

DEVELOPMENT OF HOME PROJECTS IN HOME MAKING COURSES
IN HIGH SCHOOL

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INTRODUCTION

Many changes are taking place in our present educational procedures. Education today is a part of life and not a preparation for life as formerly considered in the old order. Today education evolves from real life experiences.

According to Kilpatrick,

Education that is based on the purposeful act prepares best for life while at the same time it constitutes the present worthy life itself.¹

The aim of all teaching should be to help pupils engage in purposeful activities, acquiring proper habits, ideals, and developing judgments that not only assist them now in their problem solving but will help them develop ability to solve future problems.

The home project is a purposeful activity growing out of real life experiences. As stated by Ivol Spafford,

A home project is a real life activity using school learning, together with new learning needed for the particular work at hand, planned and carried out by the girl in her home.²

The home project has been emphasized in the field of home economics since 1917; becoming a required part of the program for Vocational Home Economics Schools in 1929 under the George Reed Bill. The use of the home project is required in many states as a part of all home making work, whether the school is designated as a vocational one or not.

¹ William Heard Kilpatrick, The Project Method, p. 7.

² Ivol Spafford, Fundamentals in Teaching Home Economics, p. 277.

Its use has increased in the past eight years to a marked degree as shown by the following report made by Jessie Harris at the 1931 Southern Regional Conference.

In 1929-30 there were 10,230 more pupils enrolled in the day vocational schools in the southern region than were enrolled in 1928-29. If each of these students did only three projects there would be 30,690 more projects conducted in 1929-30 than in 1928-29.³

Since the home project is relatively new in the field of home making, the purpose of this study is to gain useful information concerning the development of home projects in the home making courses in Oklahoma high schools.

³ Fourteenth Annual Conference, Southern Region, Home Economics Education, 1931, p. 22.

THE HOME PROJECT

The reports from regional conferences on Home Economics give a picture of a few of the changes that have been made from year to year. For example in 1925 at the Southern Regional Conference the committee on Home Projects recommended that the use be made of majors and minors in home project work, and that majors be supervised. It would be necessary for each teacher using this division to set up a line of demarcation between major and minor projects, based upon the educational value of the work, its comprehensiveness and the presence of a managerial problem.⁴

In 1926 the conference committee on home projects from the same region made the recommendation that the terms major and minor be dispensed with since they so nearly correspond to the already established terms home practice and home project.⁵

According to Clara Brown, Director of Teacher Training in Home Economics in the University of Minnesota,

every pupil should be encouraged to assume the responsibility for some task which requires management and judgment beside the actual doing. The task should be something which the pupil herself desires to do, something which will meet her own needs.⁶

Alice Haley sets forth the following as essential elements

⁴ Ninth Annual Conference, Southern Region, Home Economics Education, 1926, p. 22.

⁵ Ibid.

⁶ Brown and Haley, The Teaching of Home Economics, p. 232.

of the home project:

1. It is a purposeful activity on the part of the pupil.
2. It affords opportunity for the acquisition of new knowledge and the development of manipulative skills.
3. It is a normal unit of home work offering opportunity for developing managerial ability.
4. It gives experience in home making activities under as nearly normal home conditions as possible.
5. It affords close correlation between home needs, activities and classroom instruction.
6. It is carefully planned for, carried through to completion and reported by the pupil.
7. It is adequately supervised by the classroom teacher.⁷

Doctor Gladys Bronegan, in her study of teacher training procedures in Home Economics, states,

Since even under the best circumstances it is impossible to duplicate home conditions in a school or give each member of a class adequate opportunity for managerial experiences those responsible for the development of vocational education in home economics early recognized the home project as an invaluable device for supplementing the classroom work.⁸

Projects carried on in the home demand more than a repetition of certain processes that have been learned in school. They involve the bringing together of many principles and processes, that exercising of judgment in determining which are needed, and the application of these to a new situation. Thus the home project is a creative piece of work.

⁷ Ibid., p. 233.

⁸ Gladys Bronegan, Home Economics Teacher Training Under the Smith-Hughes Act 1917-1927, p. 69.

According to Mary S. Lyle,

The home project may be looked upon as a creative problem of high value if it is proposed by the pupil, planned by her, executed by her and judged by her. It will need to come from the pupil either spontaneously or as a result of careful planning by the teacher so that the individual apparently initiates the whole plan. It must have a goal in view, interest, and a psychological drive toward achieving that goal.⁹

Interest is an important criterion in the selection of home projects. This interest in undertaking home projects may best be stimulated by leading pupils to recognize their own and their families' needs and possibilities for improvement. Perhaps the outstanding means of doing this is by basing class work on actual problems and situations drawn from pupils daily living and by encouraging pupils to try out at home what they do in class.

It is important in the selection of a home project that a girl recognize the worthwhileness of the project, recognize her own abilities and be willing to undertake the project.

According to Marie White,

Home projects may be the most vital point of a program or the most disliked; or the teacher may be quite indifferent to them. Certainly home projects will not go over if the teacher does not believe in them.¹⁰

Since maximum training in home making can not be done either all in the home or all in the classroom, home projects make possible the translation of in-school learning

⁹ Williamson-Lyle, *Homemaking Education in the High School*, p. 158.

¹⁰ Marie White, *Home Economics News Letter*, 1936, p. 7.

to out-of-school activity. By means of home projects individuals learn to do better those things they will do anyway; they develop initiative, new and managerial abilities.

Projects involve the securing of new information, new use for information already at hand, new experience, coordination of previous knowledge and experiences.

A home project should teach a girl real life experiences. It should help her to make changes and adjustments to emergency situations that arise, such as sickness and inability to get the necessary material. A change in plans of a home project should make the project mean more to the girl than if she had carried it through in a routine manner.

