead>
<tr>
<th>Terms end simultaneously</th>
<th>All programs (56)</th>
<th>Good programs (8)</th>
<th>Poor programs (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>26</td>
<td>48</td>
<td>5</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>52</td>
<td>3</td>
</tr>
</tbody>
</table>

*a*Information on this point unavailable for a total of 16 programs including 7 good and 4 poor ones.

Table 26
TERMS OF SERVICE OF ADVISORY GROUP MEMBERS

<table>
<thead>
<tr>
<th>Years</th>
<th>All programs (56)</th>
<th>Good programs (10)</th>
<th>Poor programs (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>One</td>
<td>36</td>
<td>53</td>
<td>6</td>
</tr>
<tr>
<td>Two</td>
<td>17</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>Three</td>
<td>8</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>Unlimited</td>
<td>7</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

*a*Information on this point unavailable for a total of 16 programs including 5 good and 4 poor programs. More than one alternative might be checked.
If the advisory group is to function effectively, it must meet with sufficient frequency to carry on necessary business. There can be no specific number of times set which would serve as a guide in this respect since each situation is unique. The 72 advisory groups in Iowa met on an average of 2.5 times during the year. Some met not at all and others convened twelve times. Unless some unusual condition existed which made it of extreme importance that meetings be held, the monthly meeting might be excessive. Even willing workers may find it difficult to devote such an amount of time to this use. (See Table 27).

Table 27
FREQUENCY OF MEETINGS OF 71 ADVISORY GROUPS

<table>
<thead>
<tr>
<th>Programs</th>
<th>Meetings</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4 5 6 7 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>12 11 18 15 8 3 2 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>Good</td>
<td>2 2 2 4 3 1 1 - -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>Poor</td>
<td>3 2 3 - 1 1 - -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.7</td>
</tr>
</tbody>
</table>

An essential phase of the program of adult education in homemaking is that of identifying adult needs and interests. It is a phase of the work about which advisory groups and participants are well qualified to express an opinion. That homemaking teachers have encouraged this kind of action on
the part of all concerned is evident.

Both the advisory groups and the participants shared in deciding on the activities to be carried out in order to reach goals set up by the schools over the state. Sixty-two of the advisory groups (86 per cent) and 48 of the organized classes (60 per cent) helped make such decisions. There is no evidence that plans were or were not freely discussed. Unless such was the case, the decision making may have been merely an unquestioning acceptance of a plan presented, a rubber-stamping procedure. To discover the amount and quality of the discussion which preceded the final decision would require observation at the advisory group meetings. This was not possible.

Since the program of adult education in homemaking is in part a responsibility of the people and not the sole responsibility of the teacher, those duties involved in its functioning should be shared. Responsibility assumed for one phase of work often leads to an interest in some other aspect of the work. Some of the activities are purely routine but necessary while others have definite educational value. One of the problems in management is to match the job with the person who would benefit from or take pleasure in doing it.

Teachers in the adult homemaking program have obtained the cooperation of adults in carrying out many kinds of activities in connection with the program. (See Table 28).

*See discussion of Criterion II, page 96-100.
Table 28

PARTICIPATION OF ADVISORY GROUPS AND CLASS MEMBERS IN PROGRAMS OF ADULT EDUCATION IN HOMEMAKING

<table>
<thead>
<tr>
<th>Type of participation</th>
<th>All programs (N 72)</th>
<th>Good programs (N 15)</th>
<th>Poor programs (N 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advisory group</td>
<td>Adult class members</td>
<td>Advisory group</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Per cent</td>
<td>N</td>
</tr>
<tr>
<td>Made surveys to find needs</td>
<td>32</td>
<td>31</td>
<td>-</td>
</tr>
<tr>
<td>Secured membership</td>
<td>58</td>
<td>81</td>
<td>-</td>
</tr>
<tr>
<td>Helped decide on goals</td>
<td>22</td>
<td>31</td>
<td>36</td>
</tr>
<tr>
<td>Helped to decide on ways or activities to carry out goals</td>
<td>62</td>
<td>86</td>
<td>48</td>
</tr>
<tr>
<td>Publicized the program</td>
<td>57</td>
<td>79</td>
<td>17</td>
</tr>
<tr>
<td>Helped secure resource people</td>
<td>22</td>
<td>31</td>
<td>9</td>
</tr>
<tr>
<td>Arranged for meeting places</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Helped to decide ways to evaluate</td>
<td>7</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Helped evaluate</td>
<td>31</td>
<td>43</td>
<td>25</td>
</tr>
<tr>
<td>Obtained illustrative material</td>
<td>-</td>
<td>-</td>
<td>19</td>
</tr>
<tr>
<td>Served as a hostess</td>
<td>-</td>
<td>-</td>
<td>40</td>
</tr>
<tr>
<td>Served as a panel member</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Kept records</td>
<td>-</td>
<td>-</td>
<td>21</td>
</tr>
<tr>
<td>Interested groups in program</td>
<td>16</td>
<td>22</td>
<td>-</td>
</tr>
</tbody>
</table>
Both classes and advisory groups have helped to publicize the activities. Among the 72 towns in which there was an advisory group, 57 teachers (79 per cent) reported that the advisory group helped with publicity and 17 (21 per cent) reported that members of the classes did so. Much of this publicizing was probably by word-of-mouth. Several teachers reported that enrollees had brought friends to various meetings and that ideas had been passed on to others who subsequently called on the teacher for assistance. This direct contact has been found, as has been previously mentioned, to be one of the best means of group recruitment.

Half of the schools in which there were organized adult classes had members who served as hostesses. In many communities, it is customary for the group to be served refreshments at each meeting. Such a practice seems to encourage good fellowship and to make the situation less formal. In consequence, it is sometimes easier to discuss various problems in the friendlier atmosphere. A danger sensed by some teachers was that the social hour might easily infringe upon other phases of the program, become a burden to a few people, or result in an excessively long meeting time. The rotation of hostess responsibility tended to alleviate some of these dangers.

Work shared to a lesser extent included the collecting of illustrative material, keeping of records, and serving as a panel member.

Many schools reported the participation of both advisory
groups and class members in evaluation. The advisory group in 10 per cent of the cases helped decide on methods to be used in judging the program. Twenty-five (31 per cent) of the teachers reported that the classes also assisted in the evaluation of progress, although in no instance did the teacher report that members of the classes helped to decide on ways to evaluate.

Several procedures were reported as having been used to evaluate the program of adult education in homemaking. (See Table 29). Personal judgment, presumably that of the teacher,

**Table 29**

**BASIS FOR EVALUATING PROGRAMS OF ADULT EDUCATION IN HOMEMAKING**

<table>
<thead>
<tr>
<th>Basis of evaluation</th>
<th>All programs (80)</th>
<th>Good programs (15)</th>
<th>Poor programs (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>Personal judgment</td>
<td>63</td>
<td>79</td>
<td>9</td>
</tr>
<tr>
<td>Attendance</td>
<td>63</td>
<td>79</td>
<td>11</td>
</tr>
<tr>
<td>Goals of the program</td>
<td>42</td>
<td>52</td>
<td>10</td>
</tr>
<tr>
<td>Interviews</td>
<td>32</td>
<td>40</td>
<td>7</td>
</tr>
<tr>
<td>Changed or adopted practices</td>
<td>31</td>
<td>39</td>
<td>7</td>
</tr>
<tr>
<td>Evaluative scheme</td>
<td>9</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

was used to decide the worth of the program in 79 per cent (63) of the schools reporting. The efficacy of this method is
influenced greatly by the experience and breadth of understanding of the individual who is passing judgment. The data give no evidence as to the basis on which such judgments were made, as to whether they were vague "feelings" or were based on specific qualities.

Attendance records were the basis on which 63 programs were evaluated. Such a procedure might mean one of two things: First, that the program was successful if it continued to attract an audience of satisfactory size. Second, that those who enrolled persisted in attendance. The data gave no evidence regarding which point of view was held by the teacher who reported.

There are many factors involved in attendance. A large group may assemble for an adult meeting through curiosity, a fleeting interest, courtesy to those in charge, or for many other reasons. One school in which a large attendance was maintained gave away door prizes at times. The assumption cannot be made safely that a large number in attendance indicates a good program.

Evidence concerning the relation between attendance and beliefs about program quality was acquired in two ways in this study. It will be recalled that a sample of enrollees in adult classes in homemaking was taken and cards sent to them in order that they might state their opinion of work done. (See appendix H). Five schools were rated by those enrollees as having programs which were very helpful. These same schools
had an average percentage attendance of 33, 41, 58, 63, and 71. Three supervisors were unanimous in rating four schools as having good programs. Those schools had an average attendance of 52, 58, 23, and 70 per cent of their enrollment; conversely, one poor program drew an average attendance of 91 per cent of its enrollees. It would appear, then, that an average attendance might not be an entirely satisfactory base from which to draw conclusions as to the quality of the program.

Persistence in attendance as a measure of program quality is another matter. If a class is displeasing to an individual he may, of course, withdraw. If interest lags, no great effort will be made to attend class sessions. However, a careful study raises some doubt as to whether regularity in attendance reflects satisfaction with the course. This will be discussed further in connection with Criterion 7.

Forty per cent (32) of the programs were rated on the basis of information gained through interviews. From the examples given on the report blanks, it was evident that "interview" was used synonymously with "comment". Many comments were listed in which women expressed satisfaction with the work in which they had participated. If comments are to be used as a means for discovering the success of a program, they should be directed to a specific point. Unless this definiteness is secured, there is no evidence as to the aspects of the program which the enrollees found satisfactory.

