

IMPROVING HOME EXPERIENCES IN THE CUSTER HIGH SCHOOL  
THROUGH COOPERATIVE PLANNING OF PUPILS,  
PARENTS, AND TEACHER

By

LILA FAE BOOK

Bachelor of Arts

Upland College

Upland, California

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Thesis Approved:

*Millie Pearson*

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Thesis Adviser

*June Coyne*

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Dean of the Graduate School

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## CHAPTER I

### THE PLACE OF HOME EXPERIENCES IN THE HOMEMAKING PROGRAM

Home economics is the field of knowledge and service primarily concerned with strengthening family life by educating the individual for family living. This is one of the major challenges which confronts the homemaking teacher in today's school. While it is true that homemaking classrooms are designed to provide within the school a lifelike environment which gives the pupils experiences that help them to solve their present and future home problems, it is also true that the limitations are not only recognized by Oklahoma home economics teachers but provision is made for more adequate learning in the vocational homemaking program by encouraging home experiences. In order for the home experience program to be successful, it must be made an integral part of the pupils' learning and contribute to their overall goals. The teacher's enthusiasm for home experiences must be contagious to the extent that she inspires her pupils and they in turn interest their parents. When this happens, home experiences make a major contribution to the realization of many goals of homemaking education through stimulating and sustaining the interest of pupils in their homes, and widening the opportunities for the development of attitudes, understandings, and skills which function in family living.

No learning experience is complete until the understandings gained become a part of the regular living experience of the individual. In the planning area, for instance, teachers can plan for the pupils; but how can they learn to do planning when they do not participate in their formation? If they accept plans without question, such action is believed to be undesirable, because as Farwell and Peters state:

Children living in a democracy need experience in planning and assuming responsibility. Without such experience, they could be led by anyone in authority, no matter what his purposes might be.<sup>1</sup>

What is really wanted in planning the home experience program is the pupils' cooperation. Farwell and Peters show the importance of cooperative planning when they say:

Encourage the sincere cooperation of your pupils in planning and help them learn how to plan if (1) you would have them learn effectively, (2) you value their ability to live together cooperatively in school, (3) you value activities that are varied and rich, (4) you would provide for the needs, interests, and abilities of every pupil.<sup>2</sup>

It is true that this statement was made in connection with the overall classroom planning, but it also supports the idea that the cooperative planning of teacher-guided student projects is desirable. The home experience which is planned by the teacher, pupil, and even the parent might serve as an in-between link to that which is done in school.

Not only does the student profit from the planning and carrying out of the home experience, he realizes much benefit from the evaluating of the experience and his growth at various stages of its development and

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<sup>1</sup>Herman J. Peters and Gail F. Farwell, Guidance: A Developmental Approach, (Chicago, 1959), p. 302.

<sup>2</sup>Ibid., p. 303.

after its completion. The evaluation of the home experience should be an integral part of the learning. It should not only help the student to evaluate the results of his action, but should point the progress being made toward the overall developmental goals. It is a continuous process.

Evaluation is concerned with the extent and kind of changes taking place in behaviors related to the specific objectives desired to result from a learning experience. Evaluation in connection with a home experience begins with the selection of the experience and continues through to its completion. All of the persons concerned with the experience should have some part in its evaluation.<sup>3</sup>

The evaluation should be a planned cooperative procedure between the pupil, teacher, and the parent. The more the pupil participates in the selection and formulation of the evaluation instruments, the more he will learn from their use. Trayer and Pace say,

The student must be motivated--that is, he must see in the evaluation device an opportunity to find out something he genuinely wants to know about himself; he must know the results; he must participate in the activity.<sup>4</sup>

Evaluation activities help the pupil determine his standing in relation to the objectives, recognize strengths and weaknesses, determine personal progress and recognize new things needed to be learned.

The writer is aware that the students under her jurisdiction differ widely from one another in their abilities, interests, and ambitions. She is also aware that these students differ within themselves, that

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<sup>3</sup>U.S. Department of Health, Education, and Welfare, Home, School, and Community Experiences in the Homemaking Program, (Washington, 1953) p. 39.