Ivol Spafford, formerly State Supervisor of Home Economics' Education, Alabama, says,

Successful home project work is dependent upon successful school work. This is true from the standpoint both of the teaching and of pupil learning. Home projects are not a medium through which poor school work can be redeemed. The school must provide the foundation from which the home project develops.¹¹

Home projects are not props for weak classroom instruction, as some may have supposed, because their success is largely dependent on effective class work. Without the simple experiences in controlled classroom situations, pupils would have difficulty in taking over responsibilities, in the home except where they have had carefully guided home experience.

The classroom should provide experience in solving home

¹¹Ivol Spafford, op. cit., p. 278.

and family problems in a relatively simple and controlled situation while the home provides experience in dealing with these problems in closely related and integrated groups as they occur in family life.

The modern tendency in home projects is to carry over more and more of the school training into the home. Girls are recognizing in an increasing degree the values of training and its application to selections in their family life.

The tendency today is to use the term home experience in preference to the home project. Teachers are encouraged to use the term home experience in their thinking whether the change in terms is carried out generally or not.

An experience as defined in the Fifth Regional Conference Report is a trying out, a testing, a proving of a situation, and implies actually living through an event, or stated otherwise is a matter of participation through sensation and feeling. It is a real life problem as contrasted with the ideal or imaginary; there is personal acquaintance with reality and actual enjoyment or suffering, affecting judgment or feeling through personal and direct impressions as contrasted with hearsay or description of fancies.¹²

Since this is true, home economics instructors are concerned with providing and guiding the experiences of students at school and in the home and communities in which they live.

¹² Fifth Regional Conference Report, Home Economics for Negroes, 1936, p. 6.

THE VALUE OF THE HOME PROJECT

According to Mary S. Lyle,

The educational value of a girl's home project depends upon her improvement, 1. in ability to carry on manipulative activities in the home; 2. in ability to plan for what she wishes to accomplish; 3. in ability to manage human relationships as well as materials; and 4. in her attitude toward home life and her interest in it. Her gain in manipulative and planning ability can be measured. Her increase in ability to manage people and things, can also be measured to some extent, though not so easily or so well.¹³

The value of home projects according to Clara Brown is to be found in the fact that they arouse the interest of girls and mothers in home economics work; they encourage the girls to assume greater responsibilities in the home; they give the pupils an opportunity to plan, select, and they encourage initiative and stimulate pupils to further endeavors.¹⁴

Elizabeth Amery reports from her observations that home projects can not be set or evaluated in exact terms of time or material results. Family situations influence these factors so greatly that a girl accomplishing a small piece of work against financial difficulties and adverse family conditions probably benefits more than a girl who is able to complete a routine piece of work in a routine way.¹⁵

¹³ Williamson-Lyle, op. cit., p. 247.

¹⁴ Clara Brown, op. cit. p. 238.

¹⁵ Fourteenth Annual Regional Conference, North Atlantic Region, Home Economics Education, 1931, p. 39.

An experience of outstanding value to the pupil when completing a project is to summarize what has been done, to analyze the difficulties encountered and the means of overcoming them, so that definite conclusions may be formulated for use in future work of this type.

If in working out home projects attention is focused on accomplishment, it will determine the duration of the work, and no project will be completed until satisfactory results have been achieved. Emphasis on accomplishment calls for checking results against aims set up at the start, and effective checking involves going over records for actual evidence of improvement. Achievement is a satisfaction to the pupil and spurs her to greater effort in other projects.

The value of home projects may be considered from the standpoint of pupil development, the value to the home and intangible and future results as recognized by parent and teachers.

CHARACTERISTICS OF DESIRABLE HOME PROJECTS

The Southern Regional Conference in 1930 set up the following as characteristics of a desirable home project:

1. Has a very definite goal.
2. Involves a definite managerial problem.
3. Presents a real problem, the solution of which results in improving home conditions.
4. Involves family cooperation and participation.
5. Is sufficiently difficult to challenge the efforts of the girl, yet not beyond her ability.
6. Has educational value.
7. Calls for a purposeful activity.
8. Was carefully planned and carried through to completion.
9. Length of project determined by the goal and not by a certain number of hours set up previously.¹⁶

If all of the desirable characteristics of home projects were re-organized and summarized they would fall under the following four fundamental general requirements: The project chosen shall

1. Be of interest to the pupil (to insure good effort).
2. Be possible of attainment by pupil (to the degree that satisfaction and further interest results).
3. Afford opportunity for needed types of pupil development (with emphasis on managerial development).
4. Render service to the pupil herself or to the home and other members of the family (through better family relations or by carrying on needed activities).

¹⁶ Thirteenth Annual Regional Conference, Southern Region, Home Economics Education, 1930, p. 16.

The first two of these general requirements have to do with the pupil's interest and ability, the last two with the pupil's personal and family needs and resources. Both types seem to be of vital importance and worthy of careful consideration by the pupil and teacher in the choice of a project.

GUIDANCE AND SUPERVISION OF THE HOME PROJECT

The value of a home project in a particular situation depends, not only upon the opportunity for practice and experience that a given piece of work may afford, but also upon the adequacy of guidance given the pupil in order that she may carry through the project efficiently. Without adequate guidance which insures thorough and careful work on the part of the pupil, a project may be of no value.

If the teacher is to give effective guidance in the choice of a home project, she must understand the pupil's ability, and personal and home needs. Such knowledge may be gained through tests, observation of students at school, but, primarily through actual contact with homes through a well-planned program of home visiting.

The results accomplished by home visits have been well summarized by the home economics teachers under supervision of Florence Blazier at Cornwallis, Oregon. The results accomplished by home visits are,

1. Home visits make it possible for the teacher and parents to become acquainted. This enables the parents to think of the teachers as a friendly person interested in the best development of the high school girl.
2. Home visiting enables the teacher to see the high school girl in relation to her family. This knowledge should constitute an adequate beginning to an understanding of family relationships.
3. Home visits should serve as a valuable medium between the high school and the home.
4. Valuable information is acquired for the home economics department such as:
 - a. Suggestions for additional home projects.

