

TEACHING - LEARNING MATERIALS AND ACTIVITIES DEVELOPED
AND USED BY HOMEMAKING TEACHERS AND STUDENTS
IN SELECTED FOODS CLASSES

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CHAPTER I

EDUCATION IN TOMORROW'S WORLD

The fundamental purpose of education today is to guide the individual in his intellectual, social, moral, and physical development so that he can become an acceptable world participant. Because education attempts to do this, people look to the schools for leaders.

Educators today are faced with new demands because of the rapidly changing social, economical, and technological world in which the individual lives. Changes are occurring so rapidly that yesterday's knowledge is insufficient today and there is some question as to whether education is fulfilling the challenges brought about by today's exploding and mobile population. The schools not only must meet the needs of society but must take the lead in preparing leaders for tomorrow. To do this is not easy, certainly not without many problems. Today educators are faced with the fact that less and less time is spent in the home, that more and more communities are becoming bedroom communities; thus increasing the responsibilities of the school and presenting many problems to society as a whole. Two very pertinent questions are: "Is there sufficient education for vital participation in the world community? Is there enough of a sense of individual responsibility for helping in group decisions?"¹ Answers to these questions of

¹ Edna P. Amidon, "New Explorations in Home Economics Education," Journal of Home Economics, LII (1960), 624.

necessity raise other questions such as (1) what kind of basic behaviors are necessary for satisfactory living, and (2) what does the school do in guiding the development of leaders? Because of the complexity of world problems society needs people who can think creatively and make wise decisions for the welfare of every American citizen. Every lay person needs the ability to think and to contribute constructively in the space age world.

American citizens today have no alternative but to be world minded because modern science has decreased the travel size of the world to a span of hours. People look to education in this space age for the development of international-mindedness and for help in understanding other countries, their people and their problems; for developing international cooperation, and for the preparation of individuals for world citizenship. If our educational system is to accomplish this purpose people must also learn to understand their own neighbors in the United States of America. Helping individuals learn to live with others is considered one of the great tasks faced by education, and the schools must succeed in its solution if Americans and their neighbors are to live peacefully in the future.

The administrators and the legislators of our nation as well as educators have recognized the need for world understanding. On November 2, 1960, in a campaign speech, Mr. Kennedy borrowing an idea suggested by Minnesota's Senator Hubert Humphrey and Wisconsin's Representative Henry Reuss, proposed a Peace Corps with the purpose of educating people to work abroad to help build growing and independent nations where men could live free from ignorance, poverty, and lack of freedom. Today people of the United States have recognized this need and are willing to share experiences with peoples of other lands.

The success of a country's relations with other nations depends as much upon the manner and the spirit in which it works with them and the manner in which assistance is rendered as upon the tangible benefits that are involved. Now and in the near future, many thousands of American citizens must be educated and trained to live and work in distant lands where they will represent America to strange peoples who have little means of evaluating a country other than the behavior of its representative citizens. The lack of understanding or the refusal to recognize world problems is seen as danger by a number of educators. One home economist said:

Nothing is more likely to threaten our national security, to shake the foundations of our democracy, to destroy our way of life than our inability or unwillingness to see the full nature and extent of the problems we face.²

It is only through the process of evaluation of our education today that educators can arrive at a clear, concise direction. Therefore, educators must anticipate and recognize change, must judge the capacity of the individual to meet new demands, and must find ways of helping promote effective human relations. The emphases given by education to the various aspects of living are therefore determined by the needs of individuals and families in the social environment of the time.

According to Withers,³ Chief of the Homemaking Division of the Division of Vocational Education, Lansing, Michigan, there are four trends affecting our educational programs today. These trends are (1) population and other changes, (2) emphasis on materialism versus

²Rex Todd Withers, "Our Role in the Age of Science," Practical Home Economics, September, 1958, p. 62.

³Ibid., p. 62.

human resources, (3) rapid social, economic, and technical changes affecting the home, and (4) changes in the basic needs of the people of the world. Education has been criticized severely during the last few years, but the teachers of today continue to search for new and better ways of serving the growing school population. Educators continually evaluate the goals that the school must continue to assume, and to explore new approaches to many old as well as new problems. Society needs as never before:

1. individuals who understand their responsibility to society and are able to assume it
2. individuals who are able to work with others in many areas of life
3. individuals who think critically and analytically, are creative and imaginative
4. individuals who know that today's world requires that each citizen re-examine and interpret his daily experiences in the light of basic ethical values
5. individuals who believe in the democratic ideal and are able to apply its principles in everyday living
6. individuals with clear values and goals, capable of thinking for themselves
7. individuals capable of making decisions quickly and willing to abide by the consequences of their own actions
8. educational programs which provide successful cooperative and challenging learning experiences, and
9. educational programs which provide students with opportunities to assume individual and group responsibilities.

Contrary to the belief of some, no school subjects are markedly superior to others in their ability to strengthen mental powers. Rather, all subject matter contributes to the development of the individual when instruction is designed to formulate concepts, to improve techniques of study, to develop thinking, to build generalizations, to apply principles,

and to improve communication techniques.

Concern for the common man and for the creation of conditions favorable for the development of the common man are the primary requisites found in a society in which the people are sovereign. Every child has the right to make the most of himself and this, educators must motivate students to do. This is evidenced by such statements as:

Among our leaders, Thomas Jefferson clearly saw the relation of an educated citizenry to the success of a democratic state. He worked unstintingly for public institutions that would educate every individual.

From earliest colonial days America has been a land of opportunity. The sentiment,

Give me your tired, your poor,

Your huddled masses yearning to be free,

is deeply embedded in the American dream. In this new land millions have found opportunity to increase their world goods; to think and speak as they like; to grow morally, emotionally and socially; to obtain an education for themselves and their children; and to do these things unhampered by rules and regulations imposed by a ruling class.⁴

The American free public school is the primary institution to which the people have given the task of promoting the optimum growth of every American boy and girl. During the early days of free education the schools limited their activities to teaching the three R's, reading, writing, and arithmetic. As resources have increased and primitive conditions have given way to a more mature society, opportunities for self-development in schools have increased.

An accepted purpose of the public schools today, as stated or implied in innumerable publications of local boards of education and state educational authorities, is that of full personality development. This

⁴Association for Supervision and Curriculum Development, National Education Association, Balance in the Curriculum (Washington, D. C., 1961), pp. 38-39.

includes, the intellectual, moral, esthetic, social, emotional, and physical growth of all children and youth.

At the present time there is great awareness that democracy in America and elsewhere is at a critical point in history. We in the United States have decisions to make today that are no less crucial than at the time of our country's birth. One author labels these decisions as disciplining. He says:

Our troubles in the present disturbed world situation, as in the prison camps of the Korean War appear to be augmented by our lack of what may be appropriately described as a discipline of character for democracy.⁵

Today educators are deeply perturbed by student's apparent inability to do the kind of thinking required to solve life's problems. Educators have developed marvelous power in dealing with problems of the physical and biological areas, but they must also learn to develop social consciousness on the part of individuals, to promote the use of reflective thinking, to develop leadership ability and ability in self-direction and creativity if America is to remain a sovereign nation, particularly if we believe that: education is life, is growth, is a continuous reconstruction of experience and is a social process.

The writer believes that learning takes place only through the act of an individual stimulated by his needs, purposes, and values. Democracy practiced in education provides through its opportunities for developing initiative and responsibility for the best development of the personality of each individual. Pupil activity and initiative are stressed and individual differences of students are taken into account

⁵Ephraim Vern Sayers and Ward Madden, Education and the Democratic Faith (New York, 1959), p. 12.

in the educational process as to ability and purpose. Education then deals with life experiences as the individual meets them. Mursell says that:

Education is the shaping of personality.⁶

The shaping of personality always depends upon two related but distinguishable conditions. First, the person concerned must strive to deal with a challenge that is relevant to his interests, a challenge that has for him what is sometimes called "ego-relevance."⁶ Second, in striving to meet this challenge, he must achieve a new organized mode of dealing with his environment. To put the idea in simpler but somewhat less precise language, the shaping of personality depends first on the arousal of the will, and second on the finding of a way.⁷

The preparation of a life worth living has many channels. The writer believes the function of the school is to guide students in the development of positive values and beliefs, political and moral creeds, codes and principles that will guide their behavior as citizens.

Educators must recognize the importance of making the school and the environment stimulating, recognize the pupil's interest in planning an effective learning experience, recognize the importance of a democratic classroom in allowing pupils to express their views and evaluate their learning activities.

The schools should be guided by a philosophy that will lead to establishing policies and organizing an instructional program that makes pupils alert and sensitive to changes that are taking place in society and that will enable them to evaluate the good and the bad features of these changes.

The writer believes that teachers should recognize the importance

⁶James L. Mursell, Psychology for Modern Education (New York, 1952), p. 3.

⁷Ibid., p. 15.

of the whole individual, encourage students to participate in planning and evaluating their learning experiences, provide for individual differences among students, encourage creativeness through individual pupil expression and select the subject matter taught to meet the needs of the students as well as to meet needs of the community. One should open the doors of the school so that the parents can help in the planning and leave these doors open to any community resources that will produce constructive results. The broad aspects of community resources need to be considered when education for life is the immediate goals of the school.

Students are more apt to throw themselves whole-heartedly into any project if they have participated in the selection and planning of the enterprise. Pupils really think when they encounter an obstacle, a difficulty, or a challenge in an activity which interests them. The process of thinking involves the finding and testing of meanings. Teachers therefore, must emphasize the importance of aiding the student in understanding the most efficient methods of study, the use of materials, and skills that will help them in their learning. Students need to be given detailed guidance in how to use a book, the library, and the equipment in the laboratory. They need help in learning how to study, to concentrate, to plan, and to take responsibility. Only when education assumes the responsibility for developing all the intellectual capacities will it fulfill its function that of enabling man to direct his own development intelligently.