<sup>4</sup>Maurice E. Troyer and C. Robert Pace, Evaluation in Teacher Education, (Washington D.C., 1944) p. 14.



they have areas of weakness and areas of strength. As Bingham puts it:

An individual's potentialities are not all equally strong. One can learn to do certain things more easily and better than other things, and can develop greater interest and satisfaction in some kinds of activity than others.

Individuals differ from one another in their potentialities.<sup>5</sup>

The writer knows that individual differences exist and that the average classroom situation is many times limited in making adequate provision for them. One of the advantages of the home experience program is that it provides a means of making provision for individual differences. The vocational homemaking teacher through home visits, conferences with parents, and personal counseling with the girls has the opportunity to guide the individual student into personal learning experiences which will be meaningful and interesting.

Throughout educational literature there are many evidences that educators accept learning to make wise decisions as an overall goal of education. Since the school is an organization in society to promote education, then the students under its jurisdiction should have opportunities to make choices. They should be helped to make choices in keeping with their levels of ability and the kinds of ability they possess. They should be guided into choosing the types of experiences for which they have the greatest capacity to profit. The homemaking teacher should know the uniqueness of her pupils well enough to enable her to assist them in their learning activities at the level of comprehension and meaning of which they are capable. The teacher must study

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<sup>5</sup>W. V. Bingham, Aptitudes and Aptitude Testing, (New York, 1937), p. 72.

her students to discover their interests, capabilities, and limitations if their learning is to be most beneficial and realistic.

The home experience is defined as a planned learning experience usually carried on and completed in the home under the guidance of the teacher and with the cooperation of home members. A home experience is carefully planned before actual work on it is begun. It is the solving of real problems encountered by students themselves in actual life situations. Specific definitions of the home experience are:

'Home experience' is a term which is used interchangeably with the term 'home project'. There has been a tendency in recent years to favor the use of 'home experience' because of (1) the emphasis in education which is being placed on the fact that all learning results from experience, and (2) certain undesirable connotations which have become associated with 'home projects'.

A home experience usually provides a learning experience which could not be easily duplicated in a classroom situation and involves new learning as well as increased skill. Through the experience carried out at home the girl can find out how well she can use classroom learning in a real family life situation.<sup>6</sup>

Home experiences may concern the individual, the family, or the community. The individual experience emphasizes personal improvement and may not greatly affect other members of the family. Concerning family and community experiences we may say:

Family experiences directly affect the home and family members. These afford opportunities to attempt to solve home problems through the cooperative effort of the entire family. The pupil should take the initiative and assume the major responsibility. These experiences are more composite, since they may involve working with others. . . .

A community experience is one which directly affects the welfare of the family and extends beyond the home. An experience of this type may be the joint experience of several students. . . A community experience should provide new learning experiences for the student and meet

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<sup>6</sup>U.S. Department of Health, Education, and Welfare, Home, School, and Community Experiences in the Homemaking Program, (Washington, 1953) p. 51.

a definite need of the community. An experience of this type may serve to make students conscious of local concerns and aware that they can contribute to the solution of problems.<sup>7</sup>

Teachers in the vocational homemaking departments in Oklahoma and elsewhere are becoming increasingly aware of the possible effectiveness of the home experience program in the establishment and maintenance of adequate training for girls during their high school days. In the homemaking classroom today, activities are planned with the purpose of providing opportunities for the student to develop certain skills which will contribute to her ability to perform tasks effectively and assume responsibilities connected with homemaking and family living. The same is true in developing a home experience. Some skills which the student is interested in and needs to enable her to make a greater contribution to her home and family can be developed more effectively in the home than in the classroom situation, so the student plans a home experience as she works toward achieving these particular skills.