- b. Special problems are gathered for use in classes.
- c. Evidences of "carry over" of home economics instruction.¹⁷

Ivol Spafford describes home visiting as the heart of home project supervision. It is in visiting that teachers find out what the homes and the girls need and want, enlist family cooperation, follow the work being done, and, with the mother and the girl, evaluate it.¹⁸

If the teacher enters upon her visiting with real friendliness and a sincere desire to know the homes of the pupils and to see how home economics can contribute to a more satisfying life within the home, the girl and her family will meet her more than half way, seeing her as a friend and not as an inspector or critic. Through this channel the teacher can guide the home project through to completion with the cooperation of parents and pupil.

Although the pupil is encouraged to proceed with her project independently the teacher's guidance through the various steps of carrying out the plans is essential. Guidance should be given in selecting and planning the project, with a view to stimulating the pupil to do her own thinking and to put forth her best efforts toward the successful accomplishment of the aims which she has set up for herself.

Regular and frequent contacts with home projects as they progress are necessary for a successful guidance pro-

¹⁷ Bulletin 170. Home Economics Series No. 16, The Home Project in Homemaking Education, 1933, pp. 36-37.

¹⁸ Spafford op. cit. p. 281.

gram. Such contacts are made possible through: 1. Personal discussion or conference with the pupil at school during the conference period; 2. informal reports which the pupil may present in class on home project day or that time during each week that is used for reporting, planning, guiding, evaluating projects. It is recommended that one-fifth of the class time be used for such home project work; and 3. visits to the pupil's home while the project is underway.

There are times when the pupil may be in need of assistance in checking her own progress. In guiding a girl to check her own progress the teacher may need to: 1. check records with her; 2. lead her to detect wherein she is measuring up to or falling short of expected attainment; 3. encourage her, if her progress is slow or irregular; 4. stimulate her to the greater effort of which she may be capable; or 5. commend both her effort and attainment when justifiable.

To guide a student without performing too many of her activities for her requires real thought and preparation for each conference on the part of the teacher. This necessitates keeping an accurate record of each girl's project, and notations of her special problems. This may be done through the use of a card-index system or note book containing space for the record of each girl's accomplishments.

Teacher's guidance is necessary for evaluating finished home projects for without it the pupils are apt to be satisfied with merely general and indefinite evidence of improvement. Guidance consists largely of leading the pupil to

think and decide for herself.

A score card devised by the teacher and the girls is an effective way of evaluating projects. The score card might include points concerning the selection of the project, worthwhile objectives, good working plans, execution of projects and results obtained.

Various plans for evaluating home projects have been formulated. Score cards and rating scales have been devised which prove of great assistance. The scoring device which has been compiled by pupil, teacher working together usually proves most worthwhile.

A rating scale for evaluating home projects is an excellent way for the teacher and pupils to evaluate the work. Individuals can check progress as the work goes along, which is a definite stimulation to best efforts.

Campbell-Burson¹⁹ suggest a rating device in which the project is evaluated by points on a sliding scale. The scale is divided into three major divisions. These divisions are, selecting and planning the project; working out project; and gains. The major divisions are divided into subdivisions. Each division is evaluated by points, and the sum total of all the points is the evaluation of the project.

This rating scale serves both pupil and teacher in getting a picture of the whole piece of work. By means of a sliding scale the teacher is able to evaluate the work of the

¹⁹ Campbell-Burson, Student Record Book for Home Practice and Home Project work in Home Economics, p. 12.

pupil from all angles. The weak points are found and the teacher has an opportunity to guide the pupil in overcoming these weaknesses.

The descriptive phrases are a definite help to the pupil in rating the project as they help her "find herself". The pupil may check her achievement by the way the rating goes up or down. Such a scale may be called the "therometer of progress" in evaluating home projects.

Another device that is useful in rating projects is the score card. The following score card has been taken from the Campbell-Burson Student Record for Home Projects.²⁰ It is suggested as a guide for pupils and teacher who, working together should develop a device for evaluating home projects.

²⁰ Ibid., p. 9.

SCORE CARD FOR JUDGING HOME PROJECTS						
	Perfect Score	Preliminary Scores	Date of Vis- it			Final Score
I. PLANNING-----		20				
1. Initiative shown in undertaking---	10					
2. Completeness of working plan-----	10					
II. WORKING OUT-----		50				
1. Efficiency in work, measured by:						
a. Accuracy of results-----	10					
b. Neatness of work-----	10					
c. Promptness in performing-----	10					
2. Records:						
a. Accuracy of record to date-----	10					
b. Completeness of final report----	10					
III. GAINS-----		30				
1. In ability to follow a working plan:	6					
2. In manipulative skill-----	6					
3. In managerial skill-----	8					
4. In acquisition of new knowledge-----	10					
	100	100				