In a democracy it is essential that all the people be intelligent, participating citizens. It is economy to provide education for all people. The momentum of the group carries many individuals along, stimulating and motivating their actions. The individual gains much from

association through the group-mindedness that develops, and the goals of society are more easily attained. Not only does more and better education result in fewer crimes and criminals, but it also results in higher national per capita income.

It is important, however, to emphasize the need for critical judgment in our personal lives and in our family situation in the matter of developing and recognizing scales and values applicable to new conditions. Here is a place for the church and other community organizations to work with the schools.

Many educators recognize that the American family and the home have great influence on the citizens of our democracy. The home will continue to be an effective educational agency in our society for here begins the development of the attitudes and ideas that affect society. Family living is thus recognized as a highly significant experience in the life of every individual, affecting him not only as a family member, but also as a functioning member of society. Living together leads to the strengthening of ethics and the proper relationship of one man to another. Students cannot be expected to learn democracy unless they live democratically. They need to think those things that will allow people to work cooperatively with others. Actions do not actually build moral character, but the consequences of action result in such character.

Home economics, because of its many inter-related phases, provides many opportunities for applying democratic principles of behavior. It prepares individuals who can contribute to the development and maintenance of a democratic social order by providing opportunities for the strengthening of social consciousness, for promoting the use of reflective thinking in solving personal, home and family problems, and for

developing leadership and ability in self-direction and creativity. Helping families shape both the parts and the whole of the pattern of daily living is the challenge of home economics. Home economists realize the importance of the fundamental competencies that are necessary for effective democratic living. These competencies include the ability to:

1. establish values which give meaning to personal, family, and community living and to select goals appropriate to these values
2. create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle
3. achieve good interpersonal relationships within the home and within the community
4. nurture the young and foster their physical, mental, and social growth and development
5. make and carry out intelligent decisions regarding the use of personal, family, and community resources
6. establish long-range goals for financial security and to work toward their achievement
7. plan consumption of goods and services - including food, clothing, and housing - in ways that will promote the values and goals established by the family
8. purchase consumer goods and services appropriate to an overall consumption plan and to make wise use of economic resources
9. perform the tasks of maintaining a home in such a way that it will contribute effectively to furthering individual and family goals
10. enrich personal and family life through the arts and humanities and through the refreshing and creative use of leisure
11. take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families, and
12. develop mutual understanding and appreciation of differing cultures and ways of life, and to co-operate with people of other cultures who are striving to raise levels of living.⁸

⁸Committee on Philosophy and Objectives of Home Economics, American Home Economics Association, Home Economics New Directions (Washington, D. C., 1959), p. 8.

With new or accelerated forces at work in the world it is necessary for those of us who are concerned with families to think of those forces in connection with the homes and the people in those homes. Automation is such a force. Rather than suggesting less need for homemaking education, automation calls for more education for all young women in order that they may carry their dual responsibility with greater ease and without the sacrifice of essential values in home living.

Thirty years ago the home economics graduate who found herself in the white headband and treadle sewing machine situation, expected to teach. And one professional magazine expressed it, to teach a curriculum consisting of a few closely related subjects aiming to prepare women and girls for the future. In practice, this meant food preparation and clothing construction.

The writer believes that home economics education appropriate to a democracy must be a discipline of the individual for effective participation in a democratic society and firmly agrees with the Criteria for Democratic Learning Experiences presented in a 1960 Foods Group Workshop at Oklahoma State University. This criteria has been used for a number of years in both high school and college classes and many groups have accepted and tested the ideas presented. If home economics teachers are to meet the challenge of society by developing an individual who can think for himself then they must use democratic learning experiences in their classrooms, for only in democratic situations is an individual free to think. Learning experiences which promote the development of democratic individuality provide opportunities for:

1. much teacher guidance in determining the direction in which learning shall take place and in working toward goals
2. individual and group investigation and experimentation

3. student participation in planning classwork, the content to be studied, learning experiences to be had, procedures to be used, and the distribution of responsibilities
4. student participation in the formulation of flexible individual and group plans which are possible of achievement, and in carrying them to completion
5. students to meet challenges according to their individual needs and intellectual levels
6. students to attack and solve real-life problems that are consistent with goals planned and are sequential in nature
7. students to see and understand the interrelationships of problems
8. student participation in collective thinking and cooperative action
9. students to select and weigh values in goods, services and behavior
10. students to organize their values into socially acceptable codes of behavior and to become increasingly responsible for their actions
11. students to choose alternative acceptable courses of action
12. students to express individual ideas through chosen media with encouragement toward self improvement
13. students to make use of community resources and materials in attacking problems
14. students to frequently evaluate personal and group progress and the results of action taken
15. students to use the evaluation made as guides for further planning and action
16. students to extend classwork beyond the boundaries of the school room, and
17. students to participate in activities which stimulate continued learning.⁹

⁹(a) Millie V. Pearson, "A Study of Professional Home Economics Education Courses in the Light of the Democratic Ideal" (unpub. Ph.D. dissertation, Ohio State University, 1941), pp. 29-46.

(b) Mimeographed materials developed as a part of previous class work in 1955, presented by Dr. Pearson and accepted by Foods Group Workshop as their beliefs.

If the class situations provided meet this criteria home economics educators can help "furnish the individual with the necessary intellectual, social, moral, and technical clothing for a presentable appearance in the world community."¹⁰ Homemaking teachers must emphasize the most important science of all -- the science of interrelationships. Among other achievements, homemaking classes should make a significant contribution to students in developing ability to contribute to group decisions and to participate more understandingly in the world community.

The writer believes that an effective homemaking program should consider the future of tomorrow's students. Many students, who enter today's homemaking programs, will continue into the world to become the women who enter professional services, marry and bear children. These women will constitute a large portion of the American population and the schools should gear their educational philosophy to their needs so that they may guide future generations. Therefore the homemaking teacher must present the knowledge necessary to develop competencies fundamental to effective living, with the idea that students must recognize new knowledge each day and develop the ability to use it. One must remember in this space age that facts cannot be taught as ends in themselves but they are the tools which tomorrow's citizens will use to reason from the known to the unknown.

¹⁰Amidon, op. cit., p. 624.

CHAPTER II

PLANS FOR STUDYING CLASS PROCEDURES AND PRACTICES

Attendance at the 1960 Oklahoma State University Group Workshop on Foods increased the writer's interest in class organization and strengthened the belief that teaching foods classes through the use of laboratory groups is good because it allows for efficient use of the home-like laboratory situations found in most Oklahoma homemaking departments. This belief was based upon the recognition that those methods which permit the attack of class problems from several angles simultaneously provide many opportunities for students to practice the kind of behavior described as democratic and to use reflecting thinking. As a result of the workshop, the writer undertook a study to determine the kind of learning materials and activities developed and used in planning and carrying-out democratic learning procedures in selected food classes in the state of Oklahoma.

It was believed that when groups of teachers agree on over-all goals of education, such as those cited earlier, there will be evidences of attempts to reach these goals through the types of teaching-learning materials and activities they use with students. Since the ways in which teachers provide learning experiences have definite influences upon the students' optimum growth, the study was planned with these specific objectives in mind:

1. to find out what kinds of teaching-learning materials and activities are being used in food work
2. to find out which learning materials and activities now

being used are based upon or consistent with ideas developed in a 1960 workshop on group work in foods

3. to obtain student and teacher opinions regarding the values obtained through the teaching-learning materials and activities used; specifically to obtain judgment regarding opportunities provided.
4. to locate additional ideas in teaching-learning materials and activities which promote democratic behaviors, and
5. to present the findings as a basis for recommending changes in teaching-learning materials and activities.

A listing of the student behaviors that teachers hoped students would carry out in group work in foods classes was made with the aid of personal class notes and materials prepared by the workshop members. These behavioral characteristics were grouped into three large areas composed of the steps taken by teachers and students in

1. planning and selecting goals
2. formulating and carrying-out detailed plans of class work, and
3. developing and using evaluative materials and procedures.

To obtain evidence that the teachers made these learning experiences possible, the writer developed a structured interview sheet¹ that would permit easy recording of their reports of the kinds of learning materials and activities used in their classes. A companion questionnaire² using student terminology was developed to obtain the reaction of the students to the teaching-learning materials and activities experienced in their classes.

Since no one person knows the sentiments of all people, the writer made an effort to list the implied behaviors that were in agreement with

¹See Form for Interviews, Appendix D, page 61.

²See Check Sheet for Students, Appendix E, page 67

the ideas developed in the workshop. In order to perfect the interview sheet and questionnaire all members of the workshop, including those not teaching and those in other states, were contacted regarding their opinions of the devices. The members of the workshop were contacted through letters accompanying the questionnaire and interview sheet asking them to criticize the form of the instruments, clarify statements, indicate omissions they felt should be made, give additions that might prove helpful and state their opinions of the research instruments proposed also to list uses made of procedures and activities suggested during the workshop.

After these devices were returned they were revised, incorporating the ideas that were suggested. Since no member of the workshop expressed disagreement with any statement it was assumed that the behaviors listed and the ways proposed for carrying them out were in agreement with the ideas of the workshop group.

A review of the workshop class roll in the fall of 1960 found five workshop members employed in Oklahoma vocational home economics teaching positions. Since members of the workshop group were widely scattered and could not all be reached through personal visits, the five employed in vocational homemaking positions in the state were selected as possible subjects for the study. These five were contacted. Classes of three of the five teachers were selected for the study. They were the teachers who had taught the greatest number of years. Each was asked to designate ten students, of their choice, from two or more classes to check the student questionnaire.