Students cannot accomplish at school everything they need to ascertain and do, so learning experiences that can be carried over into the home are a great boon to the attainment of the girl. Home experiences provide for the opportunity which so many girls long to have. That is the opportunity to "see if I can do it alone". True the teacher and the mother are available to offer guidance--this provides the girl with a comfortable feeling--but as one girl put it, "I got to see whether I could do it without having anyone there to tell me what to do next." The personal satisfaction of an experience well done pays big dividends in the life of a

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<sup>7</sup>State Board for Vocational Education, Home Experiences, (Olympia, Washington, 1958), p. 10.

young homemaker. Angilyn Wadley, a mother and former teacher, said:

All who share in the privilege of a home should share in the responsibility. We owe it to our girls to give them experience and practice as well as observation and instruction in the techniques of homemaking.<sup>8</sup>

The English instructor encourages and hopes that his students will use correct grammar outside the classroom; the history teacher feels that his students will be better citizens if they have an understanding of historical facts and philosophies; the mathematics teacher realizes the importance of his students retaining the use of at least the basic principles of the subject he teaches; but the homemaking teacher offers credit to her students who carry through a home experience, the seed of which was perhaps sown in a homemaking class or during a conference hour. The home experience phase of the program serves as a constant challenge to both the student and the teacher. The teacher is challenged to adequately stimulate the intellectual student and to help the less capable to choose an experience which will be satisfying in every way. The student should be determined to choose an experience which will provide new learning and meet a specific need--either personal, family, or community.

As early as 1925 specific effort was being made in Oklahoma schools to provide for parent, pupil, and teacher conferences in order to set up goals for home projects and thus obtain better results in the home experience program. Recognition was given to the fact that the home project should be a part of the regular program of work, that the project is

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<sup>8</sup>Angilyn W. Wadley, "Can We Make More Use of Home Experiences?" Practical Home Economics, XXXIII (October, 1954), p. 20-21.

based on individual needs.<sup>9</sup>

In 1937 one Oklahoma home economist pointed out that the home project method of teaching provides for individual differences, and that more home supervision should supplement that being done in the school. The study also emphasized that the evaluation should not be done entirely by the teacher, but that the teacher should guide the pupil in evaluating her own project, checking her progress, and drawing conclusions. Parent evaluation was also considered essential. The study pointed out that the cooperation of the parents throughout the entire program was necessary for the best project work.<sup>10</sup>

Nettie Hastings in her study in 1948 stressed that the home project should be selected by the student to meet recognized need and the resulting product should be an asset to the family or to some individual in the group. The selection and planning of the project should be given careful attention since this may be as valuable a learning experience as the project itself. It is important that the teacher know the student's interests, needs, home, and family in order to guide the selection of projects into worthwhile channels.

The home projects are desirable because they let the student work on his own, they help the teacher to discover the needs of the pupil and his family, they acquaint the parents with the homemaking program, and

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<sup>9</sup>Lova Potts, A Study of the Organization and Administration of the Home Project as Carried on in Senior High School Clothing Classes, (unpub. M. A. thesis, Department of Home Economics, Oklahoma A. and M. College, 1925)

<sup>10</sup>Gladys Monk Stone, Development of Home Project in Home Making Courses in High School, (unpub. M. A. thesis, Department of Home Economics, Oklahoma A. and M. College, 1937)

they offer an opportunity for parent-pupil-teacher planning.<sup>11</sup>

A special study was carried out in a selected group of Virginia schools in 1955 to learn the practices which were being followed by home-making teachers in home project supervision, which practices seemed to be effective, and where improvements or modifications in practices might be desirable. Some of the views expressed and the conclusions reached in the study were as follows: Principals believe that home projects are important. They feel that home projects represent an important method of teaching and contribute to the improvement of home living conditions. The mothers believe that home projects provide needed practice in the skills of home-making. They also believe that they make learning real, and bring the family together. The pupils feel that they learn more from carrying home projects than they could gain if the learning experiences were confined to the classroom.<sup>12</sup>

In a study made in 1957 by Ruth Sneed, the value of home visiting as related to home experiences was recognized in these and other respects: they helped in the selection of experiences that were suited to home conditions, and helped teachers guide planning, supervision of work, and the evaluation of experiences in the home with the help of the family.<sup>13</sup>

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<sup>11</sup>Nettie Hurd Hastings, A Study of Vocational Homemaking Education Programs in Ten Selected Oklahoma Schools, (unpub. M.A. thesis, Department of Home Economics, Oklahoma A. and M. College, 1948).