SURVEY OF HOME PROJECTS IN HOME MAKING
IN HIGH SCHOOLS

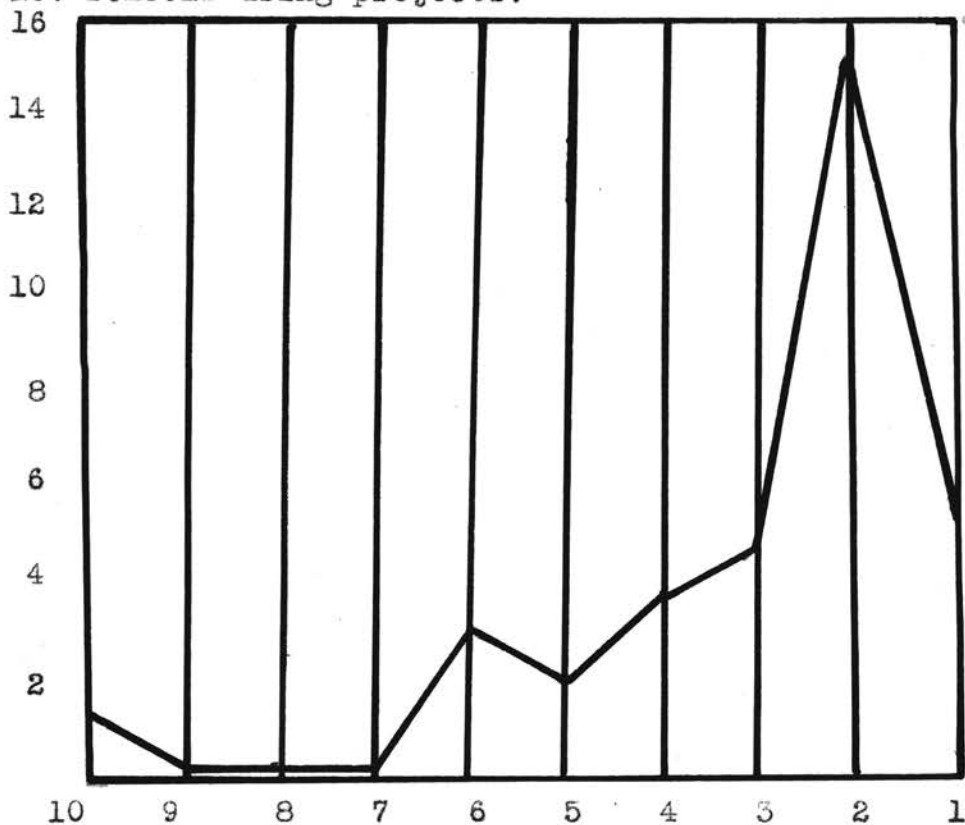
The information for this survey was obtained through questionnaires which were distributed among ninety-five home-making teachers in Oklahoma. The teachers were contacted at the State Vocational Home Economics Conferences which were held in Stillwater and Norman. Both vocational and non-vocational teachers were given questionnaires. Fifty-six teachers responded.

Out of the fifty-six, thirty-seven reported home projects as a regular part of their work, nineteen made no use of home projects.

There are 2,867 pupils enrolled in the thirty-seven schools reporting that home projects are a regular part of their program.

The findings of this study show that home projects have been used in Oklahoma for ten years. There was a period in which there was no increase in the use of projects. Following this period came a gradual increase in the use of home projects until two years ago when there was a marked increase as shown by Diagram I.

No. Schools using projects.



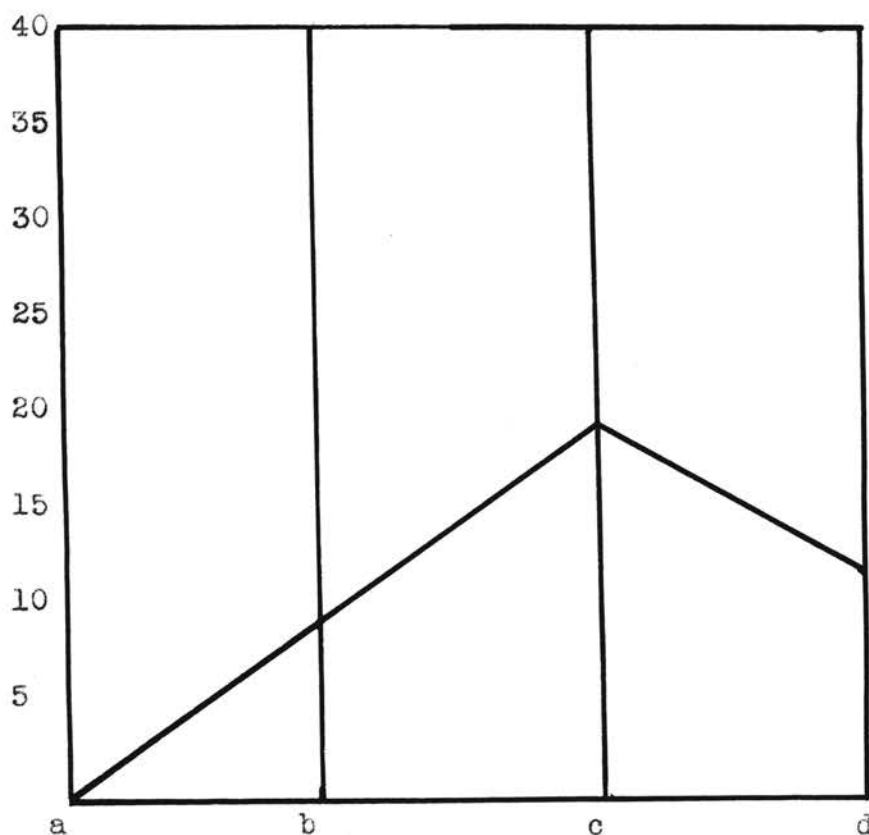
No. years.

Diagram I. Showing the trend toward use of home projects as a regular part of the home-making program in the last ten years.

This increase is encouraging, showing the development of a more functional homemaking program. The more home projects that are undertaken, the more evidence we have of school learning being "carried over" into the home. The application of learning to every day problems of the home and family tends to bring the home and school closer together, and as a result the homemaking program will become more functional.

It was found that more students have undertaken several large projects, which procedure tends to tie the entire home-making program into a whole unit. The information is summarized in Diagram II.

No. Schools.



Key--

- a. In summer only.
- b. In connection with each unit.
- c. Several which tend to tie the units together.
- d. Combination of a, b, and c.

Diagram II. Indicating the time that projects are undertaken.

The average number of home projects undertaken by a pupil during the various years of homemaking offered in high school is tabulated in Table I.

No. Projects Required	First Year	Second Year	Third Year	Fourth Year
One Project	3	0	0	0
Two Projects	7	7	1	1
Three Projects	12	11	3	1
Four Projects	6	12	9	5
Five Projects	1	2	3	4
Six Projects	1	2	2	1
More Than Six	1	1	0	6

Table I Average number projects undertaken in the various years of homemaking.