Permission was then requested from the superintendent and teacher regarding a specific date for conducting the study. The use of a structured interview, required about one hour of teacher time, and the

questionnaire required approximately thirty minutes of student time. Permission, also, was requested for the writer to observe classroom situations at the time of the interview and as the questionnaires were answered.

It was hoped that the data collected would indicate what materials and activities were used most frequently and which presented the most favorable results.

To clarify learning experiences and activities presented in the study the following definitions of terms were used:

1. activities are any experiences which required action, mental or physical
2. class activities refer to those in which the whole class participated
3. democratic learning experiences are those which have as their objective the provision of each individual with the motivation of attaining democratic living and with the abilities necessary for maintaining a happy home life, for selecting a satisfying vocation and for making a worthwhile contribution to an ever-changing society.
4. group activities refer to any type of learning experiences where two or more people co-operate in achieving a common goal
5. group work is defined as two or more people working toward a specific goal or goals
6. materials refer to any student or teacher helps which promote the smooth operation of class work or provide knowledge to the group
7. selected students refer to those taught by the teachers interviewed
8. selected teachers are those twelve home economics teachers who participated in the 1960 Foods Group Workshop at Oklahoma State University, and
9. whole-class groups are referred to as all class members.

CHAPTER III

THE DEVELOPMENT OF GROUP WORK IN HOMEMAKING EDUCATION

During the early 1920's home economics was taught as facts to be memorized and students considered it uninteresting; therefore, a search was made to locate new ways of developing interest on the part of the learners. Interest in group work came about through this search. Throughout this study the term group work is referred to as two or more people working toward a specific goal or goals. To some educators dividing a class into groups to do laboratory work meant following routinized procedures. To others the idea meant teaching in a home-like laboratory which in turn would develop student interest, and the assumption that students relation of learning experiences with the home would become more pronounced. As a result of this assumption in the spring of 1929 Oklahoma State University Department of Home Economics Education, through their teacher training centers, introduced group work with the purpose of making home economics more related to everyday life and of reducing school expenses through the rotation of the use of expensive equipment.

Dr. Millie Pearson in a review of the development of group work states that:

The introduction of the idea of group work into the state program came as a result of environmental conditions and because of a firm belief on the part of state leaders in the desirability of making the teaching of homemaking more practical and more functional, rather than as a result of a thorough examination of educational psychology, and it marked the beginning of an attempt to justify the program. The search for a better way to teach functional materials in a school environment which was similar to home

situations marks an important departure from the earlier ideas of teaching home economics in laboratories which were almost exact copies of early science laboratories.¹

Since the introduction of group work many teachers, especially in the state of Oklahoma, have come in contact with some variation of the group work idea through the yearly conferences of state teachers and the distribution of much mimeographed material. Over the years, numerous workshops dealing with the problems of teaching in home-like laboratories where efficiency necessitates the rotation of the major pieces of equipment have been held. Group work has become a part of the teacher's thinking. This was evident when it became a method advocated in the official guide for Oklahoma teachers in 1933. Evidence that the idea still has merit is found in the fact it is presented in several forms in the latest guides, those now in use.

The procedures of group work, as interpreted by teachers, have varied greatly in the approaches used, in the experiences provided, in the subject matter studied, and in the results obtained. However, all homemaking teachers seem to be aiming for the same goal, that of providing experiences which are as near like those in everyday life as possible. The Oklahoma State guide for 1958 states:

The growth of each individual is encouraged through group participation and the opportunity to share and cooperate. All learning experiences should be practical and meet needs of students if they are worthwhile.²

In order to achieve the goals of homemaking education, learning

¹Millie V. Pearson, "A Study of Professional Home Economics Education Courses in the Light of the Democratic Ideal" (unpub. Ph.D. dissertation, Ohio State University, 1941), pp. 103-104.

²Home Economics Division, Oklahoma Division of Vocational Education, Homemaking Education Resource Materials for Food and Nutrition (Oklahoma Department of Education, 1958), p. 2.

cannot be confined to the classroom but must be supplemented with experiences in the home, in the school, and in the community. Such experiences will grow out of the pupil's interest and needs and will be related to class instructions....Home experiences provide a link between the home and school.³

Teachers realize that expensive equipment cannot be provided for every student, and that its use may be rotated to provide learning experiences for all class members. Rotation makes it possible to reduce the number of pieces of large equipment thus freeing funds for the purchase of a variety of instructional equipment.

At the beginning of group work in Oklahoma the main purpose seemed to be that of cutting the cost of the homemaking department by using the larger more expensive pieces of equipment on a rotative basis. From the original purpose of providing home-like laboratories at little cost home-making teachers soon came to recognize the following purposes for group work:

1. to provide more nearly home-like problems for students in providing a school environment similar to that found in the surrounding homes
2. to give students more opportunities for social development through working together in small groups to solve problems
3. to broaden the scope of home economics, including more of "personal, home, and family life," decreasing the amount of time spent on food, shelter, and clothing
4. to lessen the expenses usually incurred by such departments by necessitating use of more of the equipment all the time, and
5. to enable teachers to handle classes equal in size to those in other subjects taught, by making the students assume greater responsibility for obtaining their own knowledge.⁴

³Ibid., p. 3.

⁴Millie V. Pearson, Group Experiences in Homemaking Classes (The College Bookstore, Oklahoma State University, 1940), p. 8.

Today, since group work has proven successful, other conclusions have been drawn regarding additional values derived. These are:

1. that through group work students are encouraged to work at their own rate of speed
2. that students have a definite part in the planning of their own learning experiences
3. that the development of those personal characteristics which promote democratic action are encouraged
4. that each student has the opportunity to grow in her understanding of values
5. that learning experiences are more easily planned to meet both individual student and group ability
6. that each student has the opportunity to succeed in some learning experience, and
7. that many opportunities are provided for growth in the ability to make wise choices.

The workshop group recognized the values gained from group work as being the more important ones that promoted the development of the total individual.

Homemaking teachers who realize fully the scope of the teaching job will continuously look for new and better ways of presenting instruction. They request help from noted educators and institutions of higher learning and they also share with one another solutions to common problems. As a result an attempt to find some of the answers to questions regarding the teaching of foods in a home-like laboratory were made through a workshop on "Teaching Foods by Group Methods," held on the Oklahoma State University Campus during the summer of 1960. The workshop, composed of twelve experienced homemaking teachers was lead by Dr. Millie V. Pearson of Oklahoma State University, a professor in home economics education, who has had many years of experience in working with groups at both the high school and the college level.

The way in which the members of the workshop developed and used the group idea makes it necessary to review their activities. In student-teacher planning at the beginning of the workshop certain understandings were agreed upon. One of these was that all suggestions which appeared to be a solution to any aspect of teaching foods would be presented and discussed. Further agreement was made that workshop members would share any learning materials developed that had been used and found reliable in specific homemaking classes or ideas that had been called to the attention of the class members. The group was encouraged to use every possible means to locate ideas.

After some time was spent in locating ideas and discussing purposes group members agreed upon the following over-all purpose for the public schools -

that the school, if it is to be instrumental in developing and maintaining a democratic social order, must take an active part in the preparation of individuals for participation in and contribution to such an organization.

It was thought that the school could best do this through the provision of learning situations which actually gave practice in the development and use of those behavior traits which foster democratic living. Thus the teaching-learning materials and activities that were suggested by the workshop group were considered only if members believed they promoted the development of democratic behavior characteristics.

The major problems discussed by the workshop participants as possible content to be included in the summer's work were; developing interest in planning foods units, using management in foods classes and evaluating foods classes.

After an investigation into many methods of using group work the workshop group decided that the procedure the class thought best would

be used as a guide for the development of teaching-learning materials and activities. Throughout the workshop, basic procedures familiar to homemaking teachers enrolled were followed. The most important of these were:

group work in a foods laboratory permits students to attack a problem from many angles simultaneously

the class is guided by the teacher to recognize needs of their own, their families, and the community

the teacher guides the establishment of goals and the thinking through on the part of the class how these goals might be carried out, and

progress in class work is attained only when the class recognizes and defines the standards to be used, thus providing students the opportunity to make many decisions.

All workshop members agreed that in a high school classroom one would probably find the homemaking class divided into several groups of four, five or six students. The laboratory situation and the teaching procedures used by the teacher would have an influence on determining the number of groups. Each of these groups would be attacking the problem selected by the class from a different point of view, however each group's work would fit into a total foods activity that might be done daily in a home situation. For example, if the beginning homemaking class was studying simple luncheons one group of students might be preparing the meal, another might be setting the table for the meal and preparing a bulletin board on meal service, while a third group might be figuring the cost of the meal and making a special study of one food being prepared and still a fourth group might be planning the meals for the next day. These groups would report to the total class after they had completed their part of the program by summarizing what they had learned so that the entire class could grasp the big over-all learnings that had been achieved. The homemaking teacher would then help the students complete their learning

experience so that the large details would be brought to the attention of every class member.

Since time was limited previous published outlines of suggested high school class content were accepted by the workshop group in order that more time might be spent in discussing methods. Following class discussion and investigation on how the problem should be approached, it was decided that all steps which would take place in an actual high school classroom situation should be studied. These included orientation into group work, group activities carried on, and the summarization and evaluation of individual and group work.

Orientation of a class into group work as defined by the workshop members included the following steps:

1. listing things learned and experiences had in previous food classes
2. listing things especially desired to be learned
3. considering lists of ideas for class work, making additions and subtractions
4. deciding upon learning experiences to be accomplished in class
5. deciding on basic understandings essential to food work
6. analyzing and deciding upon types of experiences necessary for carrying out class work
7. deciding upon division of group work and responsibility
8. developing criteria for various types of work, and
9. planning ways to share learnings.