<sup>12</sup>Virginia Polytechnic Institute and Virginia State Department of Education, A Study of the Home Project in Homemaking Education in A Selected Group of Virginia Schools. (Richmond, Virginia, 1955).

<sup>13</sup>Ruth Sneed, "Values of Home Visiting for Teaching Homemaking," Journal of Home Economics, XXXIX (1957), p. 177-181.

Not only these studies but many others could be cited all recommending home experiences, thus promoting a desire on the part of the writer to do more with home experiences.

## CHAPTER II

### A DESCRIPTION OF THE STUDY

This study is an attempt to formulate plans whereby the home experience program of the Custer School can be improved through the cooperation of the teacher, pupils, and parents.

A belief that home and community experiences are more desirable and valuable when they are planned cooperatively by the parent, student, and teacher, motivated the study. The writer had a growing feeling of dissatisfaction with the home experience program as it was being carried out in the Custer School due partially to the idea that it was entirely teacher-planned. It was her belief that if the students and the parents were given an opportunity to help determine what factors should be a part of the planning, the salient points which should make up the experience itself, and also the evaluation devices to be used throughout the experience and after its completion, their understanding of the vocational homemaking program would be increased. The increased understanding on the part of the girl would enable her to proceed with her experience with more confidence and the mother would be better prepared to offer assistance and suggestions since she would have a greater perception of the program as a whole.

The writer proceeded with the study on the major hypothesis that when parents, students, and teacher work together in planning, carrying out, and evaluating home experiences, a better understanding will ensue on the part of everyone.



Additional hypotheses were that:

If home experiences are planned cooperatively with pupils' needs and interests uppermost, they will be of value to the pupils.

If parents are included in the initial planning of the program their cooperation throughout the experience can be expected.

If, as home experiences are carried out, they are regularly and cooperatively evaluated in terms of the original goal, evidences that pupils have learned can be determined.

It was thought that these hypotheses could be proven by the following procedures:

Visiting the homes and explaining the possibilities of home experiences to the parents and getting their opinions.

Inviting parents to attend a planning meeting.

Giving parents and girls a list of suggested experiences to help determine the type of experience for which there was need, and in which there was greatest interest.

Asking students who had taken homemaking before to make a list of things they felt should be included in planning, carrying out, and in evaluating home experiences.

Requesting homemaking girls to check an interest questionnaire.

Collecting student progress reports periodically during the semester.

Asking each mother to give her evaluation of the girl's experience.

Working with students to evaluate home experiences after completion.

Collecting students' opinions regarding values of home experiences.

In order to familiarize the freshmen girls and their mothers with the home experience program, the writer visited as many homes as possible before the opening of school and visited the others soon after school opened. The vocational homemaking program was explained and the teacher gave a list of suggestions for home experiences with the request that the mother and daughter discuss the various possibilities for suitable experiences and check the one or ones they felt would be of the greatest interest and value to the individual girl, and also suitable from the standpoint of the home

and other family members.

Deliberate effort was made to draw the students and the parents into the planning of the home experience program to be followed throughout the year. During a regular class period the sophomore and junior girls, enrolled in homemaking, were divided into small groups and each group was asked to list the things which they considered important in the planning, carrying out, reporting, and evaluating of home experiences. After each group had listed the things which they considered essential, the lists were tabulated.