The number of projects that are undertaken each year in a few cases should be increased. However in most cases the number of projects undertaken indicates that there is a definite project program functioning. This is encouraging to those who are interested in the project program.

The selection of projects through the co-operation of teacher, parent, and pupil is worth while for it shows that there is teacher and parent guidance. Guidance is one important factor in the selection of a project. It also insures parent co-operation.

This study indicates that in the selection of home projects the co-operation of the teacher, parent, and pupil is most often employed. In a few cases the teacher made the suggestions for the project. A detailed analysis of the selection of projects is shown in Diagram III.

No. of Schools

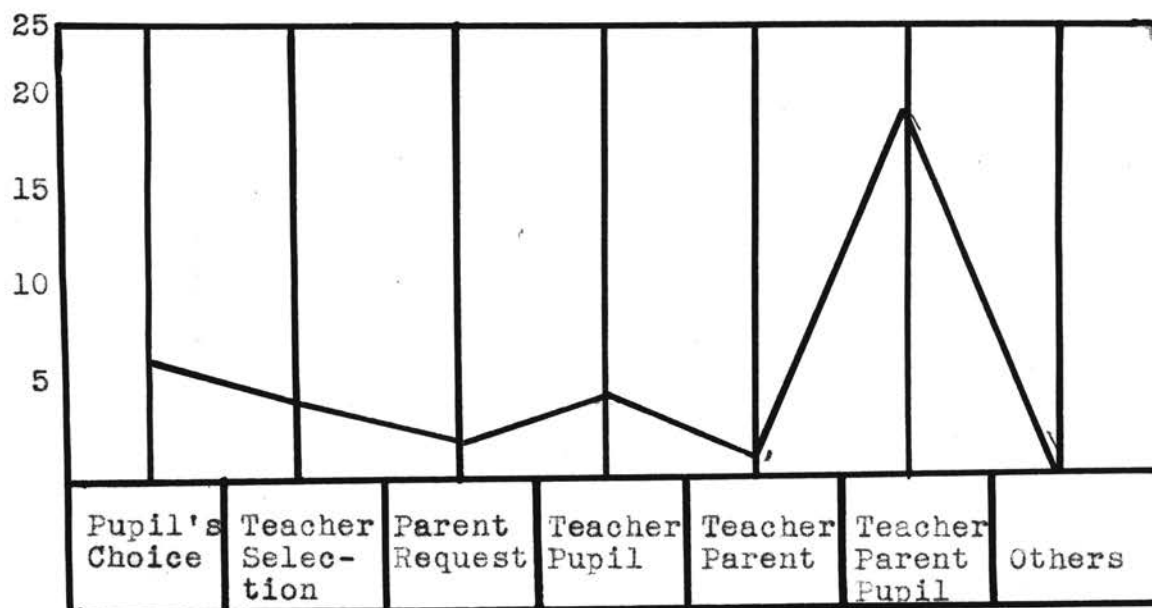
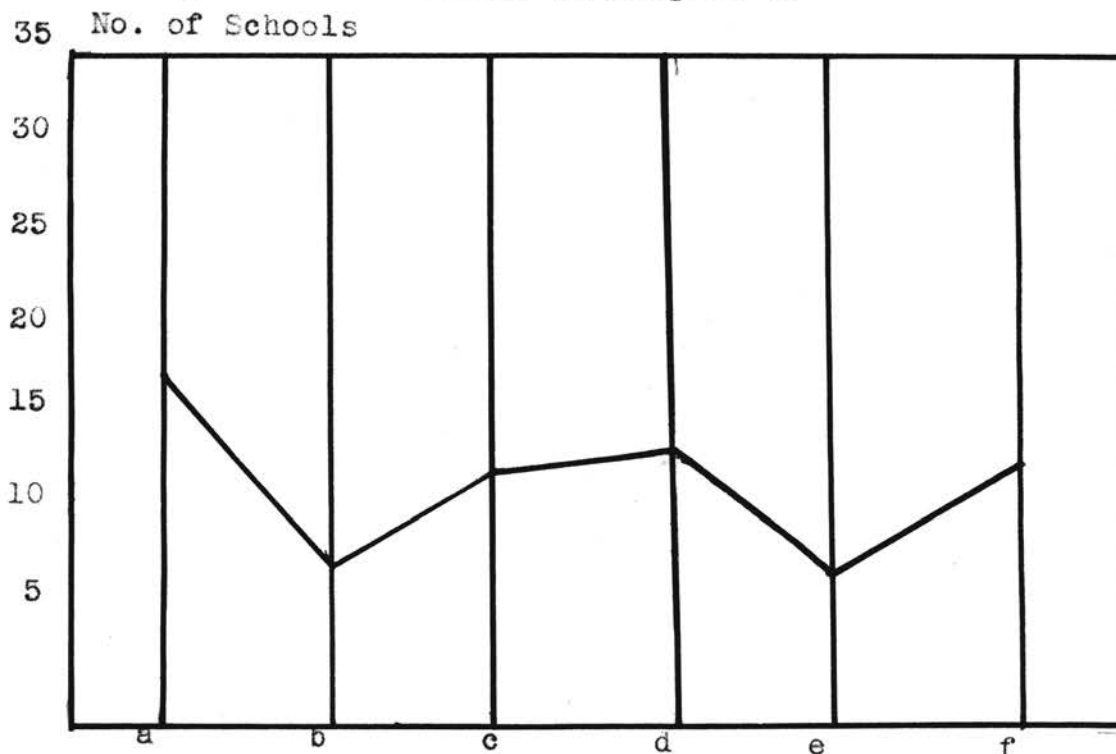


Diagram III. Factors governing the pupil in selection of projects.