*Described on page 151-2.
Table 30
PER CENT ATTENDANCE AT HOMEMAKING
CLASSES FOR ADULTS

<table>
<thead>
<tr>
<th>Per Cent attendance</th>
<th>All programs (80)</th>
<th>Good programs (15)</th>
<th>Poor programs (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>91 - 100</td>
<td>1</td>
<td>1.3</td>
<td>-</td>
</tr>
<tr>
<td>81 - 90</td>
<td>2</td>
<td>2.6</td>
<td>-</td>
</tr>
<tr>
<td>71 - 80</td>
<td>10</td>
<td>13.2</td>
<td>2</td>
</tr>
<tr>
<td>61 - 70</td>
<td>14</td>
<td>18.4</td>
<td>4</td>
</tr>
<tr>
<td>51 - 60</td>
<td>20</td>
<td>26.0</td>
<td>5</td>
</tr>
<tr>
<td>41 - 50</td>
<td>15</td>
<td>19.7</td>
<td>2</td>
</tr>
<tr>
<td>31 - 40</td>
<td>8</td>
<td>10.5</td>
<td>1</td>
</tr>
<tr>
<td>21 - 30</td>
<td>4</td>
<td>5.2</td>
<td>1</td>
</tr>
<tr>
<td>11 - 20</td>
<td>2</td>
<td>2.6</td>
<td>-</td>
</tr>
<tr>
<td>- - 10</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*One program in this group had only non-class activities.

The following statements of women were reported by teachers as evidence of success: "Comments heard were favorable", "No improvement possible." "From general talk I heard, those who participated were well satisfied and had gained some knowledge of __________." "General conversation." Since it is doubtful that many adults would, in the presence of the teacher, suggest that activities were not of interest or value, such general statements have little significance. On the other
hand, enrollee comments of this nature were reported also: "I have changed my attitude about my housework." "In clothing class, the high school girls often remarked that 'mother learned how to do that at night school and she does it that way all the time now'." Such definite statements pointed to specific phases of work which the adults recognized as having value.

Evaluation in terms of program goals is generally recognized as sound procedure and one which might be used in conjunction with some of those already discussed. Almost two-thirds of the teachers (65 per cent) indicated that appraisal was made on that basis. There is no further evidence of procedures used.

In many respects, the practices of those who directed good programs were very similar to those who were associated with poor ones. On the other hand, there were a few decided differences. One of the major differences between the good and poor programs was in the use made of the advisory groups. (See Table 28). The advisory group in fourteen of the schools with good programs assisted in securing membership for adult classes in contrast to five in the poor programs. That the advisory groups for good programs in this study helped set up goals much more frequently than did those for poor programs is evident.

The most outstanding difference in the functioning of the two groups was in relation to the evaluation of the program. Advisory groups in the good programs helped to evaluate activities in 60 per cent of the cases. In no instance was this
action paralleled in the schools with poor programs.

The participation on the part of class members also discriminated between good and poor programs. Those teachers who had good programs encouraged class assistance as setting up goals and in deciding on ways to reach goals. Furthermore, those directing good programs used class evaluations in 60 per cent of the cases in contrast to 10 per cent in the poor programs.

To summarize, the evidence with respect to this criterion is as follows:

1. Slightly more than three fourths of the schools which had programs of adult education in homemaking had an advisory group.

2. Advisory groups were selected in a variety of ways with one-third of them (the greatest number) being chosen by members of organized classes. This practice was more prevalent among poor programs than good ones or than among schools as a whole. Leaders of good programs were more likely to consult the administrator and to consider the geographic area from which the advisory group member came when choosing such members than were those from average or poor programs.

3. Members of the advisory groups were chosen to serve for one year in slightly over half the cases. However, continuity was safeguarded in those communities which had longer terms of office. More than half of those arranged for a "staggered" period of service so that there were always some people on the
advisory group who were familiar with the program.

4. The advisory groups met on an average of 2.5 times per year. Those associated with poor programs met less frequently - 1.7 times.

5. There was no evidence as to the functioning of the advisory group in-so-far as to freedom of discussion or initiative exerted.

6. Both the advisory group and the participants aided in setting up goals for work. This was a practice definitely associated with more satisfactory programs.

7. Both the advisory group and the class members shared in deciding on ways by which goals might be reached. Again, the programs judged "good" made use of this practice to a greater degree than did others.

8. Class members helped in carrying out the program chiefly through service as hostesses or as recorders.

9. Over the state as a whole, slightly less than one-third of the classes aided in evaluation. In "good" programs, almost twice this number helped appraise the work. Advisory groups served in the same capacity; however, a marked difference between good and poor programs in this practice was evident. No leaders of poor programs but 60 per cent of the leaders of good programs encouraged the advisory groups to appraise the activities.
Those who take part in the program of adult education make improvements in that aspect of home life to which attention has been given.

The premise underlying programs of adult education in homemaking is that participation will result in some improvement — in some change for the better. Two procedures were used to discover whether, in Iowa, this result was attained. On the final report of adult classes in homemaking, teachers were asked to cite instances which they believed indicated an improvement in attitude or practice. It must be recognized that it is not always a simple process to determine whether actual improvement has taken place. Some changes come about very slowly: an idea may be accepted in class but action be withheld for a relatively long time. There is seldom an opportunity for the leader of the group to observe situations in which changes are shown. Furthermore, alterations in attitudes are frequently such that an outsider could scarcely discern them.

As a result of this difficulty, the reports of the people enrolled served as a major source of evidence for changed practices and attitudes. These were stated by the teachers thus: "One woman went home after the meeting and rearranged her kitchen." "Two women began doing weekly shopping instead of daily." Twelve teachers listed specific comments of this nature. Since these represent a small part of the total number of schools and an even smaller proportion of enrollees, they serve only as a clue to changes made.
A second procedure used to discover improvements was more objective. A checksheet to find out what practices had been adopted or changed was developed by local teachers from materials supplied by the writer*. Ten teachers returned checksheets which were usable for this study.

The specific practices considered varied somewhat from town to town. Table 31 shows the number of practices which were adopted or improved as well as the number unchanged in each of the areas studied. This information was solicited at the last of the series of lessons (the cooperating teachers reported many absences at this meeting) and it is probable that more changes would have been reported had it been possible to have the sheets checked at a later date. These data from 128 persons indicated that in the period of six to ten weeks, which is the usual length of the units, there were 361 practices adopted, 364 improved, and 166 that showed no alteration. This represents approximately 2.8 adoptions and 2.8 improvements per person. It is apparent that the greater number of the changes were managerial in nature. Half of the adopted and over half of the improved practices fell in this category.

It might be expected that those persons who participated in programs which touched on many different aspects of home and family living would alter more practices than would those who took part in classes where a single topic was considered.

*Description of the plan for the checksheet may be found on page 35-37.
### Table 31

**ENROLLEES REPORT OF STATUS OF PRACTICE AFTER PARTICIPATION IN ADULT CLASS**

<table>
<thead>
<tr>
<th>School</th>
<th>N</th>
<th>Manage-</th>
<th>Relation-</th>
<th>Clothing</th>
<th>Foods</th>
<th>Work</th>
<th>Child</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aurelia</strong></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>43</td>
</tr>
<tr>
<td><strong>Delhi</strong></td>
<td></td>
<td>9</td>
<td>5</td>
<td>23</td>
<td>17</td>
<td>5</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td><strong>Grinnell</strong></td>
<td></td>
<td>7</td>
<td>31</td>
<td>16</td>
<td>9</td>
<td>1</td>
<td></td>
<td>52</td>
</tr>
<tr>
<td><strong>Lakeview</strong></td>
<td></td>
<td>6</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td><strong>Lytton</strong></td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>10</td>
<td>12</td>
<td>7</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td><strong>Maquoketa</strong></td>
<td>28</td>
<td>84</td>
<td>105</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td>84</td>
</tr>
<tr>
<td><strong>Rockwell</strong></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td><strong>City</strong></td>
<td></td>
<td>22</td>
<td>23</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td><strong>Stanhope</strong></td>
<td>16</td>
<td>25</td>
<td>54</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Villisca</strong></td>
<td>11</td>
<td>9</td>
<td>11</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Waukee</strong></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>128</td>
<td>184</td>
<td>215</td>
<td>80</td>
<td>25</td>
<td>32</td>
<td>23</td>
<td>1043</td>
</tr>
</tbody>
</table>

- **Y** = adopted practice after attendance at adult class
- **B** = improved practice after attendance at adult class
- **N** = have not adopted practice
Or the point of view might be that only with the more thorough study of a given phase of work could the individual have a satisfactory basis on which to make decisions about his attitudes and practices. The available data are inadequate to use as a basis for definite statements on this point. However, they do indicate that among the ten programs represented, the larger number of adopted or improved practices was reported from those schools which included the greater number of areas. (See Table 32).

Table 32

<table>
<thead>
<tr>
<th>Areas of work</th>
<th>Practices</th>
<th>Enrollees reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adopted</td>
<td>Improved</td>
</tr>
<tr>
<td></td>
<td>N  Mean</td>
<td>N  Mean</td>
</tr>
<tr>
<td>Single</td>
<td>160 1.88</td>
<td>230 2.72</td>
</tr>
<tr>
<td>Multiple</td>
<td>211 4.90</td>
<td>134 3.11</td>
</tr>
</tbody>
</table>

These figures must be interpreted with caution since the numbers are limited and since there was no distinction made as to the number of areas under the heading "multiple".