To further the interest of the mothers in the home experience program and to help their understanding of it, letters were sent to them inviting them to visit the homemaking department on a specific date for the purpose of sharing in the planning of the home experience program for the year. The Homemaking III girls attended the meeting to tell about the home experiences they had carried out during one of the semesters of the previous year or over the summer. Part of the girls stressed the planning they had done; some, how they had carried out their experience, giving the details; others emphasized their purposes in choosing the experience; and a few of them stressed the final evaluation which had been a part of the experience.

In order to give the mothers an idea of the opinions the homemaking girls had expressed, the writer made charts listing the things to which the girls had given greatest stress in the choice, and the evaluation of the experience.

Some of the mothers who had had girls in homemaking other years told of the values which their daughter's experience had been to her and, in some cases, to the family or some member of the family.

In order to guide students in choosing an experience which might be of interest to them, the writer had each student check an interest question-

naire of 98 items checking in the following column concerning each item: indifferent to, dislike, like, had experience, want some experience, want more experience.

To help stimulate interest in home experiences and to improve the students' understanding of the program, bulletin boards and displays were arranged periodically in the department during the school year.

Each student was given an opportunity to present an oral report to her class on the progress of her individual experience during the first and second semester respectively.

Near the close of the semester or at the time that the individual girls completed their experiences, they filled out the evaluation sheet and then each girl made plans for a conference with the instructor for the final joint evaluation based on the values gained from the experience. Space was provided on the student evaluation sheet for the parent's opinions as to the experience.

Early in the school year the writer told the girls of her plan to take pictures of some of the home experiences completed during the year, the purpose being use in the annual Homemaking Assembly presented before the student body near the end of the school year. It was hoped that the idea of the pictures would serve as an additional stimulant to foster worthwhile projects, and also that they would further clarify the meaning of the vocational program for the parents of non-homemaking students and others viewing them.

CHAPTER III  
THE DEVELOPMENT OF HOME EXPERIENCE PROGRAM  
AT CUSTER 1960-61

On starting work in the Custer Community the writer heard many statements and questions from both community folk and students which showed that they did not understand the term vocational homemaking. Reactions to statements made by the writer concerning the program and questions asking the meaning of vocational homemaking verified the fact that this lack of understanding existed. Consequently the writer felt a real challenge and undertook to work directly with the people in order to clarify the meaning of the program through various interpretative procedures. It was her belief that the cooperation and support which the parents and the community give to the student experiences and other phases of the program related to homemaking education goals are dependent upon the effectiveness of the homemaking teacher and her students in interpreting the vocational program to the public.

Since home experiences are a vital part of the vocational program and since the writer wanted to bring about some improvement in the home experience program, she used it as the key activity to help interpret the program as a whole.

The chief concern of the writer was to investigate whether or not the cooperative planning of teacher, pupils, and parents would result in improvement of home experiences.

The writer, as she made visits to all the homes of the freshman girls, was gratified with the interest that was shown in the homemaking program as a whole and in home experiences in particular. The majority of the mothers contributed to the detailed planning by checking a list of suggested home experiences indicating those things from which they thought their daughter could receive the greatest benefit. The mothers were desirous to cooperate and were concerned that their daughters should learn from the homemaking experiences through the year.

When the homemaking girls were given an opportunity in class to list the things they considered essential in the choosing of a home experience, the following things received the most mention:

1. Opportunities afforded for learning new things.
2. Need for the project.
3. Suited to the home.
4. Type to encourage cooperation of family.
5. Developed as a problem through classwork.
6. Student is interested in the experience.
7. Suited to the ability of the student.
8. Is within the budget.

The points receiving the most mention with respect to the planning and carrying out of the experience were the need for:

1. Having a plan and a schedule of work prepared.
2. Getting the plan approved by the mother and teacher.
3. Reading for additional information and help in carrying out the experience.
4. Having available the needed materials.
5. The cooperation and help of parents when necessary.

Nine mothers responded to the invitation to come to the homemaking department to share in the planning of the home experience program for the year. Several contacted the writer to express regret for not being able to attend. The Homemaking III girls' presentation of their home experience of the previous year was well received and seemed to help in clarifying the meaning of the program to the mothers who had girls in homemaking for the first time. It also pointed out to them the variety of experiences which might be chosen. The writer had prepared in chart form the items mentioned by the girls as being important in the choice of home experiences, and had also prepared a suggested list of five things considered important in the execution of a plan for a home experience. The mothers agreed that the various phases were important and should be included.