The factors that determined the selection of home projects were found to be varied. The individual's ability and previous experience influenced the selection of home projects in the greatest number of cases. Recognition of immediate need, personal satisfaction, and the financial element were also influencing factors in the selection of home projects as indicated in Diagram IV



Key--

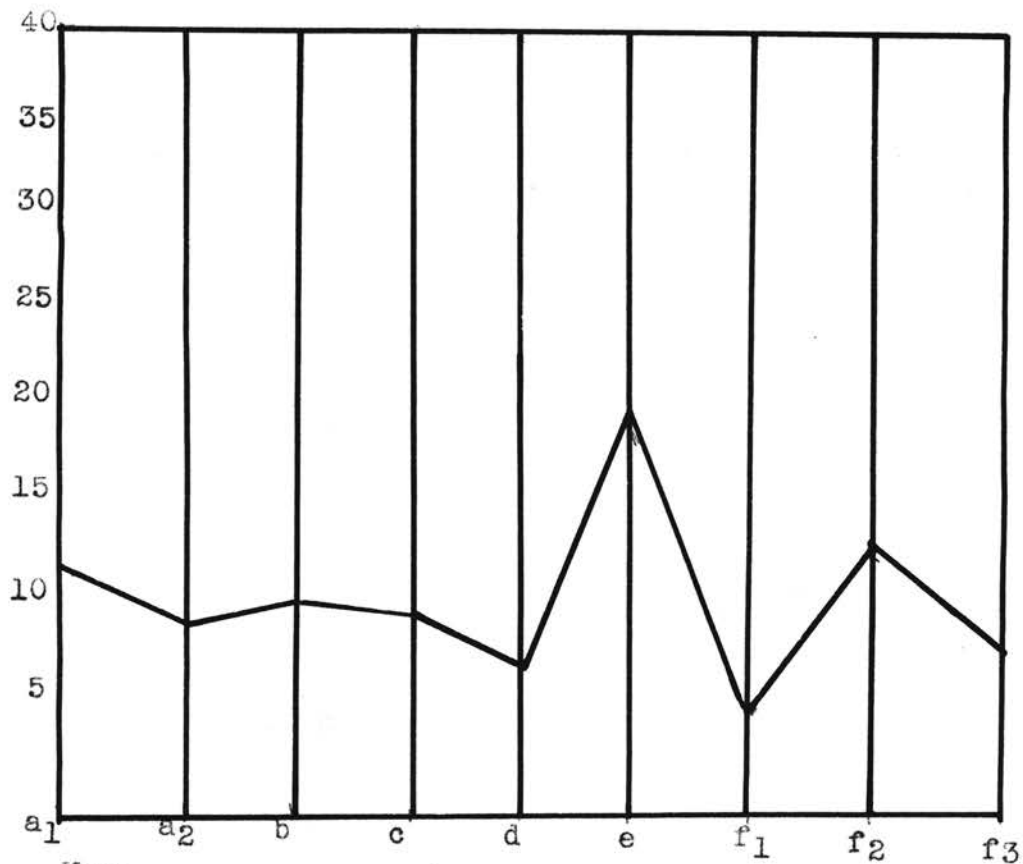
- a. Individual ability and previous experience.
- b. Family co-operation and interest.
- c. Financial element.
- d. Recognition of immediate need.
- e. Broadening experience.
- f. Personal satisfaction.

Diagram IV. Curve showing varying factors in determining the selection of projects.

The study shows that home visits and project day plus individual conferences were the types of supervision of home projects used most often. These methods were often used in

combination which indicates excellent teacher guidance in the home project program. The results are shown in Diagram V.

No. of Schools



Key--

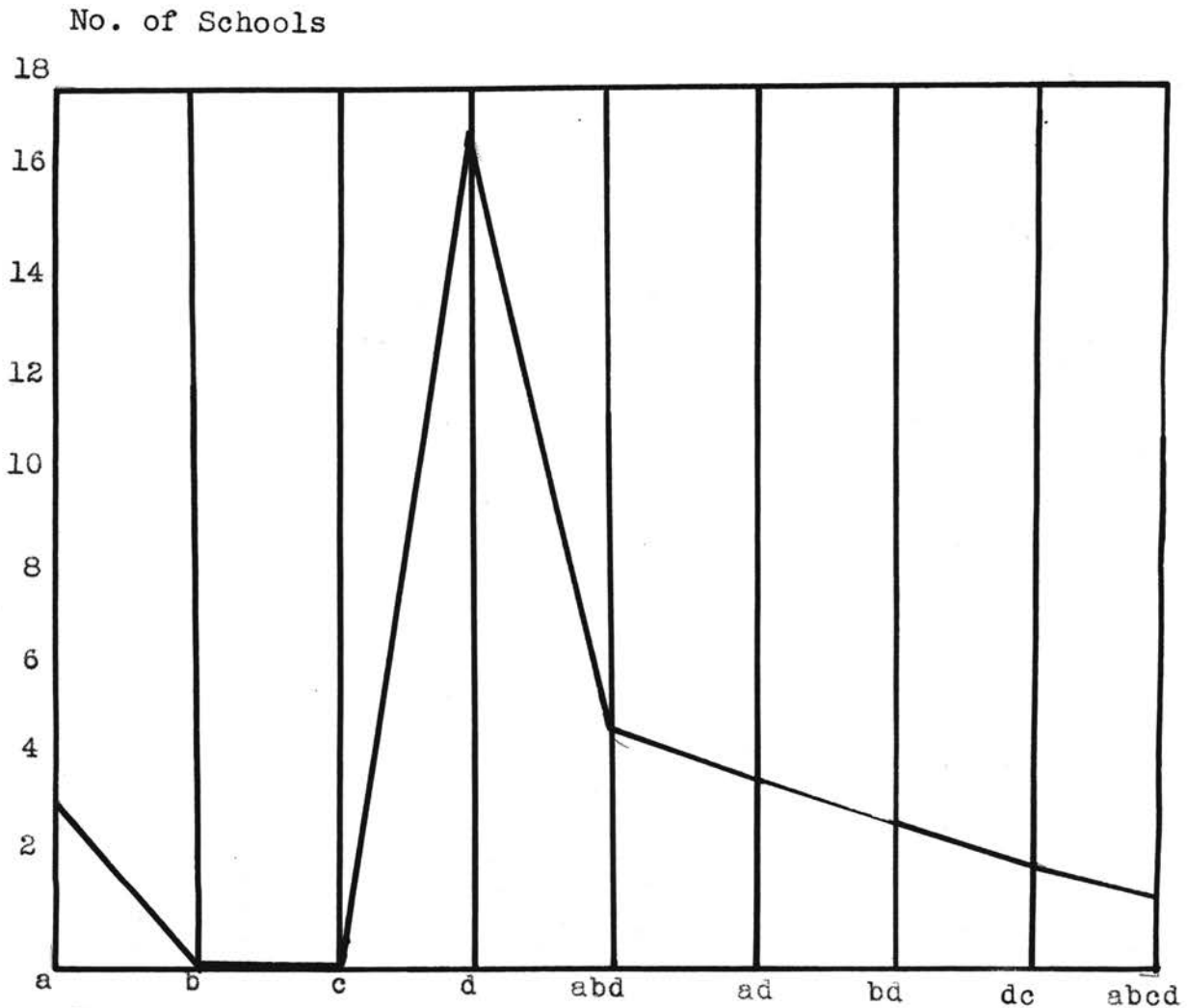
- a. Conference with parent and pupil.
 - 1. At home.
 - 2. At school.
- b. Conference with pupil during class.
- c. Conference with pupils outside of class.
- d. Project day in class.
- e. Project day plus individual conferences.
- f. Home visit.
 - 1. Beginning of project.
 - 2. During progress of project work.
 - 3. When completed.