The workshop group agreed that the success of group work depended largely upon the detailness and accuracy with which students and teachers planned. These steps were thought to be the basic steps important for group work in all areas, not only food.

This comment is made by Dr. Pearson -

The importance of careful planning is rather generally recognized by most teachers and students, but frequently classes fall far short of their possibilities as learning situations because of their poor or inadequate comparison and evaluation of the results of student action. This idea of class organization, if followed through, not only offers students an opportunity to select their own goals and procedures, to weigh possible courses of action, and to attack a common problem from several different angles but makes it possible for students to compare and evaluate more than one result of action as well as to measure their personal and group progress. The summaries made and the conclusions drawn, after each group has completed its study of solutions to the problem, are the most important part of this type of class organization. Each group will have done some form of summarization, work has been discussed and compared, the principles learned stated, and conclusions drawn in regard to the general things learned. If notebooks are used, some whole class decision is usually made in regard to how they shall be kept and what should be included. It is here that home experiences are reported and discussed; that failures are analyzed and mistakes corrected where possible; that further study is done and investigations are made of principles not made clear; and that plans are formulated for future applications of the principles learned.⁵

After complete analysis of the types of learning experiences which the members decided a class would undergo in their orientation into group procedures, workshop members decided to think through step-by-step the work of a foods class taught on the meal basis. These steps were listed on the board and were grouped into four general headings or types of activities. Under these groups all learning opportunities for achieving the goals were studied, keeping in mind the criteria cited in Chapter I, page 12. For a time, workshop members assumed the role of a high school class being orientated into group work. In doing this, workshop members were made more aware of ideas that could be carried out in high school classrooms. The workshop members did not feel it necessary to actually go through the manipulative processes involved in preparing meals but decided they needed to think through each step to visualize the double

⁵Pearson, op. cit., p. 10.

role they were trying to play, that of the teacher as a leader of students, and that of a student. They thought by clearly defining the role of the student and the role of the teacher they would be more intelligent as to the use of group work.

To further visualize the homemaking class situation the workshop group decided to collect and formulate those instruction sheets, evaluative instruments, progress reports, source materials, criteria and standards for specific jobs, examples of specific teacher instructions and suggestions for guiding group work. These were in turn organized according to time and purpose and placed in folders that were classified under the four general areas of activity, namely: planning, hostessing, meal preparation, and table service and manners. The type of equipment and laboratory arrangement determines the way in which classes are grouped for group work and the kinds of activities the class will choose to carry out. However, in most classes a close look at the problems and the type of activities undertaken, class work in foods falls under the four general areas selected for special study.

It was decided by the workshop group that as homemaking teachers carry out this type of group work in their classrooms they must challenge the students to think through the type of helps they need to fulfill the responsibilities of each activity in the foods unit. From this challenge the homemaking teacher should lead the students to draw upon the teacher's collection of ideas and investigate other sources that would be used as guides in developing their own set of helps for each of the groupings the class decided upon.

To introduce the construction of student selected guide forms the homemaking teacher may find it helpful to present an outline of possibilities for the food unit to the class. This guide would serve as a

launching point for the formulation of class goals. The kinds of things which might be included are:

1. probable class purposes
2. possible study outline or plan for class work
3. special school activities or functions likely to be planned,
and
4. possible home experience suggestions.

As the goals are accepted by the class members a record should be kept of decisions made in each of the groups. The teacher now has the opportunity to guide the class members and let each group construct or select the guides the members of the group wish to use. These helps may be placed in folders for easy reference and use. Workshop members decided to work in groups to develop a set of sample group activity folders which could be used by the teachers as guides in planning their class work and by students in obtaining ideas for carrying out class work. Some guides or materials are common to all types of group activity. Helps for these would be placed in all group folders. The guides or helps which would be needed by all students and would appear in all group folders are:

- I. Outline of the food unit
- II. Schedule for group work in foods unit
 1. Rotation schedule showing date and area of activity for each group
 2. The grouping of class members
- III. Responsibility of the group as defined by class members
- IV. Standards of criteria for specified activity of group
- V. Related reference materials
- VI. Form for guiding the work of individual group (teacher suggestions)
 1. Specific suggestions for carrying out group work

2. Suggested ways of reporting to teacher and class
3. Suggested references and helps
4. Suggested ways of recording activities and reporting results
5. Suggested ways of measuring accomplishments

VII. Evaluation sheets

VIII. Form for recording activities of group as rotation occurs

In addition to the specific helps which are common to the work of all groups there are some specific materials and helps which would be needed in each of the activities or areas. The planning group might have the following helps:

1. form for reporting the menu to be prepared
2. form for reporting the recipes to be used
3. form for listing all ingredients and supplies needed
4. form for figuring cost of meal to be prepared
5. form for listing needed equipment
6. form for planning a detailed time and work schedule, and
7. sample time schedule showing possible division of labor within preparation group.

The preparation group might have the following helps:

1. cumulative record form for recording all foods prepared
2. sample time schedule showing division of labor within group
3. form for detailed time and work plan, and
4. materials transferred from the planning folder as rotation occurs.

The table service group might have the following helps:

1. form for reporting the menu being prepared and suggestions for serving from the preparation group
2. pictures suggesting table settings and centerpieces

3. form for planning table service to be used
4. form for judging the meal eaten, and
5. materials and references on care of linens, silver, china, and glassware.

The hostess group might have the following helps:

1. written decisions of class for keeping records and class materials
 - a. form for recording absences
 - b. form for keeping record of materials loaned, and
 - c. form for keeping class materials
2. accumulative list of titles and helps for writing news articles
3. score card forms for judging meals
4. form for planning other menus of the day
5. form for checking nutritive value of meal served
6. display tips (bulletin boards, exhibit cases, etc.)
7. form for reporting on foods prepared at home or other home experiences, and
8. guide sheets and instructions for carrying out special research projects.

The teacher's folder likely would have additional helps such as:

1. additional reference lists
2. collection of ideas to use in helping each of the groups
3. additional scorecards and other ideas for evaluating instruments, and
4. forms for each group to report their work.

Success in this type of group work depends upon the teacher and student's ability to meet many different situations. Plans for carrying out class work -

...must permit varying ways of using equipment, problems of various lengths, opportunities for students to attack problems from different angles and to use different methods and materials,

and irregular as well as regular grouping of students. Values gained through independent and collective thinking and through seeing more than one solution to a problem are lost if this type of organization is allowed to become a set form which is teacher dominated.⁶

The introduction of a unit of work and the planning of goals necessitates at the same time the planning of evaluative instruments that will point out progress. Evaluation is looked upon as one of the great challenges of teachers; for during this process the teacher must develop inside the individual and the group the desire to see what needs improvement. In the final evaluation of group work one would find that there would be instances pointed out by the students where specific individuals applied problem solving techniques, where individuals worked cooperatively in solving a problem and where individuals assumed responsibility.

The teaching aids developed in the workshop were to be considered only as suggestions and would necessitate the adaption to every teacher's individual community and students' situation. Students and teachers were encouraged to evaluate and to determine the extent to which the materials and activities would fit into the individual needs and to discard the ideas that did not allow students to develop in a way so that they could better understand their associates, their ability to work cooperatively and use reflective thinking in solving problems.

It was the members who participated in the 1960 Foods Group Workshop, who worked with this type of class organization and came to the preceding conclusions who were contacted in regard to which activities and learning materials were obtaining the behavior characteristics that encouraged the promotion of democratic living in our society.

⁶Ibid., p. 11.

CHAPTER IV

MATERIALS AND ACTIVITIES USED IN SELECTED CLASSES

Quality teachers devise and use many materials and activities that guide students to strengthen social consciousness, to solve problems by reflective thinking, to develop leadership ability, and to develop self-direction and creativity. The over-all goals of education agreed upon in the 1960 workshop in the use of group work in foods classes furthered the developing of teacher-learning materials and activity suggestions that would be adaptable to the participant's own classroom. The reader will remember that the purposes of this study were to find what teaching-learning materials and activities were being used in group work in foods classes and which ideas or plans of work were consistent with those developed by the twelve teachers who attended the 1960 Oklahoma State University workshop. The study was an attempt to learn what the participants of the workshop are now doing in their foods' classes and to obtain student and teacher opinions regarding the values of the materials used.

Interviews conducted with three of the twelve participants of the workshop now teaching in Oklahoma high schools, observation of class work, and a check sheet administered to thirty students provided the data for the study. The students part in the survey was to check the questionnaire as to whether they did or did not do the suggested activities and learning experiences.

The selected sample of teachers and students used in this study were

from different areas of the state, and each of these areas derived its main source of income from a different product or activity. One high school of 95 students in southwestern Oklahoma was located in a cotton and peanut agricultural area. A second high school in northwestern Oklahoma with 185 students was located in a cattle and wheat area. And the third high school of 75 students was located in southeastern Oklahoma in the coal mining area. These schools were located in towns varying in population size from 370 to 3,250. The writer observed in each of the three schools for one school day, had a personal interview with the teacher using a previously planned structured interview sheet,¹ to record their responses and administered the companion questionnaire² to ten homemaking students selected by the homemaking teacher.

The structured interview sheet consisted of three parts; first, the planning and selecting of goals; second, the formulating and carrying-out of detailed plans, and third, the developing and using of evaluative materials and procedures. After an explanation of the study the writer asked the selected teacher being interviewed to cite specific things in the community which influenced the direction students were guided in the selection of goals, ways students were helped in relating learning experiences to the achievement of goals, how students were guided in carrying out detailed plans of work made by the class, ways students were helped in developing accepted standards and criteria and how students were guided in the evaluation of their progress. Both the structured interview sheet and the questionnaire, administered to the students, were planned to obtain the same type of information. Since, the answers solicited

¹See Interview Sheet, Appendix D, p. 61.