Do those who consistently attend classes or activities benefit more than do those who attend sporadically? The survey cards sent to a sampling of enrollees in adult homemaking classes indicated that such was the case. Table 33 depicts the situation. As the persistence of attendance
Table 33

ATTENDANCE OF 137 ENROLLEES IN ADULT HOMEMAKING CLASSES AND THEIR BELIEFS CONCERNING PROGRAM HELPFULNESS

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Rating given by enrollees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little help</td>
<td>Some help</td>
</tr>
<tr>
<td>All sessions</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Three-fourths sessions</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>One-half sessions</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>One-fourth sessions</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>48</td>
</tr>
</tbody>
</table>

increased, the percentage of those who found the program helpful increased. As would be expected, those who attended part of the time received some help. Those who were absent often rated the program as very helpful less frequently than did others.

That women who attended classes believed that they made improvements in their practices as a result, and that teachers concurred in the belief, is shown in the final reports of the teachers. Commenting in this regard, one teacher said

The most convincing evidence of goals being reached was shown by the carry-over and application of the lessons in the home. For example, after the lesson on zippers, a large number went home and promptly practiced setting in zippers "to see if they really

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From Final Report of Adult Homemaking Classes to State Supervisor of Home Economics. (Confidential material).
go in that easy and so as not to forget how."
Another took sleeves out of her suit and reset them
to her satisfaction the way she had learned in class.

The enrollment of 110 was over twice that of any
previous record established. Faithfulness in attend-
dance was amazing; when members had to miss, they
often asked for pamphlets and printed information
distributed that evening. Seventeen women did not
miss a single meeting. After each meeting, a size-
able group would gather around me to ask questions . . . .

Another reported that

New clothes purchased by several class members are
much more suitable in line and color.

One of the desired outcomes of any educational program is
the increased ability of participants to locate and use avail-
able resources in solving problems. These resources may vary
greatly. That women in adult classes did use such resources
is shown in a limited but definite way. Teachers reported that

They enrollees have also talked over the lessons
with friends and neighbors with the end result
of all sorts of inquiries and actual consulta-
tions resulting with non-enrollees.

I have trouble in laying a pattern. It seems
simple when one follows the guide sheet.

... they often asked for pamphlets and printed
information.

Some have stopped at school for help with a special
problem.

Several people borrowed . . . our books.

There was very little difference between programs which
were considered good and those which were poor in the number
of practices adopted or improved. (See Table 34). In each
case, there were 4.4 practices adopted - far above the average
Table 34

ENROLLEE REPORTS OF PRACTICES AFTER PARTICIPATION IN ADULT CLASSES TWO GOOD AND TWO POOR PROGRAMS

<table>
<thead>
<tr>
<th>Programs</th>
<th>Practices</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Enrollees reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adopted</td>
<td>Improved</td>
<td>Unchanged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N  Mean</td>
<td>N  Mean</td>
<td>N  Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>84  4.4</td>
<td>68  3.5</td>
<td>71  3.7</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Poor</td>
<td>75  4.4</td>
<td>46  2.7</td>
<td>14  0.8</td>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

for the state. Those enrolled in good programs averaged 3.5 improvements as compared to 2.7 for those in the poor ones. The latter figure is very near the state average (2.8). On the other hand, those in so-called good programs rejected practices almost five times as often as did those in poor ones. Reference to the groups served by the good and poor programs revealed that the latter included an appreciably larger number of young adults than did the former. Whether they were less set in their habits and consequently more amenable to suggestions is not shown by these figures but is plausible conclusion.

Women enrolled in both good and poor programs expressed the belief that participation had been of value. It may be seen from Table 35 that to a slightly greater degree than in the state as a whole, those in good programs benefitted greatly from the adult classes. Conversely, those in poor programs reported that work had been of little help while
Table 35

JUDGMENT OF WOMEN AS TO HELPFULNESS OF THE PROGRAM*

<table>
<thead>
<tr>
<th>Programs</th>
<th>Rated by enrollees as</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little help</td>
<td>Some help</td>
<td>Much help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Good</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>All</td>
<td>3</td>
<td>3</td>
<td>46</td>
<td>36</td>
</tr>
</tbody>
</table>

*Rated on basis of survey cards sent to sample of enrollees

fewer than one-third that number in the good programs or in the state as a whole made such a statement.

With reference to this criterion, the data indicated that:

1. Those who attended adult classes in homemaking adopted an average of 2.8 practices and improved an equal number;

2. There was no appreciable difference between enrollees in those programs considered to be good and those judged to be poor in the number of adopted practices; however, there are fewer practices rejected by those in poor programs;

3. Those who attended classes most consistently indicated that they benefitted from the work to a greater degree than did those who attended sporadically; and

4. The evidence was inconclusive in regard to the ability of the enrollees to use resource material.
Criteria for a State Program of Adult Education in Homemaking

With reference to the state program of adult education in homemaking, each criterion will be presented and the evidence of progress toward its attainment given. It will be recalled that this evidence was secured by two means: first, through interviews with the state supervisor of home economics and with a member of the department of home economics education in charge of adult education at Iowa State College and, second, by the use of annual reports made by the state supervisor to the United States Office of Education.

Local communities are given appropriate encouragement in developing programs of adult education in homemaking that meet the needs and interests of all adults.

Those who are charged with the responsibility of administering the program of adult education in homemaking find that encouragement of local programs may be given in several ways. Encouragement may mean that school administrators, teachers, and other interested persons are informed as to the scope and meaning of adult education for home and family life. On the other hand, community members may be made aware of the kinds of services and assistance which the home economics staff of the state department of education is prepared to give. Or encouragement may take the form of actual help within the community.
Within the state of Iowa, this encouragement in developing programs has been given in the following ways: Schools which maintained high school programs in vocational home economics were visited by the state supervisor of home economics or an assistant. At the time of the visits, conferences were held both with the school superintendent and the teacher. As a part of the supervisory visit, the importance of securing or maintaining a well balanced program was stressed. Since a well-balanced program includes opportunities for adults, the teacher and superintendent were helped to see ways and means by which such activities might be included. Time of members of the supervisory staff is also available upon request to those communities which have no vocational homemaking courses in high school but who are interested in developing adult work.

It is customary for resource material of some nature to be developed each year and distributed to homemaking teachers who have adult programs. The material has at times been focused upon procedures and techniques of adult education while in other instances emphasis has been placed upon the presentation of some specific aspect of home and family life*. The resource material is developed cooperatively by the home economics division of the state department of vocational education and a member of the home economics education department of the Iowa State College.

Another kind of service given to communities to help in the development of their programs of adult education in *Saving Time and Energy in Housekeeping was distributed during 1947-8.
homemaking was that of consultation. Help of this kind was
given by correspondence, by sending a person to the community
to work with administrators, teachers, and others, or by office
conferences. Specific problems peculiar to a local situation
were given attention in this way. Such help was given by both
supervisory and teacher education staffs.

Courses in adult education for home and family life were
offered by the home economics education department of Iowa State
College in both two regular and two summer sessions. Prospective and in-service teachers were thus helped to recognize
problems involved in developing the program of adult education
in homemaking.

As one means of in-service education for home economics
teachers, an annual conference is sponsored jointly by the Iowa
State College and the Home Economics Division, State Board for
Vocational Education. Some time was devoted at this conference
to the matter of adult education. Resource materials are fre-
quently discussed and distributed at this time.

As a part of an experiment station project in home econom-
ics education, experimental programs have been set up by four
local communities in Iowa. These programs were undertaken with
the cooperation and guidance of the home economics education
department of Iowa State College and the home economics divi-
sion of the state board for vocational education. These four
schools are concerned with the development of effective,
all-around programs of education for home and family life. Adult activities are a part of such programs. On the basis of experiences in these centers, it is hoped that other communities may be helped in every phase of their homemaking programs. Since the experimental programs have been in progress only a short time, no specific action can be reported.

Another kind of assistance granted many communities was financial. According to records, the number of communities so aided increased from 51 in 1944-5 to 81 in 1947-8. This help made it possible for more classes to be offered and, consequently, for many more adults to take part in the program.

The evidence in regard to criterion one may be summarized thus:

1. The state supervisors interpreted the program of adult education to administrators and teachers by means of school visits.

2. Resource materials were produced to give specific help to those responsible for programs of adult education in homemaking.

3. Assistance was given by supervisory and teacher-education staffs to those who requested help on specific problems.

4. Courses in adult education for home and family life were given for helping the teacher with her program.

5. Teachers of home economics were given assistance in adult education through an annual conference.
6. To help the supervisory and teacher-education groups give better assistance in various phases of the adult program, experimental programs are in progress.

The program of adult education in homemaking is coordinated with programs of other state agencies providing educational services for adults.

Coordination between agencies providing educational services for adults in home and family living has not been achieved in Iowa. Nevertheless steps in that direction have been taken.

To consider common problems and to evolve some plans for action, the state supervisor of home economics met with representatives of three different groups in 1947-8. One series of conferences was held with the nutritionist from the state department of public health. A second series of meetings was conducted with persons from the resident and extension staffs in clothing at the State College. A third conference was held with members from the federated women's clubs. The meetings were exploratory, common problems were discussed, and certain action taken. These efforts did not, however, result in any plan for concerted action among a large body of agencies serving adults within the state.