Most of the mothers expressed great pleasure at having had the privilege of attending the meeting and said they wished the same type of informal meetings to discuss the training of their children could be held more often. Several mentioned that the meeting had clarified certain factors concerning the vocational program and its offerings.

The interest questionnaire was checked by the twenty eight girls enrolled in homemaking. A copy of the questionnaire in its entirety, together with a recording of the number of students checking each item can be found in the appendix.<sup>14</sup> Some items were not checked by any of the students, some by only a few, and others were checked by over half of the students. When the items checked by seven or more students were grouped together and studied, it was found that among these were areas in which students had selected home experiences also. Therefore, their

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<sup>14</sup>Appendix A, p. 31.

desire for more experience and their selection correlated.

The items receiving the most mention in the columns "want some experience" and "want more experience" were tabulated in the order of frequency or response. Only these items in which there was the greatest degree of correlation and those selected by at least seven students were included in the frequency table. Also included in the table are the number of students indicating a dislike for the activity.

Three students chose some phase of cooking for their home experience. "To cook" ranked third in frequency of mention. An item which received fourth rank was "To make small decorative things for the home". Ten girls performed experiences which fitted into this category. The two items on the questionnaire receiving the most mention as activities in which the girls "want experience" were not chosen by any girls for home experiences. This probably was due to the fact that these items, and others on the questionnaire, were included in class and FHA activities throughout the year.

Writing about it is not adequate and reference to Table I<sup>15</sup> will enable the reader to see the importance of these items in terms of frequency of mention.

The bulletin boards and displays served as reminders for home experience activity throughout each semester. One display entitled "Keep on the Track" had a trainman pointing to the following stations along the track: planning conference, project started, oral progress reports, mid-way conferences, destination reached, Was it worth it?, Mother has the last word. The girls studied the display carefully. They were concerned about

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<sup>15</sup>Table I, p.19.

TABLE I

## MOST FREQUENT RESPONSES TO INTEREST QUESTIONNAIRE

Order of Frequency	Experience Desired	No. Indicating Dislike	No. Performing Home Experience in Area
1	To make one-crust pies	1	0
2	Know how to eat in cafe or restaurant	3	0
3	To cook	1	3
3	Know more about manners	1	0
3	Select own clothing	1	0
4	Comb someone else's hair	1	0
4	Carry on pleasant conversation	0	0
4	To analyze face coloring for correct make up	1	0
4	To make small decorative things for home	1	10
4	To plan a party at home	1	0
5	Care for young children	2	1
5	Experiment with make up or change hair styles	0	0
5	To play the piano	0	0
5	To decorate a room	0	2
5	To can vegetables	6	2
5	To use silver correctly at table	1	0
5	To arrange flowers	1	0
5	To find out best color for dresses	0	0
6	Be hostess at a party	4	3
6	Buy food for the home	3	5
6	Serve on committees planning various school affairs	3	0
6	Make a cake	0	0
6	Make small girl's dresses	4	0
6	To be leader of a school group or activity	3	0
6	To crochet a rag rug	7	0
6	To make leftovers from a meal into an appetizing dish	4	0
7	To make new kitchen curtains	2	2
7	To entertain friends in the home	2	1



TABLE I "Continued"