Diagram V. Types of supervision of home project work as carried on in various schools.

Several teachers expressed themselves in regard to home visiting. One teacher said "I visit whenever I can during the year". Another said, "I only have time to make one visit

per pupil each year." These statements show that there is a lack of time for home visiting in project supervision.

The results of this study show that the evaluation of projects is most often done by the teacher; other methods of evaluation in order of their use are individual comparison with score card, and other combinations as shown by Diagram VI.

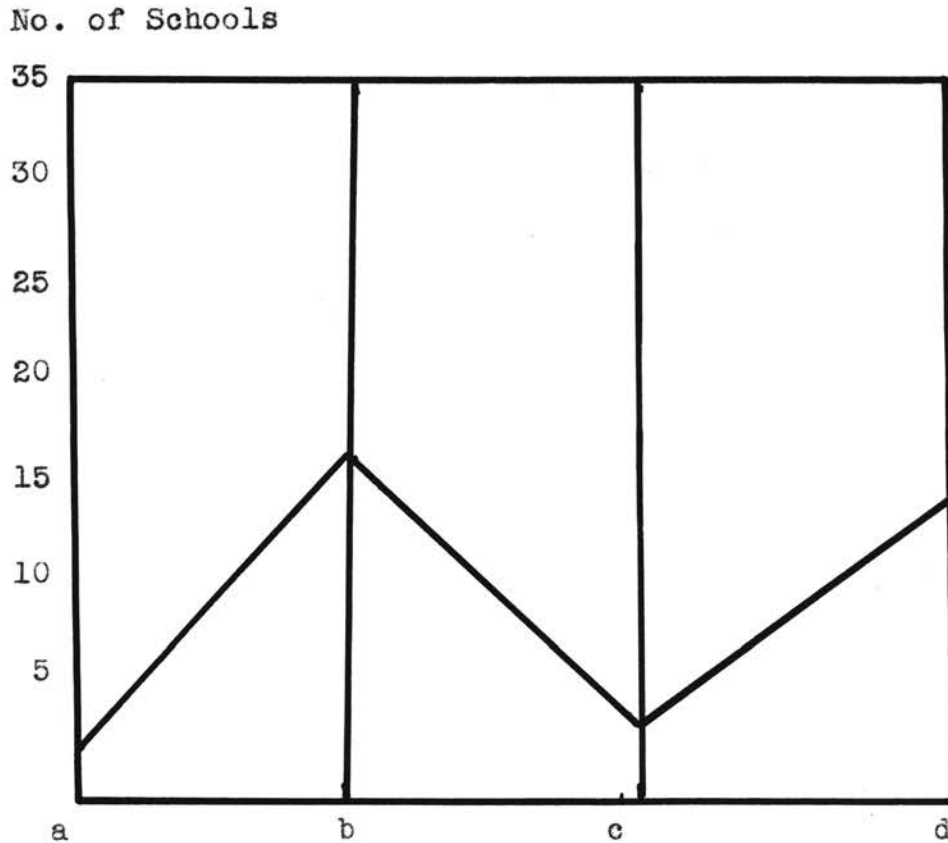


Key--

- a. Individual comparison with score card.
- b. Judging teams within each class.
- c. School judges.
- d. Teacher evaluation.

Diagram VI. Curve showing methods used in evaluating projects.

The method used most often in reporting home projects is the written report. The next in importance is the combination of the written and oral report as indicated in Diagram VII.