Participation of the state supervisor in a conference with administrators of junior colleges in Iowa was an indirect means used to encourage cooperative action in program development. Many of the two year colleges are taking leadership in the local communities in the programs of adult education. For
this reason, an interpretation of the part of home economics in such a program is a forward step.

There is little evidence as to the attainment of this criterion. It is apparent that much is yet to be done before coordination is achieved. Those responsible for the administration of the program of adult education for home and family life at the state level seized those opportunities that became available to meet and work with other groups.

Those who are directly responsible share in planning, carrying out the plans, and evaluating the state program of adult education in homemaking.

Many people have some responsibility for the state program of adult education in homemaking. Some are directly concerned with administration, some with curriculum, some with actual teaching. Yet none of the groups can operate for the best interests of the program without reference to the others. This has been recognized in Iowa. Efforts have been made to secure the participation of all groups and have met with a degree of success.

Meetings were held to discuss progress and problems related to adult education. At these meetings, the point of view of administration was represented by the state supervisor of home economics, that of teacher-education by the head of the home economics education department and the staff member in charge of adult education, and that of the teacher by the itinerant teacher trainer. It would seem to be desirable to
have at least some representative homemaking teachers and the vocational director present at times since each has a special offering.

As a basis for planning, efforts were made to discover some of the needs within the state. Both the supervisory and teacher-education staffs participated in group and individual conferences with those who taught classes or carried on non-class activities with adults. Verbal reports of supervisory visits have been made to the group and implications considered. The reports submitted by the teachers of adults have been studied carefully to discover at what points teachers may need assistance.

Two kinds of responsibilities have been assumed by groups peculiarly equipped to discharge them. Members of the home economics education staff of the state college have taken the lead in the development of resource materials. Members of the state supervisory staff have helped plan for the content of the resource units and have been consulted before such materials have taken final form. The supervisory staff has also taken the responsibility for the distribution of resource materials and for analyzing the uses to which they have been put. Both the members of the state supervisory staff in home economics and the home economics education department of Iowa State College have assisted teachers in the interpretation and use of resource materials.

Some studies have been planned jointly by those responsible for the program of adult education for homemaking. The
four experimental programs in schools within the state have been referred to previously. These programs have been planned by the state supervisor of home economics, members of the home economics education department of Iowa State College, superintendents and teachers of the local schools, and community members. The study herein reported was also planned jointly and carried out with the assistance of the state supervisory staff in home economics, members of the home economics education department of the state college, superintendents of selected schools, and the homemaking teachers. It is planned that all participating groups share in the use of such results of these studies as will be helpful to them.

The present study is one of the initial efforts within the state toward setting up criteria for programs of adult education for home and family life. Consequently, action based upon the results of the study must be held in abeyance until all those directly concerned have an opportunity to study the findings.

With reference to the third criterion, the following conditions are in evidence:

1. Joint meetings were held of some of those who are responsible for the program of adult education in homemaking. The point of view of each group was represented although members of each group were not always present.

2. Three means have been used to discover with what aspects of the program teachers may need assistance: visits,
written reports of teachers, and conferences.

3. Some responsibilities were delegated to specific persons or groups. The production of resource materials was carried on by the college staff while direct assistance to teachers on the job was done largely by the supervisory staff. Frequent joint meetings of college education staff and supervisory staff provided for some measure of coordinated action.

4. Studies have been (or are being) planned and carried out jointly by those directly responsible for the program of adult education in homemaking.

Training that is continuously adapted to needs within the state is provided for pre-service and in-service teachers in the philosophy and methods of adult education in homemaking.

Three procedures have been used to discover some of the strengths and weaknesses of the state program of adult education in homemaking. Visits were made to various communities by the itinerant teacher-trainer who reports her findings at home economics education departmental staff meeting at the state college. Although time is limited, visits also were made to selected schools by the Iowa State College staff member in charge of work in adult education in home and family life. Joint meetings of the home economics education and state supervisory staffs were called to consider plans of action based upon the information gleaned from the visits. Such action has taken the form of added emphases on some aspect of
adult education in the college course, the provision of resource material, or special activities at fall conference.

Those enrolled in methods classes in adult education in homemaking have many opportunities to work with and to observe sound educational procedures. Under the sponsorship of the Parent-Teacher Association, Church societies, and Veterans groups series of classes were presented during 1947-8; non-class procedures were also included. These activities were all carried on under close supervision.

The production of resource materials has been mentioned previously. It is the policy of those responsible for administering the program of adult education in homemaking at the state level to provide one piece of resource material each year. For 1947-8 that material dealt with saving time and energy in housekeeping. This material was given to all those who attended the fall conference of homemaking teachers.

It is at the annual fall conference that some time is set aside for the discussion of problems and procedures in adult education. District conferences are called at times and some specific area of home economics education considered. Although such meetings were held in 1947-8, adult education was not the chosen topic.

The evidence with regard to this criterion points to the following:

1. Some means were used to discover the strengths and weaknesses of the state program. These procedures were
subjective in nature and somewhat limited.

2. No meetings of all those concerned with the education of teachers for work with the adult homemaking program have been held. However, certain groups have met to discuss problems of teacher education.

3. New material has been included at times in the teacher education curriculum.

4. Limitations of time precluded any but the shortest out-state visits by the staff member in charge of adult education.

5. Opportunities for the observation of and participation in class and non-class activities in adult education were provided for students.

6. Resource materials were provided for teachers.

7. Some conference time was given to the discussion of adult education. There was no evidence as to the adequacy of the time allotted.
DISCUSSION

Three of the proposed criteria for programs of adult education in homemaking are predicated upon thoughtful action on the part of the participants. In every instance where the making of decisions was the point in question, the way in which those decisions were made would be of as much importance as the decision itself. However, an understanding of procedures used in arriving at decisions presumes a close association with the situation. When this study was begun, it was recognized that it would not be possible for the investigator to obtain evidence concerning this aspect of the program. This understanding and the appraisal based upon it must be left, therefore, to those directly connected with the local programs.

It was originally hoped that the criteria might be validated in two ways: first, by obtaining a consensus of a jury of competent judges; second, by determining the degree to which they might be used to discriminate between programs rated good and poor by supervisors. The fact that ratings by the supervisors could not be secured for a larger number of the schools made it undesirable to carry out extensive statistical analyses of the data. Nevertheless, the ratings were such that it was possible to identify those practices which seemed to be associated with good programs.
Suggestions for Strengthening the Program of Adult Education in Homemaking

The belief has been previously stated that good programs of adult education in homemaking will embody some but not necessarily all of the practices listed as consistent with a specific criterion. The data revealed that certain procedures appeared to be much more closely associated with good programs than were others. Those practices which seemed to be more discriminating will be summarized in short statements. The adoption of these practices would presumably improve the program of work.

Those responsible for the administration of the program of adult education in homemaking in the local community may strengthen the work by

1. Providing time and opportunity for developing statements of goals;
2. Utilizing the thinking of the group in every phase of the program;
3. Encouraging the orientation of activities toward the improvement of home and family life;
4. Planning cooperatively with other community agencies which are concerned with home and family life;
5. Using many media for informing the public of activities and giving emphasis to such methods as mailed letters, talks to groups, and conversations;
6. Giving advisory groups much of the responsibility for
recruiting class members;

7. Making it convenient for and encouraging participants to attend meetings regularly; and

8. Providing opportunities for participant evaluation of activities.

One further statement would seem to be mandatory on the basis of the evidence. The data indicated that twice as many good as poor programs were supported by fees or by the contribution of money or goods. Conversely, almost twice as many poor as good programs were supported solely by school funds. The conclusion might seem to be that local programs of adult education in homemaking should be supported by fees from participants. Three facts cause the writer to withhold this suggestion. First, comments written by the teachers on the reports revealed that, in many cases, the money was used primarily for the provision of refreshments rather than for actual instructional needs. Second, there was indication that the full contribution of the school was not recognized. Third, such a statement is not consistent with evidence presented by others. It is believed that this is a matter which requires further study.

The treatment of the data precludes the making of summary statements in the same way at the state and community levels. Comments relative to the state program are made, therefore, on the basis of evidence of differences between those practices believed to be desirable and actual practice with reference to
each criterion. It may be said, then, that those who are responsible for the administration of the program of adult education in homemaking at the state level may strengthen the work by

1. Taking increasing leadership in creating opportunities for cooperation with other agencies and organizations concerned with the education of adults;

2. Making possible more direct participation of representative homemaking teachers and superintendents in planning and evaluating the state program; and

3. Increasing the amount of time available to a staff member for work with the local communities.

Criteria may be used in different ways to improve programs of adult education in homemaking. They may serve as guides for those responsible for program planning in that activities may be directed toward their attainment. Or they may serve as a basis for the appraisal of existing practices and for their subsequent improvement. However, recognition of the need for and the development of plans for proceeding with improvements must be initiated within the community itself if results are to be of most value. It follows that any material growing out of this study must be usable by the local homemaking teachers since it is they who will use it, perhaps with administrators and advisory groups, in making specific program plans.

An elaboration of the criteria formulated in this study
might be suggested to aid the homemaking teacher with the adult education program. The resulting device would of necessity be lengthy and would require considerable time in its use. The writer questions the practicality and the ultimate effectiveness of any device or procedure which is excessively time consuming or which is an extra job to be done by the high school homemaking teacher. Furthermore, evaluative criteria are important as they exert a stimulating effect on program improvement. Program improvements result from the recognition and adoption of practices consistent with a given criterion. For this reason, it is believed that the criteria developed in this study may be most effectively used as the basis of the required report forms. Consequently, a revision of the present report forms is proposed.