²See Questionnaire, Appendix E, p. 67.

through the interviews were so similar no attempt is made to show who said what, but the information obtained is presented in over-all statements of practices and procedures used in the three Oklahoma high schools studied.

One teacher stated, "My girls had never thought of sitting down with the entire family at the table and saying grace, until it was discussed in class. One of my girls made the statement that her family was never together."

Teachers by their answers to questions regarding community resources showed that they are aware of the needs in their communities. It was pointed out by all contacted that the majority of mothers work outside the home either in the immediate community or in a neighboring community and as a result of this teachers encouraged their students to select activities and materials that permitted the assumption of responsibility and provided opportunity to think through problems and make decisions.

The writer, while making visits to the three schools and observing the work of the three selected teachers noted instances in which they were making use of some of the ideas presented in the 1960 workshop on foods. These ideas were being used by the teachers in the organization of the classes, the room arrangement, the type of instructions given by the teacher, and the questions the teacher used to guide the work of students.

Participation in community activities provided the homemaking teacher contact with other adults in the community. Where several community activities could be cited, the teacher participated in more community events. In one community the teacher stated, "I do not participate in any activities other than church because there are no organizations in the community. There is a Lion's Club for men and last week a young people's church group was organized." Now, the county home demonstration agent has asked the teacher to cooperate with her and through their joint

efforts they hope to establish a home demonstration club in the community. In initiating this project the teacher now has a discussion period with adults where problems presented by any adult present can be discussed.

The teachers reported that students are made aware of community and individual needs through discussions about family food habits and preferences, individual food habits and attitudes, family food practices, and individual food needs. The student, also discussed coming community events which would require a knowledge of foods only if they recognized, at the time of planning and selecting goals, that these events could be used in direct connection with their class work.

Students in answering the questionnaire did not indicate that they recognized the fact that they had inventoried their homes or the community for the need of food work; however, the teachers gave the following student quotes:

We want to learn to cook meat in many ways, we only fry it at home.

We have a lot of corn in our home and I would like to learn many variations of dishes that I might cook.

Although the students, momentarily, were not aware of the fact, these statements proved that individual students had inventoried community and home needs.

Community resources with which the teacher has close contacts are used more often than those less closely related. Resources not available in the immediate community are used less because of the inconvenience in obtaining them. Grocery stores, extension agents, home service agents, doctors, nurses, beauty operators, and insurance men offered the most immediate and helpful resources available.

Further information gleaned from the interviews with the three

teachers revealed that students are guided in the planning of their class work. The teachers encouraged the students to present and evaluate their ideas, talk over class plans with their mothers and evaluate themselves continuously through the use of scorecards found in references or in the teacher's collection. Students are not encouraged to actually make scorecards but rather to select from those found in references or in the teacher's file of evaluation materials and to decide whether or not they are in keeping with the class goals.

One of the teachers stated that,

The selection rather than the development of evaluation materials enabled her students to move faster and that time is at a premium in high school foods classes.

Teachers guide students by pointing out many of the things they might want to consider in making definite plans. Some of the most frequently specified things teachers said they asked students to consider were, (1) what the individual students actually want to learn, (2) the float or other irregular scheduling, (3) the need for improvement in their own homes, and (4) the utility of the learning experience goals. The student's ideas were considered in the final plan adapted for the unit, effort was made on the part of the teacher to meet specific wants of the class which could not be worked into regular meals. Many times the special wants not met in specific assignments are met through individual study or group demonstrations.

Teachers also reported that they helped their students to recognize the goals they had set up as guides for determining their progress. This was done through discussion, evaluation, scoring, selecting criteria, and especially through generalizing. In developing generalizations teachers thought it a necessity for the students to see the over-all learnings

written as completed statements. This allowed the points to be clearly defined by the students as they worded their generalizations.

The teachers interviewed said that related ideas and problems were discussed in foods classes. Table settings were investigated, food prices and availability were cited as important, and food prices were compared. However, only half of the students said that they kept an up-to-date price list of foods; nevertheless, the students did figure the cost of each meal prepared by the class.

When asked to give their reactions to the teaching-learning activities and materials used in planning and selecting goals, students were able to identify the teaching-learning experiences accomplished in foods group work. This information as reported by the students was tabulated in the order of frequency and is presented in Table No. I, page 37. The reader on referring to the table will find that none of the types of learning experiences were omitted entirely and all with the exception of three were checked by more than one-third of the students who answered the questionnaire.³ This would lead one to believe that the majority of the types of learning experiences considered good by the workshop group were being used in these schools.

All of the students reported that their teachers discussed with classes the goals to be achieved during the food work, this led one to believe that teachers recognize the importance of teacher-student planning. Teachers were trying to make the students recognize their own needs through discussion of family food habits, likes and dislikes, and individual food habits. The students said that the teachers were making an effort to acquaint them with needs of the community in which they live

³See Questionnaire, Appendix E, page 67.

TABLE I
TEACHING-LEARNING ACTIVITIES EXPERIENCED BY 30 HOME ECONOMICS
STUDENTS IN PLANNING AND SELECTING GOALS

Order of Frequency	Types of Student Learning Experiences	No. Times Reported
1	Discussed goals to be achieved during food work	30
2	Discussed family food habits and preferences	29
3	Discussed individual food habits, likes and dislikes	29
4	Discussed in class related questions and problems related to foods	29
5	Investigated ideas for table settings	28
6	Read references to locate ideas presented by authors regarding steps that might be taken	26
7	Compared ideas and managerial steps suggested in home economics reference books	25
8	Discussed family food practices and preferences	24
9	Studied individual and family food needs	23
10	Discussed class goals with family members and/or other adults	23
11	Investigated food prices and availability	22
12	Compared food prices	21
13	Used community resources to assist in achieving class goals	20
14	Discussed community resources available for food study	18
15	Kept an up-to-date food price list	15
16	Kept records of all food eaten	13
17	Discussed coming community events which would require a knowledge of foods	11
18	Observed demonstration by another adult other than teacher	11
19	Made field trips to help in study of foods	9
20	Discussed knowledge of food needed for participation	9
21	Inventoried home and community food needs for food work	6

and were using community resources extensively.

Twenty of the thirty selected students who checked the questionnaire were able to identify the fact that they had used community resources to assist in the achievement of part of the class goals or had plans to do so in the near future. Class discussions provided the students with opportunity to become aware of and to think how the resources available in the community might be used in achieving class goals. Field trips to help in the study of foods and observations of demonstrations given by adults other than the teacher were not reported by the students as being used frequently in carrying out class goals. The teachers stated that inconvenience prevented the use of many field trips.

Information obtained from interviewees to Part II of the structured interview sheet⁴ dealt with the formulating and carrying out of detailed plans of work and enabled the writer to draw further conclusions. One might infer from responses that students must be guided by the teacher to develop a definite plan of work if class work is to be well organized and clean cut. A definite plan of work also enables the students to see the progress that is being made. Teachers interviewed cited that they used the discussion method of planning an entire meal with the whole class participating as an introduction to formulating definite plans. In preparation for the discussion teachers reported that the students usually selected a menu from a reference and listed the steps that would have to be taken in the home to prepare the meal. They were then challenged to cite the types of knowledge that could be used in their own specific home situations. One teacher stated that any class experience should be home-like; therefore, she challenged her students to plan better meals for the home because many persons in the community suffered from pellegra and rickets. Homemaking teachers were strong in voicing their opinions that

home experiences should supplement the learnings of the class periods and the experiences cited provided opportunities for students to use the knowledge gained in another situation.

Final plans for the unit of work included the use of community resources. The teachers indicated that if more community resources were accessible they would be used to further the class learnings of the students. Class plans reported included very few field trips. The writer definitely sensed the problem involved, because only one of the communities studied actually had many community resources available to the teacher.

Through the listing of the various activities that are required in meal preparation the teachers said they were able to lead the students into a discussion of the scope of responsibilities that must be performed. From this discussion came group decisions that the jobs should be definitely spelled out so that each student's part would fit into the total meal preparation.

After a complete listing of all the responsibilities involved in meal preparation, the teacher and students alike agreed that it was necessary for each student to understand what her responsibilities in the class were. Many times, in planning an individual's responsibility in a group, choices had to be made regarding time, work, or methods in carrying out the activity. The floating period confronted two of the foods' classes; therefore, the teachers encouraged the students who remained in class on that specific day or had a free period to do the advance meal preparation while the remaining students were asked to do the last minute things, or responsibilities which they would assume at another specific time. The division of responsibility varied according to the situation. One teacher

stated that some classes wanted to eat their meal during the noon hour and do their own dishes, whereas in one of the other classes another group was asked to wash the dishes used in the meal.

Teachers when interviewed stated that individual time schedules were used by the students and that they considered them a necessity. The students were reported as liking the idea of having a plan of work because it enabled each member of the group to know exactly who was responsible for what and when plans had to be changed at the last minute, easy revision of responsibilities was possible.

According to the teachers, folders in which each group kept a record of decisions made enabled them to review the group work of the whole class. The teachers interviewed stated that through an evaluation of the records in these folders they could write suggestive criticisms to each group. In presenting the various suggestions to the group, the teachers used a set of guides that enabled them to write specific suggestions, to each group, that they might wish to consider in carrying out group work. One teacher stated that this enabled her to clearly visualize the activity of the whole class, because she wrote out suggestions for all of the groups at one specific time; therefore she felt these written suggestions were a guide post.