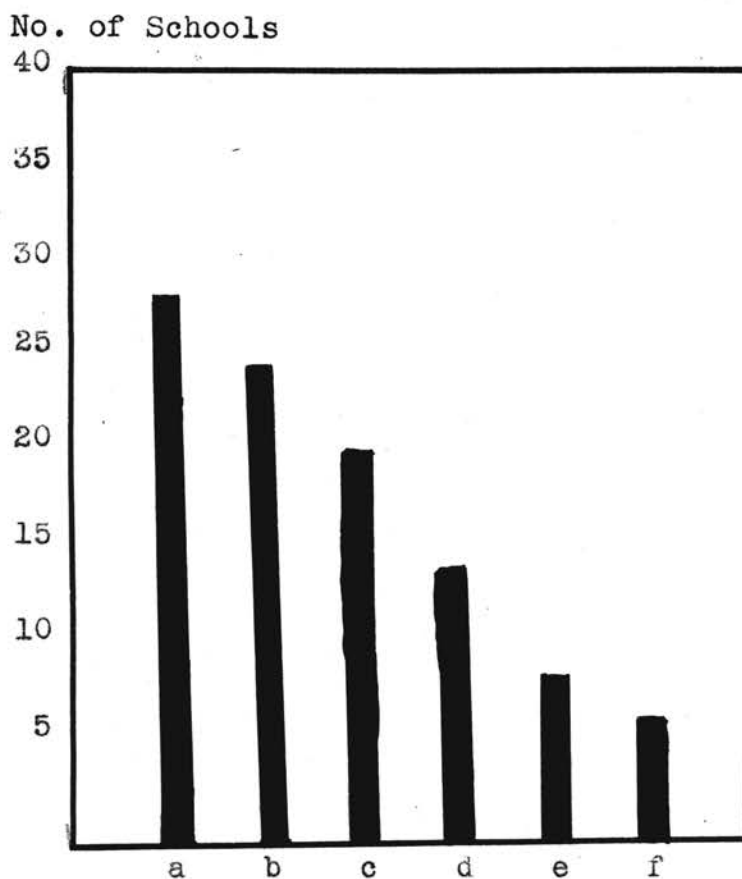
Key--

- a. Oral project reports.
- b. Written project reports.
- c. Project record book.
- d. Oral and written reports.

Diagram VII. Curve showing use of various methods of reporting projects.

This study indicates that clothing problems are chosen most often for home projects. Food problems, home problems, and personal problems are selected in the order mentioned, as shown in Diagram VIII.

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Key--

- a. Clothing problems.
- b. Food problems.
- c. Problems on the home.
- d. Personal problems.
- e. Problems of the young child.
- f. Related phase.

Diagram VIII. Showing selection of various types of home projects.

The problems which are not often chosen may need to be suggested to pupils. For example, many pupils do not have young children in the home so do not see the need of the problem. Here again teacher guidance will prove worthwhile. A story of how one girl selected a problem of the young child and carried it to completion when there was not a young child in her family would open channels for thought. This might lead other girls to think of ways in

which they could care for a child not in their own home.

To have a well rounded program, projects should be guided into various phases of life problems.

CONCLUSION

This investigation is based upon the methods used in conducting home projects as a regular part of the homemaking courses in high school. It is hoped that this survey will be of some benefit in the development of a more effective home project program. The following conclusions are submitted:

1. The home project should be a part of the regular homemaking program.
2. The home project method of teaching provides for individual differences.
3. Much supervision of projects is being done in school. More home supervision is necessary for a more efficient home project program.
4. The home project should be evaluated and credit given. The evaluation should not be done entirely by the teacher. The teacher should guide the pupil in evaluating her own project, check her progress, and draw conclusions. Parent evaluation is essential.
5. Co-operation of the parents throughout the entire program is essential for the best project work.
6. Pupils should be guided in selection of projects. It is not best for the pupil to select all projects from one phase of homemaking.
7. Home projects help develop a more functional home-making program.

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APPENDIX

SURVEY OF HOME PROJECTS IN HOMEMAKING CLASSES IN HIGH SCHOOLS

In questions use () to indicate the statement which fits your situation.

1. Number of pupils enrolled in Homemaking Classes.....__
2. Are home projects a regular part of your work?.....__
3. How long have you used projects in Homemaking?.....__
4. If projects are not a regular part of the program, what per centage of the students complete projects in addition to the regular class work?.....__
5. When are projects undertaken by your students?
 - (a) Only in summers.....__
 - (b) In connection with each unit.....__
 - (c) Several throughout the year which tend to tie units together.....__
 - (d) A combination of any of the above (indicate which ones by letters).....__
6. Average number of projects each girl undertakes by year.
 - (a) First year.....__
 - (b) Second year.....__
 - (c) Third year.....__
 - (d) Fourth year.....__
7. Check the following to indicate by whom the selection of a project is governed.
 - (a) Pupils choice.....__
 - (b) Teachers suggestion.....__
 - (c) Parents request.....__
 - (d) Teacher and Pupil__
 - (e) Teacher and Parent.....__
 - (f) Teacher, parent and pupil.....__
 - (g) Others.....__
8. What determines the type of project selected?
 - (a) Individual ability and previous experience.....__
 - (b) Family cooperation and interest.....__
 - (c) Financial element.....__
 - (d) Recognition of immediate need.....__
 - (e) Broadening experience.....__
 - (f) Personal Satisfaction.....__
 - (g) Others.....__
9. Check the method used in supervising projects.

- (a) Conference with parents and pupil
 - 1. At home.....
 - 2. At school.....
 - (b) Conference with pupil during class.....
 - (c) Conference with pupil at school outside of class.....
 - (d) Project day in class.....
 - (e) Project day plus individual conferences.....
 - (f) Home visits
 - 1. At beginning of project.....
 - 2. During progress of project work.....
 - 3. When completed.....
10. How are projects evaluated?
- (a) Individual comparison with score card.....
 - (b) Judging teams within each class.....
 - (c) School judges.....
 - (d) Teacher evaluation.....
 - (e) Others.....
11. How are projects reported?
- (a) Oral.....
 - (b) Written.....
 - (c) Project record book.....
12. What record do you keep of projects completed?
- (a) By number only.....
 - (b) File topics and brief of accomplishments.....
 - (c) All reports on file for a given period of time.....
13. Do you use one year's projects to encourage selection the next year?.....
14. Check the type or types of projects that are most frequently selected by your students.
- (a) Clothing problem.....
 - (b) Food problem.....
 - (c) Home problem.....
 - (d) Personal problem.....
 - (e) Problem of the young child.....
 - (f) Related phases, as gardening, etc.....

THIS REPORT WAS TYPED BY GENEVA WILLIAMS