The plan to use revised report forms seems to have merit for several reasons. The local school is required to send both preliminary and final reports of the program of adult education in homemaking to the state supervisor of home economics. It is possible for these reports to include not only essential information for the state records but also to serve as a guide in program planning and evaluation. The suggested forms focus attention upon those practices which were, in this study, associated with good programs of adult education. Only those practices which seemed to discriminate between good and poor programs were included. Attention is directed in a positive way to desirable practices by asking for plans in relation to them
in the preliminary report. At every step, cooperative action is indicated. The suggested report forms will be found in Appendix K.

Suggestions for Further Study

It is apparent that further validation of the criteria is needed. Two procedures, generally accepted as sound, were used to establish validity. First, competent people (see Appendix A) were asked to judge the appropriateness of the criteria. Second, the programs were rated independently of the criteria by three members of the state supervisory staff in home economics. It was not possible, however, to obtain such ratings for more than about one-fourth of the programs (25 out of 95); fifteen good and ten poor. Because the supervisory staff is limited in number and has many responsibilities, every school in which vocational home economics is offered could not be visited. Furthermore, trips to the communities were sometimes made when adult education activities were not in progress and information concerning them was derived from sources other than direct observation. Although certain practices carried on in these schools seemed to discriminate between good and poor programs, it is recognized that conclusive statements could scarcely be drawn from this limited number.

Consequently, further research is needed to establish the validity of the proposed criteria for discriminating between
good and poor programs. The following procedure is recommended: Every program of adult education in homemaking in the state should be rated by competent judges using a ten point scale. This rating should be made by two or more well-qualified persons. Average ratings of all the judges should then be arranged in continuum. The scale that might be used by these raters is given in Appendix L.

The rating scale suggested is believed to be appropriate because the items included are those which, in the study herein reported, seemed to discriminate between good and poor programs; the information may be secured readily from customary records and by discussion with teachers, regardless of whether the adult education activities are in progress at the time of the visit; and the form is short so that it will not demand an undue amount of the time of the homemaking teacher.

The following treatment of data is suggested:

1. The programs should be classified on the basis of the ratings as good or as poor. Since there is no sharp boundary line between good and poor, some arbitrary decision must be made regarding the numbers to be assigned to each classification.

2. The extent to which each of the practices is carried on should be recorded for all programs, good programs, and poor ones. This information would be revealed in the preliminary and final reports of adult homemaking programs which are made by the teachers.
3. The significance of the difference in practices carried on in good and in poor programs should be determined. Such calculations may be made by means of the t-test or of chi-square. Should any of the numbers be small, Yates correction for chi-square will be needed. If zeros appear in the tabulation, Rider's probability measure may be substituted.

Admittedly, difficulties stand in the way of the validation procedure proposed. It must be considered as actual research. It is not a procedure which could be carried out by the present supervisory staff, which is much too limited in number to make the necessary visits to the communities to rate the programs. The methods suggested are time-consuming. A series of studies undertaken simultaneously by a group of graduate students or the provision of financial support by some agency or organization adequate to support special raters appear to be solutions.

Further study is also needed on other aspects of the adult homemaking program. To illustrate, one of the criteria proposed for programs of adult education in homemaking is that the activities meet the needs and interests of people in the community. Evidence presented indicated that at least some leaders endeavored to provide such programs. However, the question often asked by workers in adult education is

this: How can we know whether the activities really met the needs that the participants recognized? The responses given by enrollees to statements on the survey cards are of interest in this connection. (See Appendix H). In the space for suggestions for future programs, 145 women made 247 suggestions. It is of concern that 41 per cent of the suggestions were for units involving housekeeping skills yet over 80 per cent of the work given during 1947-8 revolved around such skills. Twenty-four per cent of the requests were for work in management of time and money while almost 5 per cent of the activities provided focused attention on that aspect of home life. Similarly, 20 per cent of the requests were for help in child guidance although fewer than 10 per cent of the activities provided that kind of help. Although 14 per cent of the requests were for discussions of family relationships less than 3 per cent of the program experiences gave assistance on that topic.

This discrepancy between the kinds of activities requested and those provided suggests that those who are taking leadership in program planning may need guidance in identifying needs of adults. It may also be necessary to discover more practicable means for finding what the community members see as their own needs in homemaking education. There is need, perhaps, to find out whether homemaking teachers emphasize the manual skills because they feel more secure in teaching them or because the community is more interested in
them than in other aspects of homemaking education.

Further study is needed regarding desirable means of financing the program of adult education in homemaking. The findings of this study raised some interesting questions in this connection. Are some of the programs retained, regardless of quality, to meet certain requirements? Is it psychologically good to charge a fee? Are people more likely to attend less regularly when they pay no fee and in consequence benefit less?

Few examples of coordinated programs of adult education were revealed by this study. There were many efforts toward cooperation: some were effective, others less so. There were some instances of lack of awareness of allied programs within the community. These conditions may reflect a need for some study of how leaders go about working with one another or, perhaps, investigations of ways by which the aims of various organizations and agencies may be attained within the framework of the existing program.

Many home economists are distressed that the young women form a relatively small percentage of the enrollees in adult education classes. The belief that the older women of ten come to class to be entertained rather than to learn has been expressed. This concern for the age groups served by adult homemaking classes focuses attention upon the desirability for re-examining both the program and the procedures used. Some research is needed to discover the kinds of activities
which would attract the younger women or, conversely, to see what factors may operate against class attendance by this group. Some study should be given to the place re-creative activities deserve in the adult homemaking program. Since it was found that older women adopted recommended practices less readily than did the younger ones, it is evident that some investigation should be made of the kinds of new learning acceptable to the older adult.
SUMMARY AND CONCLUSIONS

The purpose of this study was to develop and use evaluative criteria for programs of adult education in homemaking. The study was limited to those schools in Iowa whose homemaking departments both met vocational standards and provided homemaking education for adults.

In developing the criteria, the following procedure was used: Tentative criteria were formulated on the basis of ideas presented in the literature, discussions with people working in the field of adult education, and personal experience. These criteria were presented to a group of professional people for careful judgment. The jury of forty-two persons included members of the home economics education service of the United States office of education, state supervisors of home economics, college teachers of adult education, college teachers of allied subjects, selected school superintendents of Iowa, selected homemaking teachers in Iowa, city supervisors of home economics, and directors of programs of homemaking education for adults. The criteria, which were revised to conform to the judgments of this group, follow:

Criteria for local programs:

1. The program of adult education in homemaking is directed toward the achievement of recognized goals.

2. A major goal for the program of adult education in
homemaking is the improvement of home and family life.

3. Conditions are provided to facilitate the carrying out of the program of adult education that has been planned.

4. The program of homemaking education for adults is coordinated with other educational activities of the community.

5. Men and women of different ages, races, nationalities, and socio-economic groups represented in the community are served by the program of adult education in homemaking.

6. People who are to benefit share in planning, in carrying out the plans, and in evaluating the program of adult education in homemaking.

7. Those who take part in the program of adult education make improvement in that aspect of home life to which attention has been given.

Criteria for a state program:

1. Local communities are given appropriate assistance in developing programs of adult education in homemaking that meet the needs and interests of all groups.

2. The program of adult education in homemaking is coordinated with programs of other state agencies providing educational services for adults.

3. Those who are directly responsible share in planning, carrying out the plans, and in evaluating the state program of adult education in homemaking.

4. Training that is continuously adapted to needs within the state is provided for pre-service and in-service teachers.
in the philosophy and methods of adult education as well as in subject matter areas relating to homemaking.

Practices in adult education which were believed to be consistent with the specified criterion were stated. Evidence that the practices were or were not carried out in the communities was obtained by means of preliminary and final reports submitted to the state supervisor of home economics by the local homemaking teachers. Both report forms were revised in such a way that as much of the desired information as possible would be forthcoming without overburdening the teachers. Further information was derived from the changed-practices check sheets used by members of the adult classes in ten schools. The check sheets included similar statements since each had been developed by the local homemaking teachers from materials provided by the writer.

At the state level, practices were also listed which seemed to be consistent with each criterion. Interviews with the state supervisor of home economics as well as with the member of the Iowa State College staff responsible for adult education in homemaking and the analysis of records were means used to discover the extent to which desirable practices were carried out.

When the evidence concerning the program of adult education in homemaking in the local communities was examined, it was found that:

1. The programs of adult education in homemaking were
directed toward recognized goals in approximately three-fourths of the communities. These goals served as a basis for planning and, in the majority of cases, plans were consistent with the goals chosen.

2. Evidence was inadequate to warrant statements to the effect that programs were or were not directed toward the improvement of family life. Twenty of the programs about which this information was available were so oriented.

3. Conditions in the majority of the communities were deemed to be favorable for carrying out the program of adult education in homemaking. No evidence was obtained concerning adjustments made in the homemaking teachers secondary school program to enable her to carry on adult work.

4. There was little evidence of coordination of adult education activities. Homemaking teachers cooperated in many ways with the directors of other adult groups. In no instance did any single form of cooperation involve more than one-third of the teachers.

5. It was apparent that some factor, perhaps a lack of awareness of differing needs and interests, operated to limit the effectiveness of the program in serving the entire community. New individuals and groups were included in activities.