Evaluation devices used are generally ones that the teachers have exhibited or those that students have located in the references suggested. Teachers state that time is not available to allow students to completely develop evaluation devices because of the necessity of presenting vital necessary nutritional information that the teacher recognizes as a must. All of the selected foods' classes did much evaluation through discussion and the classes studied had evaluation periods at least once a week.

It is evident that teachers are trying to meet the needs of individuals, not only in the foods unit, but also in the other units of work presented in homemaking classes. Teachers said they observed students and try to plan the type of experiences that will benefit each individual. The writer observed in one class that the teacher stated the girl needed to develop a feeling of "go ahead" and it was noticed in particular that this student was never told what to do, but the teacher used many leading questions, references, and suggestions with this particular individual.

The various teachers interviewed used many means of interpreting their goals to the administrators and key people in the community. In one community a monthly newsletter prepared by the homemaking teacher is distributed, and in this particular instance the teacher assumed almost all the responsibility. In another school the teacher stated the students assumed the entire responsibility by writing news articles which were published in the town paper. In another setting the news was published in a nearby town's newspaper which most of the community members took. Both the teacher and students assumed responsibility for publicity. One of the groups in the class was responsible, usually the hostess group. One teacher mentioned that quite frequently they did receive front page space when they were informing the people of the community about some specific point. However, all of the teachers interviewed mentioned the fact that they did explain goals to the mothers and fathers on home visits and asked them for suggestions to be incorporated into class plans.

The types of learning experiences the students reported they experienced in formulating and carrying out their detailed plans of work

were tabulated in order of frequency and are presented in Table II, page 43. Only two of the items in this area were checked by fewer than one-third of the students and over half of the teaching-learning activities listed on the check sheet⁵ were checked by three-fourths of the students. The reader on referring to Table II, page 43, will find that students reported that teachers are doing the kinds of activities discussed in the 1960 Oklahoma State University Workshop on Group Work in Foods Classes.

The students stated that they used the teacher's suggestions in carrying out the activities they had selected. Individual responsibilities and time work schedules were made that were easy to read and follow. Revision of class plans after the work had begun was reported by the students. Twenty-nine of the 30 selected students stated that they did study their work and responsibility sheets. Responsibilities for the various class activities had been discussed and organized by both the individual and the whole class.

Knowledge gained in class through activities or references was used in class work. References were read by the students to gain new ideas and to evaluate procedures and techniques presented by the various authorities. Students also reported that home experiences related to class work were carried out.

Only two of the items on the check sheet were not answered by more than one-third of the students. Less than one-third of the students reported that they participated in school or community programs which emphasized class work and only three of the thirty selected students reported they had demonstrated techniques learned in class to a community group or groups.

⁵See check sheet, Appendix E, page 67.

TABLE II
TEACHING-LEARNING ACTIVITIES EXPERIENCED BY 30 HOME ECONOMICS
STUDENTS IN FORMULATING AND CARRYING OUT
DETAILED PLANS OF WORK

Order of Frequency	Types of Student Learning Experiences	No. Times Reported
1	Used teacher suggestions in carrying out activities	30
2	Discussed individual responsibilities in class	29
3	Made time work schedules for group class work	29
4	Studied group plans carefully	29
5	Carried out a home experience that related to class work	28
6	Discussed and listed responsibilities for various class activities	28
7	Discussed scope of job responsibilities	28
8	Selected and organized procedures and managerial steps for individuals, group, and whole class	28
9	Gained new ideas for carrying on class work from references read	28
10	Discussed various ways of achieving the finished product or activity	27
11	Referred to responsibility work sheets for guide in planning day's work	27
12	Discussed rotation of class responsibilities	27
13	Prepared group plans which were easy to read and follow	26
14	Used knowledge gained in class in another situation	25
15	When necessary made revisions of class plans after beginning work	25
16	Repeated a class activity at home	24
17	Made individual time work schedules	23
18	Class participated in making of rotation chart	21
19	Evaluated procedures and techniques presented by authorities	21
20	Prepared posters showing things learned in homemaking classes	21
21	Made use of community resources during foods unit	20
22	Planned and prepared special exhibits, bulletin boards, or store windows showing class work	20
23	Used community resources to learn something new about food	16
24	Class members participated in writing news items	12
25	Class members participated in school or community programs which emphasized class work	5
26	Demonstrated techniques learned in class to a community group or groups	3

The answers of teachers made to questions outlined in Part II, of the structured interview sheet⁶ show that they are concerned with evaluation materials and methods. These teachers realized the necessity of students to be able to apply knowledge to new and varied situations. Educational beliefs were frequently expressed by the teachers as they told how they presented various teaching-learning materials and activities in their class rooms. The most frequently stated educational beliefs were:

1. actual experiences should be provided to assure learning
2. learning situations should be made as homelike as possible
3. individuals should learn to make their own decisions
4. individuals should learn to think for themselves, and
5. reference books should be used as supplements to teaching-learning materials and activities.

The learning experiences cited by the teachers are in keeping with the beliefs expressed. Teachers are encouraging students to evaluate themselves, activities are provided which are as near homelike as possible, home projects are considered a necessity, questions are used to guide the thinking of the students, and the students are allowed to make the final plans of the unit with encouragement to think through the problems that they believe will provide the best possible learning experiences.

Standards and criteria are developed with the various classes by investigating different authors' criteria for standards, by demonstrations, and through class discussion. From this investigation it was found that students were encouraged to select either a score card or

⁶See Interview Sheet, Appendix D, page 60.

guide sheet to be used to formulate their own evaluation instruments. After each learning activity the students were asked to think through the steps that they might have done differently.

Class discussion allowed the entire class to list one-by-one the total steps that had been taken in achieving the goals. Through this activity the class pointed out specific learnings that agreed with their developed criteria and standards. By looking back at the foods' work the students were able to see the progress that had been made and the goals that had been achieved.

In the evaluation of group work one teacher was found to be using a pre-test in foods that had been developed in another class the previous summer. Students could readily cite their growth after they had reviewed the activities that had taken place and viewed the observations in relationship to the total foods' unit. All of the teachers interviewed used weekly evaluation periods where each girl could specifically tell something she had learned and how she had applied or would apply this learning in the home situation.

All the teachers used generalizations to summarize the learning of the class and each felt that it was important that these generalizations be written on the board so that the students could see the statements and state them clearly when re-wording. In the final evaluation of their unit the students were asked to look over exactly what they had accomplished each day.

Students who responded to the questionnaire⁷ were able to identify a number of the teaching-learning activities experienced in developing

⁷See Questionnaire, Appendix E, page 67.

and using evaluative materials and procedures. The responses of the students to questions regarding evaluation practices were tabulated in order of frequency and are presented in Table III, page 47. Reference to the table will show the reader that each of the nineteen items listed in the table were specifically concerned with evaluation procedures. None of the items were checked by less than one-third of the thirty selected students. All of the students who checked the questionnaire reported that they had gained new ideas that met a specific personal need. The students discussed in class important facts they had learned and compared the results of their class work. Personal improvement was also cited in relationship to the previously agreed upon standards and criteria. Two-thirds of the students reported they had read references that related to standards and criteria for various activities and products. The students participated in making evaluation devices to agree with class goals, wrote or checked the progress reports, and rated themselves and others on evaluative instruments.

The data collected from the interviews with the teachers pointed out that the needs of the individual student and community is considered in planning and selecting goals for class work. Students were guided by the teachers in selecting the direction of learning and in recognizing progress that had been made toward the desired goals. Definite plans for class work was being adapted to meet the needs of individual students and home conditions. Administrators and key people in the community were exposed to the goals through newspaper stories and through the student and teacher use of informal means of communication. Homemaking teachers have recognized the necessity to evaluate class work in relationship to applying the learnings in another situation, if individuals are to realize

TABLE III

TEACHING-LEARNING ACTIVITIES EXPERIENCED BY 30 HOME ECONOMICS
STUDENTS IN DEVELOPING AND USING EVALUATIVE
MATERIALS AND PROCEDURES

Order of Frequency	Types of Student Learning Experiences	No. Times Reported
1	Gained new ideas that met a specific personal need	30
2	Pointed out in class discussion important facts learned	29
3	Evaluated methods used in carrying out class work	28
4	Organized and compared results of class work	27
5	Discussed possibilities for evaluating progress	26
6	Class agreed upon accepted standards and criteria for class work	26
7	Summarized specific points learned about each problem studied	26
8	Discussed personal improvements made because of class work	26
9	Read references related to standards and criteria for various activities and products	24
10	Told of learnings shared with other class members	23
11	Listed step-by-step procedures used in various types of class activities	23
12	Told of things learned through observing other students at work	22
13	Participated in developing an evaluative device or in selection of device	21
14	Evaluated self in terms of agreed upon standards and criteria	19
15	Rated selves and others on other evaluative instruments made or selected	19
16	Determined points to be scored before starting class work	17
17	Wrote or checked progress reports	16
18	Studied and compared procedures and practices followed by other classes	10
19	Planned score cards to be used	10

the growth they have accomplished. The reader upon referring to the three tables can find the specific reactions of the thirty students.

Through the study evidence was found that most experiences and activities listed on the check sheet were being used in some form in all of the schools contacted. Teachers who participated in the 1960 Oklahoma State University Workshop on Group Work in Foods Classes and their students, continuously reconstructed and revised the learning experiences and activities that the foods⁹ classes carried out.