6. In about three-fourths of the communities, those who took part shared in some measure in planning, carrying out the plans, and in evaluating the program of adult education in homemaking. There was considerable variation found in the
method of sharing in the different programs and in no case was it as extensive as might be desired.

7. Insofar as the sample and the teachers' reports reflected the changes in the behavior of the participants, those who took part in the program seemed to make improvements as a result of it. The actual number of changes in attitude or practice was no doubt limited by the brief period the adults were in classes and by the time chosen for reporting such changes.

When the 15 programs rated "good" and the ten programs rated "poor" were compared, it was found that:

1. A much larger percentage of good than of poor programs was directed toward recognized goals. The methods selected for reaching goals were more consistent in the good than in the poor programs.

2. About half of the good and one-tenth of the poor programs were oriented toward the improvement of home and family life.

3. There were no evident differences in the facilities provided by the communities with good and those with poor programs. However, since this investigation was limited to schools which maintained departments of vocational home economics and since almost all of the activities were held at the school, similarity in the adequacy of physical facilities should be expected.

4. Coordination was found in a limited number of
communities. Teachers in good programs cooperated with others more frequently than did those in poor programs.

5. With the exception of age groups, there was no appreciable difference in groups served by the good and the poor programs. A greater percentage of young women were enrolled in poor programs.

6. Participants in "good" programs took a much more active part in the program than did those in "poor" ones.

7. Improvements in practices were reported by those in both "good" and "poor" programs. There was little difference between the two.

At the state level, the evidence appeared to be that:

1. Local communities were given assistance in the development of programs of adult education in homemaking. This assistance took the form of conferences, consultations, and the provision of resource materials.

2. The program of adult education in homemaking was not coordinated with the programs of other state agencies. There was some evidence that those who administer the state programs availed themselves of opportunities to cooperate with other groups to promote adult education.

3. There was close cooperation between the supervisory staff and the home economics education staff of the major institution for teacher-training in home economics. However, teachers and superintendents were not represented at this time in the planning, carrying out of the plans, or evaluating of
the state program of adult education in homemaking.

4. Training in the philosophy and methods of adult education in homemaking and in subject matter areas was available. Courses in regular and summer sessions, conferences, and resource materials were all available.

A method of research was proposed for testing the criteria. It was suggested that all programs of adult education in homemaking in the state should be rated on a ten point scale by two or more well-qualified persons. The average of the ratings should be placed in continuum. A decision should be made regarding the numbers to be classified as good and as poor. The extent to which practices listed as consistent with each criterion are carried on in all programs, good programs, and poor programs should be discovered. By means of the t-test or chi-square, the significance of the difference in the practices of good and poor programs should be determined.

From the study, the following conclusions seem warranted:

1. The proposed evaluative criteria have sufficient merit to justify further testing and use.

2. Although many differences in the practices carried out in good and in poor programs were observed, because of the small number of cases conclusive statements of the discriminatory value of these criteria are not defensible. Such statements must await further research as proposed.
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ACKNOWLEDGMENT

The writer wishes to express her appreciation to Miss Edna Kraft, State Supervisor of Home Economics, for making the administrative arrangements necessary for carrying out this study and to her assistants, Miss Gladys Olson and Miss Marion Yule for rating programs; to Dr. Hester Chaëderdon and Dr. James E. Wert for helping the writer to clarify her thinking; to the jury for careful consideration of criteria; to the teachers for supplying essential information; to the members of her committee for guidance; and especially, to Dr. Mary S. Lyle whose generous assistance, constant encouragement, and unflagging interest made this study possible.
APPENDICES
Appendix A

PROFESSIONAL PERSONS TO WHOM CRITERIA WERE SUBMITTED FOR JUDGMENT*

<table>
<thead>
<tr>
<th>Name</th>
<th>Professional responsibility</th>
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<tbody>
<tr>
<td>Miss Edna Kraft</td>
<td>State Supervisor of Home Economics Education, Iowa</td>
</tr>
<tr>
<td>Miss Gladys Olson</td>
<td>Itinerant Teacher Trainer, Home Economics Education, Iowa State College, Ames</td>
</tr>
<tr>
<td>Miss Marian Yule</td>
<td>Assistant State Supervisor of Home Economics Education, Iowa</td>
</tr>
<tr>
<td>Miss Mary Lois Williamson</td>
<td>State Supervisor of Home Economics Education, Kentucky</td>
</tr>
<tr>
<td>Mrs. Helen Hubler</td>
<td>City Supervisor of Home Economics, Des Moines, Iowa</td>
</tr>
<tr>
<td>Miss Nina Johnson</td>
<td>City Supervisor of Home Economics, Sioux City, Iowa</td>
</tr>
<tr>
<td>Dr. Esther Prevey</td>
<td>Supervisor, Adult Program, Kansas City, Missouri</td>
</tr>
<tr>
<td>Mrs. Elizabeth Riner</td>
<td>Supervisor, Adult Homemaking, Omaha, Nebraska</td>
</tr>
<tr>
<td>Dr. C. O. Houle</td>
<td>Dean, University College, University of Chicago, Chicago, Illinois</td>
</tr>
<tr>
<td>Dr. Mary S. Lyle</td>
<td>Professor, Home Economics Education, Iowa State College, Ames</td>
</tr>
<tr>
<td>Dr. Gertrude Chittenden</td>
<td>Head, Department of Child Development, Iowa State College, Ames</td>
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*Professional connection at the time of this phase of the study
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Reuben Hill</td>
<td>Professor, Department of Sociology, Iowa State College, Ames</td>
</tr>
<tr>
<td>Dr. Maude Williamson</td>
<td>Professor in Charge, Home Economics Education, Colorado State College, Fort Collins</td>
</tr>
<tr>
<td>Miss Daisy Brothers</td>
<td>High School Homemaking Teachers*</td>
</tr>
<tr>
<td>Miss Virginia Hansen</td>
<td>Ayrshire</td>
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<tr>
<td>Miss Cora Sorensen</td>
<td>Ackley</td>
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<tr>
<td>Miss Elizabeth Marfield</td>
<td>Blairsville</td>
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<tr>
<td>Miss Pearl Johnson</td>
<td>Fairfield</td>
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<tr>
<td>Mrs. Merna Robinson</td>
<td>Gilmore City</td>
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<tr>
<td>Miss Pauline Rhodes</td>
<td>Iowa Falls</td>
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<tr>
<td>Miss Edith Johnson</td>
<td>Lake View</td>
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<tr>
<td>Miss Shirley Held</td>
<td>Le Mars</td>
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<tr>
<td>Mrs. Norma McMillan</td>
<td>Le Mars</td>
</tr>
<tr>
<td>Miss Marian Davis</td>
<td>Mingo</td>
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<tr>
<td>Miss Josephine McCrory</td>
<td>Maquoketa</td>
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<tr>
<td>Miss Merle Bruene</td>
<td>Odebolt</td>
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<tr>
<td>Miss Betty Armstrong</td>
<td>Postville</td>
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<tr>
<td>Miss Phyllis Anderson</td>
<td>Rolfe</td>
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<tr>
<td>Miss Dorothy Lund</td>
<td>Sac City</td>
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<tr>
<td>Mrs. Lola Stoneberg</td>
<td>Tipton</td>
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<tr>
<th>Name</th>
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<td>T. C. Green</td>
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<td>W. G. Pence</td>
<td>Fairfield</td>
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<td>H. M. Granner</td>
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<tr>
<td>W. C. Hilburn</td>
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<td>Louis Armstrong</td>
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<td>Bartley Ogden</td>
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<td>Kenneth T. Cook</td>
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<td>M. D. Anderson</td>
<td>Rolfe</td>
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<tr>
<td>C. S. Grieve</td>
<td>Sac City</td>
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<td>Merwin Nodland</td>
<td>Sioux City</td>
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*Professional connection at the time of this phase of the study*
APPENDIX B

Letter to Jury Members

Dear

Under the direction of Dr. Mary S. Lyle, I am making a study of the program of homemaking education for adults in Iowa. In connection with this work, I would appreciate having your reaction to the criteria which are enclosed.

The criteria presented are to be used in an appraisal of programs of adult education in homemaking at the local and state levels and are indicative of qualities which seem to me to be essential in a satisfactory program. However, since there is little published material on this aspect of the work, I would like to have you, as a leader in the field of adult education give your considered opinion concerning each statement in the space provided on the enclosed sheets.

Will you please return the criteria in the envelope which is enclosed?

I shall appreciate your assistance and will welcome any suggestions or comments you care to make.

Very truly yours,

Roxana Ruth Ford

RRF:enf
APPENDIX C

PRELIMINARY REPORT FOR ADULT HOMEMAKING PROGRAM
State of Iowa
Board for Vocational Education
Des Moines

Preliminary Report for Adult Homemaking Program
(This report is due in the State Office Oct. 15th, 1947)

School __________________________ Date __________________________
Town __________________________ Teacher __________________________

GENERAL

1. Do you have an adult council? __ If so, is it responsible for
   ___ coordinating adult activities carried on by all agencies
   ___ coordinating all adult education sponsored by the school
   ___ coordinating adult education in homemaking
   ___ coordinating day school and adult homemaking programs
   ___ other (explain)

2. In what way is the council selected:
   ___ representatives from each geographic part of the community
   ___ representatives of organizations in the community
   ___ by members of an organized class
   ___ by the teacher and administrator
   ___ by the teacher
   ___ other (explain)

3. Council members are chosen for ___ 1 yr. ___ 2 yrs.
   ___ 3 yrs. or ___ unlimited term.

4. Terms of council members expire at the same time.
   ___ yes ___ no

5. In what ways do you PLAN for the council to function:
   ___ make surveys to find needs ___ secure resource people
     ___ help select activities ___ interest new groups in
     ___ help plan immediate goals ___ the program
     ___ help plan long-time goals ___ help decide at the begin-
     ___ publicize adult work ___ help evaluate the pro-
     ___ secure membership in classes ___ other (explain)
6. Check the income and educational groups that you EXPECT to take advantage of the adult program:

<table>
<thead>
<tr>
<th>Education</th>
<th>Income</th>
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</thead>
<tbody>
<tr>
<td>___ less than 8 grades</td>
<td>___ low</td>
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<tr>
<td>___ some high school</td>
<td>___ medium</td>
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<tr>
<td>___ high school graduates</td>
<td>___ high</td>
</tr>
<tr>
<td>___ some training beyond H.S.</td>
<td></td>
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<tr>
<td>___ college graduates</td>
<td></td>
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</table>

7. Check the adult group or groups you are TRYING to reach this year:

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<tbody>
<tr>
<td>out-of-school youth</td>
<td>business women or girls</td>
</tr>
<tr>
<td>young homemakers</td>
<td>nationality groups (name)</td>
</tr>
<tr>
<td>middle-aged homemakers</td>
<td>racial groups (name)</td>
</tr>
<tr>
<td>elderly women</td>
<td>others (name)</td>
</tr>
<tr>
<td>men</td>
<td></td>
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</tbody>
</table>

8. How did you decide which group to work with:

___ several people requested the activity
___ the advisory group thought the group should be served
___ an organization sponsored the activity for its members
___ a survey was made to discover needs and interests
___ the long-time plan indicated this group should be served
___ this group traditionally comes to adult class.
___ other (explain)

9. Do you plan to have those who take part in adult activities assist in

___ arranging meeting places ___ serving as hostesses
___ contacting guest speakers ___ keeping records
___ securing illustrative materials ___ giving demonstrations
___ deciding on goals for activities ___ preparing publicity
___ helping to decide on ways to carry out activities ___ helping evaluate activities
___ helping plan ways to evaluate ___ other (name)

10. With what person or agencies do you intend to cooperate:

___ general adult program of school ___ Women's club
___ agriculture teacher ___ P.T.A.
___ county home economist ___ other (name)
11. Check how you plan to cooperate with other agencies in the community:
   ___ get acquainted with their aims
   ___ hold meetings together
   ___ speak before another group
   ___ have representatives of another group speak to class
   ___ plan to avoid duplication of activities
   ___ plan to serve specific groups
   ___ plan with others for some joint activity
   ___ plan to pool resources
   ___ other (explain)

12. How do you plan to evaluate your adult program:
   ___ number of changed practices reported
   ___ personal judgments
   ___ attendance records
   ___ interviews
   ___ evaluation scheme set up at beginning of activity
   ___ goals of the program
   ___ other (explain)

13. Council membership this year.

<table>
<thead>
<tr>
<th>Home</th>
<th>Occupation of wage earner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
ORGANIZED CLASSES

Name of your series of lessons (if more than one area of homemaking is included in the series, give information for each.)

Area of homemaking to be emphasized:

Proposed date of first meeting:

Number of lessons in the series:

Length of meeting: _____ hours.

Goals: ____________________ How you plan to reach goals: ____________________

(If you have more than one series of lessons, add extra sheets and give the same information for each)
NON-CLASS ACTIVITIES (INFORMAL METHODS)

Please **DO NOT** include those activities that are carried on as a part of your organized class work. **DO** include all other activities.

In the space below, give information as directed about each non-class activity planned.

<table>
<thead>
<tr>
<th></th>
<th>(1) clinic</th>
<th>(2) talk</th>
<th>(3) exhibit</th>
<th>(4) workshop</th>
<th>(5) demonstration</th>
<th>(6) news article</th>
<th>(7) radio talk</th>
<th>(8) information center</th>
<th>(9) home visit or consultation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of the activity checked</th>
<th>Phase of homemaking to be considered in the activity</th>
<th>Objectives of the activity</th>
</tr>
</thead>
<tbody>
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APPENDIX D

FINAL REPORT FOR THE ADULT
HOMEMAKING PROGRAM
State of Iowa
Board for Vocational Education
Des Moines

Final Report for the Adult Homemaking Program
(To be submitted to the state office by May 1, 1948)

Date __________________ Signature:
School __________________ Superintendent ________________
Town __________________ Teacher _________________________

GENERAL

1. The advisory council met ___ times during the year.

2. Check ways in which your advisory council functioned:
   ___made surveys to find needs          ___helped evaluate program
   ___secured membership in             ___as a whole
      classes
   ___helped select activities           ___worked with teacher to
   ___planned goals for activities       ___interest groups that did
   ___publicized adult work              ___not usually take part
   ___secured resource people            ___in program
   ___helped decide on ways to           ___other (name)
      evaluate activities                ___too little time to act

3. Meetings or other activities were held at a -
   ___high school                        ___home
   ___grade school                       ___public hall or auditor-
   ___church                             ium
   ___store                              ___other (name)

4. These meeting places were used because they -
   ___are customarily used                ___are convenient for those
   ___have good heating and lighting     ___who attend
   ___have adequate seating capacity     ___are convenient for
   ___manager

5. If you carried on activities away from the school building,
   were the expenses for transportation -
   ___reimbursed on mileage basis ___not paid
   ___included in salary ___other (explain)
6. Check means used to care for cost of materials and supplies:
   ___ allowance from school
   ___ contribution of supplies $ ___ if fee, how much?
   ___ fee from each person ___ other

7. Check means used for publicizing the adult program:
   ___ newspaper articles indicating progress
   ___ newspaper announcements of plans
   ___ letters sent through school children
   ___ other letters
   (attach copies)

8. Did you use any of these means to cooperate with others:
   ___ getting acquainted with the aims of other agencies
   ___ serving adults
   ___ holding joint meetings
   ___ speaking before another group
   ___ having representatives of another group speak to class
   ___ planning with others to avoid duplication of activities
   ___ planning with others to serve specific groups
   ___ planning with others for joint activity
   ___ pooling resources
   ___ others (explain)

9. Did the adults who helped with non-class activities -
   ___ arrange meeting places ___ serve as hostesses
   ___ contact guest speakers ___ serve on panel
   ___ secure illustrative materials ___ keep records
   ___ help decide on goals for activity ___ prepare publicity
   ___ help decide on ways to carry out the activity ___ help evaluate the activity
   ___ other (explain)

10. Did the adults who helped with organized classes -
    ___ arrange meeting places ___ serve as hostesses
    ___ contact guest speakers ___ serve on panel
    ___ secure illustrative materials ___ keep records
    ___ prepare publicity
    ___ help decide on goals for activity ___ help evaluate the activity
    ___ help decide on ways to carry out the activity ___ other (explain)
11. Were the activities evaluated by:
   ___the teacher  ___the teacher and advisory group
   ___the class    ___other (explain)
   ___the advisory group ___I did not know how to evaluate
   ___the administrator ___time too short to evaluate
   ___the teacher and class

12. The basis for the evaluation of the adult program was:
   ___personal judgment ___attendance records
   ___goals of the program ___interviews
   ___evaluation scheme set up in the beginning ___others (explain)
   ___number of changed practices

13. What changes do you plan to recommend for the adult program next year as a result of your evaluation? Please list these carefully so that another teacher might follow them if you did not return.
ORGANIZED CLASSES

<table>
<thead>
<tr>
<th>Name of lesson series</th>
<th>Area of lessons</th>
<th>No. meetings</th>
<th>No. enrolled</th>
<th>Number</th>
<th>H.M.</th>
<th>ser.</th>
<th>meeting</th>
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</table>

Resource people used (for example, Mrs. A. B. Doe, housewife, Miss Kate Doe, nurse)

What other kinds of cooperation have you had from your community? From people outside of your community?

What evidences have you that your goals were reached? (attach copy of check sheets used, if any; report actions observed, comments heard, or results of whatever means you used to evaluate)

*Each series of lessons centers around some area of homemaking. Please give the information requested for each series; it is not necessary to give the information for each separate lesson. Attach extra sheets if necessary.
CLASS ROLL FOR ORGANIZED CLASSES

In the fourth column, place the number corresponding to the estimated education of the class member. In the fifth column, place the letter corresponding to the estimated age of the person.

Key:  
<table>
<thead>
<tr>
<th>Estimated education</th>
<th>Estimated age</th>
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<tr>
<td>1. less than eight grades</td>
<td>a. 16-25 years</td>
</tr>
<tr>
<td>2. eight grades</td>
<td>b. 26-35 &quot;</td>
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<tr>
<td>3. some high school</td>
<td>c. 36-45 &quot;</td>
</tr>
<tr>
<td>4. high school graduate</td>
<td>d. 46-55 &quot;</td>
</tr>
<tr>
<td>5. training beyond H.S.</td>
<td>e. 55 years or above</td>
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<tr>
<td>(business school, some college)</td>
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<tr>
<td>6. college graduate</td>
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<tr>
<td>Name</td>
<td>times</td>
<td>estimated education</td>
<td>age</td>
<td>race</td>
<td>occupation of</td>
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<td>husband, own</td>
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NON-CLASS ACTIVITIES (INFORMAL METHODS)

In the blank space, give the number of times each non-class activity was carried out in the adult program. DO NOT report activities carried on in connection with organized classes.