CHAPTER V

IMPLICATIONS AND SUGGESTIONS FOR IMPROVEMENT OF GROUP WORK IN TEACHING SITUATIONS

Since home economics teachers are striving to find and develop better ways to present teaching-learning materials and activities to the students in their classes, this study was made to determine what teachers are now using in food classes and their opinions of the respective values of such materials and activities. The main purposes of the study were:

1. to find out what kinds of teaching-learning materials and activities are being used in food work
2. to find out which teaching-learning materials and activities now being used are based upon or consistent with ideas developed in a 1960 workshop on group work in foods
3. to obtain student and teacher opinions regarding the values obtained through the teaching-learning materials and activities used; specifically to obtain judgment regarding opportunities provided
4. to locate additional ideas in teaching-learning materials and activities which promote democratic behaviors, and
5. to present the findings as a basis for recommending changes in teaching-learning materials and activities.

A structured interview sheet, to be used in interviewing the teacher and a check sheet for students was developed to use in obtaining the data for the study. The workshop participants were considered and three of the group were selected as interviewees for the study. These teachers in turn were asked to select at random ten students representative of their homemaking education classes.

The data obtained showed that teachers like group work and all interviewed were using some variation of the group work proposed in the 1960 Oklahoma State University Workshop on Group Work in Foods. The ideas being used were consistent with ideas presented and discussed in the workshop in that materials which had as their purpose helping the individual to develop and to fit into the world of today were being used in all of the foods classes contacted.

Homemaking teachers realized that they must know the community and their students if they expect to be able to help the students meet real life situations. This was evident in the fact that all teachers were able to cite evidences of familiarity with the community and students and to call specific student problems and needs to the writer's attention.

Community resources were considered important teaching aids when available. In communities where the resources were limited those that were available were not used extensively because of inconvenience.

Teachers guided their students to determine the direction in which they wished learning to take place. This was done through class discussions, specific materials used, and through the evaluation of personal and group progress.

Teachers were helping students to recognize their goals as guides for determining progress. Each of the three teachers interviewed stated that students must realize they have made progress. Leading questions were cited as one of the most frequently used ways of getting the students to generalize. Discussion periods were considered as a must for students to share their learnings with one another. There was some evidence that an attempt on the part of the teachers was being made to guide

the students to locate or prepare evaluative instruments; however, most of the instruments used were selected from the teacher's reference files. Evaluation devices were recognized as important tools in teaching and all teachers interviewed had collected and made available to students a number of different instruments.

It was also evident that the teachers are guiding students to make wise use of reference materials. They pointed out that students located ideas presented by authorities in formulating plans for their activities. Students were thus establishing criteria, developing standards, and comparing ideas suggested by various authors and students. When students agree upon a criteria which all should follow they automatically evaluate themselves.

Basic facts are important but must be considered in the light of tomorrow's world. Teachers realize that in this space age facts cannot be taught as facts because tomorrow they will be out-moded. Educators must therefore teach tomorrow's citizens to reason from the known to the unknown. The survey shows that all homemaking teachers interviewed recognized that democratic procedures should be used to teach individuals to think for themselves, to participate in government, to make wise decisions, and to strengthen their ability to understand one another.

From the results of this study, the writer has formulated the following suggestions which she believes would increase the use of democratic behavior in the teaching of foods classes.

1. When using group work in foods classes a list of specific guides and ideas will help teachers in directing the students in the planning of definite class goals.
2. Teacher presentation of a suggested over-all plan for group work, showing the possible activities of each group will enable students to see the various phases of the problems being attacked, and the interrelationships of the activities and learnings involved.

3. The promotion of individual and group thinking and action necessitates the availability of many source materials so that students can locate ideas quickly and easily. Students need to be free to explore and must have something to explore.
4. Records of past class work, evidences of student achievement, student references, and illustrative materials become increasingly more important with greater use of group work.
5. The laboratory equipment and its arrangement influences the form of group work the class will select to use.
6. Evaluation instruments are a must in group work; they serve as standards and help each student to recognize his progress toward class goals.
7. The type of plan chosen for group work must challenge the students to think for themselves and provide opportunities for them to do so.

If further study is made of teaching-learning materials and activities used in foods classes, the writer recommends the use of a questionnaire and interview sheet similar to the one used in this study. However, it would be helpful if the teacher interview sheet were spelled out in detail to provide the checking of more detailed experiences. The writer recognizes that the data obtained from the three teachers and thirty students is not conclusive; but this study seems to point out the need for further study which would attempt to learn the extent to which group work is used throughout the homemaking program in Oklahoma, and the types of plans and materials used by various teachers in different settings.

All of the teachers interviewed in the study were using some of the devices collected and formulated in the workshop. The teachers also were devising and collecting ideas to fit the needs of their students. All of the teachers interviewed stated they believed in the teaching-learning materials developed in the workshop and wanted to continue developing them. However, they had not completed any new materials at this time. In their opinion the new materials being tried were not

perfected to the stage where they might share them with other teachers. The evidences obtained through the analysis of data in this study showed that when an idea is worthwhile it will be used. It may not be used identically, but will be adapted to many situations. Teachers will continue to develop ideas after being exposed to them if they consider them usable.

As more research is done on teaching-learning activities and materials used in homemaking classes, the data will add to the knowledge that homemaking teachers now have concerning the use of group work in teaching for the preparation of more effective community participants.

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APPENDIX

Appendix No. A

Dear Teacher:

In the Foods Group Workshop held at Oklahoma State University last summer we listed many problems that faced each of us in many different teaching situations. In an attempt to find some answers to teaching, a number of learning materials and activities were introduced and developed that might be used in foods group work.

As part of the requirements for my master's degree I am now doing a follow-up study of this workshop. I would like for you to check the enclosed form indicating your opinion and the uses made of the procedures and activities suggested during the workshop.

Please feel free to criticize the form presented particularly to make suggestions that you feel would clarify the statements; give any additional ideas that you feel should be included, or indicate omissions that you would make.

I would appreciate it if you would send your reply by return mail. Enclosed you will find a self addressed stamped envelope for this purpose.

Sincerely,

Nevaleen Joy Schmitz (Miss)

Enc. 2

Appendix No. B

Dear Superintendent:

As part of the requirements for a master's degree, I am making a study of learning materials and activities used in foods classes. I am particularly interested in the reactions and work being done by those teachers who attended a 1960 Workshop in Methods at Oklahoma State University. The purposes of my study are:

1. To find out what kinds of learning materials and activities are used in foods classes.
2. To find out which learning materials and activities are based upon or consistent with ideas developed in a 1960 workshop.
3. To obtain student and teacher opinions regarding learning materials and activities used through observations and interviews; specifically to obtain judgments regarding opportunities for:
 - a. Strengthening social consciousness (working co-operatively)
 - b. Promoting the use of reflective thinking (problem solving, both individual and group)
 - c. Developing leadership
 - d. Developing ability in self-direction and creativity
4. To locate additional ideas for learning materials and activities which promote democratic behaviors.
5. To present the findings as a basis for recommending changes in learning materials and activities.

Interviews with teachers and observation of homemaking classes in early February would necessitate the co-operation of both teachers and students. The estimated time needed is approximately one hour of teacher time and thirty minutes for each of five to ten selected students. The homemaking teacher's permission will also be requested.

If you are willing for your teacher and students to co-operate in this study will you please check the enclosed card and return.

Sincerely,

Nevalene Joy Schmitz (Miss)
Graduate Student

Study approved by:

S/ June Cozine
Head of Home Economics Education

S/ Millie Pearson
Thesis Advisor

Appendix No. C

Dear Teacher:

As part of the requirements for a master's degree, I am making a study of learning materials and activities used in foods classes. I am particularly interested in the reactions and work being done by those teachers who attended a 1960 Workshop in Methods at Oklahoma State University. The purposes of my study are:

1. To find out what kinds of learning materials and activities are used in foods classes.
2. To find out which learning materials and activities are based upon or consistent with ideas developed in a 1960 workshop.
3. To obtain student and teacher opinions regarding learning materials and activities used through observations and interviews; specifically to obtain judgments regarding opportunities for:
 - a. Strengthening social consciousness (working co-operatively)
 - b. Promoting the use of reflective thinking (problem solving, both individual and group)
 - c. Developing leadership
 - d. Developing ability in self-direction and creativity
4. To locate additional ideas for learning materials and activities which promote democratic behaviors.
5. To present the findings as basis for recommending changes in learning materials and activities.

Interviews with teachers and observation of homemaking classes in early February would necessitate the co-operation of both teachers and students. The estimated time needed is approximately one hour of teacher time and thirty minutes for each of five to ten selected students.

Would you be willing to co-operate in this study and share the instruments you have developed and used? If so, will you please fill in the enclosed post card and return.