---

|   | (1) clinic | (2) talk | (3) exhibit | (4) workshop | (5) demonstration | (6) news article | (7) radio talk | (8) information center | (9) home visit or consultation |
---|---|---|---|---|---|---|---|---|---|

Report for each activity checked above:

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Area of activity</th>
<th>Approx. number checked</th>
<th>Phasized</th>
<th>Number reached</th>
<th>Resource</th>
<th>Other</th>
<th>Evidences of cooperation</th>
<th>Objectives</th>
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Dear Homemaking Teacher:

As you may know, a study of the Iowa program of adult education in homemaking has been in progress for the past two years. This year the study is to be completed.

At this time, we are especially interested in knowing the kinds of practices women change after they have taken part in adult classes. We think that you would like the same kind of information yourself as a basis for future action.

The use of a check sheet seems to be the easiest way to get information about things people do better or do differently after they have been in an adult class. Since making check sheets is a time consuming process, we are providing some material to help you make your own check sheet quickly. Series of statements in various areas of homemaking are given. From the statements, we'd like for you to select those that are suited to the topic your class has been studying: you may need to add other statements if you feel that they are needed. At or near the close of your series of lessons, ask the women in your adult class to check the sheets (this should take about ten or fifteen minutes of class time). You then make any tabulations you want and forward the checked sheets to me in an envelope provided for that purpose.

We think that this will be a saving in time and effort for you, will be one means you can use to evaluate your program, and will help us in the study of changed practices.

If this plan appeals to you, and you think that you will be able to use to advantage the materials provided, will you please indicate it on the enclosed card?

Sincerely yours,

Rojana R. Ford.
APPENDIX G
SUGGESTIONS FOR USING THE ENCLOSED MATERIAL

At the end of a series of lessons, many teachers of adult classes like to use some means to find out what changes have come about as a result of the work. There are several ways in which this may be done. Home visits reveal some of the actual physical changes. Comments of women or of members of their families give clues as to beliefs and practices. Comments of local merchants discloses buying habits. Many people prefer check sheets in order to find out what every woman in attendance has done.

If you plan to use a check sheet, the following suggestions may help you make one more easily.

1. Notice that there are statements in several areas of homemaking. These statements are general since the women come from vastly different home situations. To use these,
   a. look over the statements in the area with which your unit has dealt and select those related to what you have done;
   b. examine the statements in related units...you will find several statements that could be used with any unit; and
   c. add statements of your own, if you like, to take care of other points you may have stressed.

2. Do not make the check sheet too long: 10 or 15 statements are enough.

3. Give the directions at the top of the sheet. These directions are suggested for use:
   "Several practices are listed below. If you have adopted the practice since you have been in the adult class, place a circle around Y. If the practice is not new to you but you carry it out better since you have been in the adult class, put a circle around D. If you have not adopted the practice, place a circle around N. PLEASE BE SURE TO MARK EACH STATEMENT."

4. Study the check sheet that follows. It may help you in setting up a check sheet it will be easy for the women to use.

5. Give the check sheets to the women at the last or next-to-last meeting for best results. It will take 10 to 15 minutes of class time.

6. Have the results tabulated by a committee, by the council...or you may prefer to do it yourself.

7. Use the results to show changes that have resulted from the class, give evidence of goals that have been met, or to show points that need to have more emphasis through some non-class method or through another organized class.

8. Put the checked sheets into the envelope provided and mail as soon as possible.
(Example of check sheet that might be used following a study of health in an organized adult class)

Town ________________ Date ________________

Directions:
Several practices are listed below. If you have adopted the practice described since you have taken part in the adult class, place a circle around Y. If the practice is not new to you but you think that you carry it out better since you have been in the adult class, put a circle around B. If you have not adopted the practice, circle N. PLEASE BE SURE TO MARK EACH STATEMENT.

Since I have taken part in the adult class, I have

1. Improved my own health or sense of well-being. Y B N
2. Helped a family member change some practice to improve health. Y B N
3. Arranged a well supplied medicine chest Y B N
4. Arranged for the family members to have needed inoculations against disease. Y B N
5. Set aside a definite amount for medical and dental care. Y B N
6. Arranged for health examination for family Y B N
7. Labeled all medicines clearly Y B N
8. Talked with family members before making decisions that affect all of us. Y B N
9. Helped family members recognize and accept the consequences of their own actions. Y B N

Number of children at home _____ Ages of children at home _____
Relationships

1. Helped the family plan so that each person could take some home responsibility. Y B N
2. Arranged for each member of the family, except infants, to share in household responsibilities. Y B N
3. Shared more activities with the family. Y B N
4. Arranged times or places for family fun. Y B N
5. Helped family members plan for activities all could enjoy. Y B N
6. Helped family members arrange for some time alone. Y B N
7. Adopted a new hobby or leisure time activity. Y B N
8. Talked with family members before making a major decision that influenced all of us. Y B N
9. Permitted children to make decisions within their ability. Y B N
10. Helped family members to recognize and accept the consequences of their own actions. Y B N

Management (time, money, or human resources)

1. "Dovetailed" work to save time. Y B N
2. Carried out some household job in a different way to save time and energy. Y B N
3. Replanned work to allow for free time to enjoy activities with the family. Y B N
4. Planned work to avoid too great a load on one day. Y B N
5. Became more skillful in carrying out some job. Y B N
6. Read labels before making a purchase. Y B N
7. Compared prices and qualities before buying. Y B N
8. Kept more accurate records. Y B N
9. Arranged for each person to share in household responsibilities. Y B N
10. Eliminated one or more household tasks that were really not important to our family life. Y B N

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Home Improvement

1. Rearranged a room or part of it for greater convenience. Y B N
2. Rearranged a room for greater comfort. Y B N
3. Rearranged furniture to improve appearance of room. Y B N
4. Improved some article so that it gave more satisfaction. Y B N
5. Improvised some article of furniture. Y B N
6. Bought new furnishings in keeping with things on hand. Y B N
7. Refinished walls, floor, or woodwork. Y B N
8. Made some article for the home, (rugs, curtains, etc.) Y B N
9. Made needed repairs for outside of house. Y B N
10. Improved yard (cleaned, grew grass, flowers, etc.) Y B N

Child Development

1. Arranged equipment in a room to make it easier to care for a child. Y B N
2. Provided low hooks, shelves, or small sized furniture for the child. Y B N
3. Arranged a special place for the child's own use (a box, shelf, etc.) Y B N
4. Provided "do-with" play material. Y B N
5. Added desirable new foods to the child's diet. Y B N
6. Helped the child form a good new habit. Y B N
7. Provided the child with opportunities to play with others of his own age. Y B N
8. Gave the child an opportunity to contribute to the pleasure of the family. Y B N
9. Permitted the child to make decisions within his ability. Y B N
10. Arranged so that the child shared in household responsibilities. Y B N

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Health
1. Improved my own health or sense of well-being. Y B N
2. Helped a family member change some practice to improve health. Y B N
3. Helped young members of family develop sound judgment in selecting clothing in keeping with weather to protect health Y B N
4. Stocked an emergency first aid kit. Y B N
5. Arranged a well supplied home medicine chest. Y B N
6. Set aside definite amount for medical and dental care. Y B N
7. Arranged for health examinations. Y B N
8. Labeled all medicines clearly and marked poisons. Y B N
9. Used means to destroy or prevent flies and mosquitoes. Y B N
10. Saw that family members had needed inoculations. Y B N

Safety
1. Located "danger spots" around the house and got rid of some of them. Y B N
2. Repaired furniture or equipment to make it safer. Y B N
3. Made changes in arrangement of home furnishings to increase safety. Y B N
4. Stored equipment in a safer way. Y B N
5. Used a piece of equipment in a safer way. Y B N
6. Adopted a safer way of doing some job. Y B N
7. Selected new furnishings with safety in mind. Y B N
8. Provided safe means for garbage and trash disposal. Y B N
9. Placed pins in cork stoppers or otherwise indicated poison. Y B N
10. Informed self and family what to do in case of emergency. Y B N
### Foods and nutrition

1. Used improved methods of preparing foods.  
2. Planned and served meals to meet needs of the family.  
3. Cared for and used food to avoid waste.  
4. "Dovetailed" food preparation to save time.  
5. Gave special attention to quality in relation to use in buying foods.  
6. Planned meals two or more days in advance.  
7. Carefully read labels before buying food.  
8. Helped family members develop a liking for foods not previously enjoyed.  
9. Allowed other members of the family to assume responsibility for food selection and preparation according to ability.  
10. Thought ahead so food on hand might be used in a variety of ways.

### Clothing

1. Renovated old garments to increase their usefulness.  
2. Planned with the family to use a reasonable amount of money for clothing (purchase and upkeep)  
3. Planned with the family members how the clothing money might be used to best advantage.  
4. Helped children to share intelligently in the selection of their own clothing.  
5. Provided better ways to take care of clothes.  
6. Used improved methods of washing and ironing.  
7. Became more alert to becoming color combinations.  
8. Became more alert to good lines in clothes.  
9. Selected new articles in relation to things on hand.  
10. Organized sewing equipment for convenience.  
11. Used some machine attachment more effectively.  