Sincerely,

Nevalene Joy Schmitz (Miss)
Graduate Student

Study approved by:

S/ June Cozine
Head of Home Economics Education

S/ Millie Pearson
Thesis Advisor

Appendix No. D

TEACHER INTERVIEW SHEET

PART I - TEACHER

PLANNING AND SELECTING GOALS

Teacher Behaviors	Yes	No	Comments
I. Shows familiarity with community and individual students			
1. Cites specific things in community which influenced the planning of class work	3	0	
2. Describes the problems and specific needs of certain individuals	3	0	
3. Tells of home and family situations which influenced planning	3	0	
4. Tells of own personal community activities	3	0	
5. Others			
II. Uses community resources in planning and carrying out class work			
1. Describes community resources available and cites plan for their use	3	0	
2. Cites help received from community	3	0	
3. Cites uses made of certain resources	2	1	
4. Others			
III. Guides students in determining the direction in which learning takes place			
1. Cites participation of classes in planning	3	0	
2. Tells of ways in which students are encouraged to present and evaluate their ideas	3	0	

	Yes	No	Comments
3. Tells of situations that influenced student plans	3	0	
4. Tells of ways in which students were guided in relating learnings planned to class goals	3	0	
5. Cites examples of ways in which students implemented teacher ideas	3	0	
6. Others			
IV. Helps students to recognize goals as guides for determining progress			
1. Cites specific instances of explanations made regarding the relation of activities and products to goals	3	0	
2. Exhibits evaluative instruments used which were consistent with goals planned	3	0	
3. Describes ways used in helping students visualize steps toward goals	3	0	
4. Others			

PART II - TEACHER

FORMULATING AND CARRYING OUT DETAILED PLANS OF WORK

Teacher Behaviors	Yes	No	Comments
I. Helps students relate individual and class needs to learning experiences			
1. Cites examples of class experiences repeated at home	3	0	
2. Cites examples of specific learnings students have integrated into home activities	3	0	
3. Tells of home experiences that relate to class work	3	0	
4. Cites examples of community resources used by students	3	0	

		Yes	No	Comments
	5. Tells of ways in which students organize and correlate individual, home and school activities	3	0	
	6. Others			
II.	Guides students in developing definite plans of work			
	1. Tells of how students were guided in clearly defining responsibilities	3	0	
	2. Tells of ways students carried out goals	3	0	
	3. Shows examples of detailed planning done by students	3	0	
	4. Cites examples of choices made regarding time, work or methods in carrying out goals	3	0	
	5. Describes uses made of group and individual responsibility sheets	3	0	
	6. Others			
III.	Guides students in determining sequential steps to be taken in achieving goals			
	1. Cites examples of methods used in pointing out the scope and sequence of responsibilities	3	0	
	2. Tells of ways students determined sequential steps	3	0	
	3. Others			
IV.	Guides students to planning, organizing and carrying out class work according to related activities and responsibilities			
	1. Cites examples of how students incorporated related activities in plans	3	0	
	2. Tells of ways responsibilities influenced organization of class work	3	0	

	Yes	No	Comments
3. Cites ways in which students shared opportunities and responsibilities	3	0	
4. Cites instances where students modified and revised plans after class work was underway	3	0	
5. Describes class organization plans used to distribute responsibilities	3	0	
6. Describes ways of presenting teacher suggestions for carrying out class work	3	0	
7. Exhibits devices or instruments used in guiding the planning and carrying out of class work	3	0	
8. Cites ways of meeting the needs of special individuals	3	0	
9. Others			
V. Interprets and helps students to interpret the goals selected and work carried on to administrators and key people in the community			
1. Shows examples of publicity received	3	0	
2. Cites instances where students have assumed responsibility for publicity	2	1	
3. Cites specific instances where teacher explained goals to public	3	0	
4. Others			

PART III - TEACHER

DEVELOPING AND USING EVALUATIVE MATERIALS AND PROCEDURES

Teacher Behaviors	Yes	No	Comments
I. Formulates own educational philosophy as to goals			
1. Describes her educational beliefs	3	0	

	Yes	No	Comments
2. Cites relationship of beliefs to learning experiences provided	3	0	
3. Cites teaching procedures which are in keeping with beliefs	3	0	
4. Others			
II. Guides students to use worthwhile standards and criteria			
1. Cites ways in which worthwhile standards and criteria are developed	3	0	
2. Exhibits the types of standards and criteria used in class work	3	0	
3. Tells how students used standards and criteria	3	0	
4. Others			
III. Guides students in evaluating individual and group progress			
1. Explains how students are helped to visualize steps taken toward goals as criteria for evaluating progress	3	0	
2. Tells of how students select, prepare and use evaluative instruments related to class goals	3	0	
3. Describes how students formulated step-by-step procedures of an activity	3	0	
4. Cites specific instances where teacher assisted students in wording criteria of evaluation devices	3	0	
5. Exhibits specific evaluative instruments used and explains their use	3	0	
6. Cites instances in which students measured their own growth	3	0	
7. Others			

	Yes	No	Comments
IV. Discussed final evaluation growth			
1. Cites ways in which students recognized own growth	3	0	
2. Tells of specific learnings and how they applied	3	0	
3. Others			
V. Guides students in summarizing and generalizing			
1. Cites ways of helping students to summarize their activities and draw conclusions	3	0	
2. Cites ways in which students were helped to organize and to generalize the things learned	3	0	
3. Cites examples of ways in which generalizations are used in presenting materials	3	0	
4. Cites examples of methods used in helping students to develop generalizations	3	0	
5. Cites ways in which students were helped to select important facts and principles learned	3	0	
6. Tells of methods used in maintaining class unity	3	0	
7. Others			

Appendix No. E

CHECK SHEET FOR STUDENTS

LEARNING ACTIVITIES EXPERIENCED IN FOODS CLASSES

The purpose of this check sheet is to find out what learning activities you have been using in your homemaking foods class. PLEASE read carefully the following statements and (✓) check the questions, as to whether you did or did not.

I. Planning and Selecting Goals	Did	Did not
1. Discussed family food habits and preferences	29	1
2. Studied individual and family food needs	23	7
3. Discussed coming community events which would require a knowledge of foods	11	19
4. Discussed individual food habits, likes and dislikes	29	1
5. Inventoried home and community food needs for food work	6	24
6. Discussed family food practices and preferences	24	6
7. Discussed community resources available for food study	18	12
8. Used community resources to assist in achieving class goals	20	10
9. Made field trips to help in study of foods	9	21
10. Observed demonstrations by another adult other than teacher	11	19
11. Discussed goals to be achieved during food work	30	0
12. Discussed in class related questions and problems related to foods	29	1
13. Investigated ideas for table settings	28	2
14. Investigated food prices and availability	22	8
15. Kept records of all food eaten	13	17

	Did	Did not
16. Kept an up-to-date food price list	15	15
17. Compared food prices	21	9
18. Discussed class goals with family members and/or other adults	23	7
19. Read references to locate ideas presented by authors regarding steps that might be taken	26	4
20. Compared ideas and managerial steps suggested in home economics reference books	25	5
21. Discussed knowledge of food needed for participation in community events	9	21
II. Formulating and Carrying Out Detailed Plans of Work	Did	Did not
1. Repeated a class activity at home	24	6
2. Used knowledge gained in class in another situation	25	5
3. Carried out a home experience that related to class work	28	2
4. Used community resources to learn something new about food	16	14
5. Made use of a community resource during foods unit	20	10
6. Discussed individual responsibilities in class	29	1
7. Discussed various ways of achieving the finished product or activity	27	3
8. Discussed and listed responsibilities for various class activities	28	2
9. Referred to responsibility work sheets for guide in planning day's work	27	3
10. Discussed scope of job responsibilities	28	2
11. Discussed rotation of class responsibilities	27	3

	Did	Did not
12. Class participated in making a rotation chart	21	9
13. Made time work schedules for group class work	29	1
14. Studied group plans carefully	29	1
15. Prepared group plans which were easy to read and follow	26	4
16. Made individual time work schedules	23	7
17. Selected and organized procedures and managerial steps for individual, group and whole class work	28	2
18. When necessary made revisions of class plans after beginning work	25	5
19. Used teacher suggestions in carrying-out activities	30	0
20. Evaluated procedures and techniques presented by authorities	21	9
21. Gained new ideas for carrying on class work from references read	28	2
22. Planned and prepared special exhibits, bulletin boards, or store windows showing class work	20	10
23. Class members participated in writing news items	12	18
24. Prepared posters showing things learned in homemaking classes	21	9
25. Demonstrated techniques learned in class to a community group or groups	3	27
26. Class members participated in school or community programs which emphasized class work	5	25
III. Developing and Using Evaluative Materials and Procedures	Did	Did not
1. Discussed possibilities for evaluating progress	26	4

	Did	Did not
2. Read references related to standards and criteria for various activities and products	24	6
3. Class agreed upon accepted standards and criteria for class work	26	4
4. Participated in developing an evaluative device or in selection of device	21	9
5. Evaluated self in terms of agreed upon standards and criteria	19	11
6. Pointed out in class discussion important facts learned	29	1
7. Summarized specific points learned about each problem studied	26	4
8. Discussed personal improvements made because of class work	26	4
9. Told of things learned through observing other students at work	22	8
10. Told of learnings shared with other class members	23	7
11. Gained new ideas that met a specific personal need	30	0
12. Listed step-by-step procedures used in various types of class activities	23	7
13. Studied and compared procedures and practices followed by other classes	10	20
14. Determined points to be scored before starting class work	17	13
15. Planned score cards to be used	10	20
16. Rated selves and others on other evaluative instruments made or selected	19	11
17. Wrote or checked progress reports	16	14
18. Evaluated methods used in carrying out class work	28	2

	Did	Did not
19. Organized and compared results of class work	27	3

VITA

Nevaleen Joy Schmitz

Candidate for the Degree of

Master of Science

Thesis: TEACHING-LEARNING MATERIALS AND ACTIVITIES DEVELOPED AND USED BY HOMEMAKING TEACHERS AND STUDENTS IN SELECTED FOODS CLASSES

Major Field: Home Economics Education

Biographical:

Personal Data: Born at Enid, Oklahoma, February 6, 1935, the daughter of Clifton R. and Helen Elizabeth Schmitz.

Education: Attended New Home and Lamont Grade Schools; graduated from Lamont High School in 1952; received the Associate of Science degree from Northern Oklahoma Junior College, Tonkawa, Oklahoma in 1954; received the Bachelor of Science degree, with a major in Home Economics Education, from Oklahoma State University in 1956. Completed requirements for the Master of Science Degree in Home Economics Education in May, 1961.

Professional Experience: Taught Vocational Homemaking in Stroud High School, Stroud, Oklahoma, 1956-1960.

Honorary Organizations: Member of Phi Upsilon Omicron, National Professional Honorary for Women in Home Economics and of Kappa Delta Phi, National Education Honor Fraternity.

Professional Organizations: Member of Oklahoma Home Economics Association, American Home Economics Association, and American Association of University Women.