Order of Frequency	Experience Desired	No. Indicating Dislike	No. Performing Home Experience in Area
7	To help mother with the sewing	4	7
7	To make home more attractive	2	10
7	To plan wardrobe for school	0	0
7	To try new recipes	0	1
7	To improve home courtesies	0	0
7	To see films in connection with classwork	1	0
7	To read about up-to-date methods of preparing new food dishes	1	0
7	To select own clothes and accessories	0	0
7	To keep hair in good condition	0	0
7	To hang pictures in a room	3	0
7	To block print design on a luncheon cloth	3	0
7	To make small children's garments	2	0
7	To listen to music	0	0
8	To work in a flower garden	5	1
8	To add to my collection of recipes	0	1
8	To write personal letters	2	0
8	To talk with mother about how she does something	2	0
8	To have an allowance	4	0
8	To care for the sick	4	0
8	To plan ways of saving money	0	0
8	To carve meat	3	0
9	To write thank you notes	9	0
9	To arrange furniture at home	0	1
9	To visit friends	0	0
9	To prepare vegetable salads	2	0
9	To go walking alone	4	0
9	To know how to order a meal in a cafe	1	0
9	To prepare own picnic lunch	0	0

whether or not these stations actually described the kinds of activities students needed in carrying out home experiences. They raised questions concerning their personal planning previous to starting their experience, asked about the amount of work that should be completed before the oral progress reports and midway conferences. The display helped to point out to the students that the home experience is really a planned experience which contributes to their overall homemaking activity.

Progress reports made by students through reports given as a part of class discussions and as a part of personal conference with the teacher showed that the students were not only aware of the stations indicated in the display prepared, but they were able to use these descriptions of the stations and their reports as means of measuring their progress toward their planned goals.

In some of the progress reports where evidences showed lack of success, the poor results were recognized and seemed to serve as a means of directing future planning rather than of defeating the girl. They helped her to move toward her goal and served as a means of learning.

Evaluations of the home experiences were made by the students themselves, by the student and teacher jointly, and by the parent. The check sheet<sup>16</sup> used by the teacher for the joint evaluation included items under the following five headings: selection of problems, pre-planning, carrying out plans, evaluation, report. Each item had three numbered columns containing descriptions of the activity. The higher numbers indicated more satisfactory work. On the right was a column for remarks or the score for the home experience.

For the individual written evaluation each girl handed in a form<sup>17</sup> which included the following: name of student, grade, year of homemaking,

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<sup>16</sup>Appendix B, p. 36.

<sup>17</sup>Appendix C, p. 37.

name of experience, dates started and completed, minimum requirements, goals, plan for carrying out the experience, mother's signature, date, progress report, list of references, student's and mother's evaluation.

The girls' individual evaluations of their planned home experiences and the joint evaluation with the teacher pointed out many things concerning their opinions of the experiences themselves and also concerning the success of the program. Comments showed that there was a working together of the family. Such statements and partial statements as, "Mother helped and advised me." "Daddy did the ceiling and I did the walls." "Mother had suggested. . . were commonly heard.

Many of them mentioned the value of their experience, but said that they realized one of their weaknesses in carrying out their work had been lack of sufficient planning or failure to carry out their plan. As one girl put it, "Next time I plan to work out a schedule before I begin. I will try to accomplish one certain part each week."

One result was the improved planning which was evident in the second semester experiences and the number who planned their project so as to complete it before the end of the semester.

A summarized table of the comments of twenty-five students may be found in Table II.<sup>18</sup> These comments are not in the words of the students but are an interpretation of their words.

The writer also prepared a summary of the comments made by twenty-one mothers concerning the value of home experiences to the daughter, the mother, and the home. This summary is Table III.<sup>19</sup>

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<sup>18</sup>Table II, p. 24.

<sup>19</sup>Table III, p. 25.

In order to give an idea of how students in this school went about carrying out home experiences, a brief resume of the experiences of three is included in the study.

Marilyn wanted to have a prettier bedroom so for her home experience she decided to plan and carry out some simple home improvement projects. These included a study of color and design, of management, of arrangement and motion study, of furniture renovation, as well as planning and organizing a major cleaning job. In her own words, "The experience was a challenge to me; but all in all it has been rewarding and fun."

Clo Ann wanted to make kitchen curtains since they needed new ones and she had never made any before. In her personal evaluation she said, "I have gained a lot from this experience. I made mistakes but from those mistakes it helped me to try better the next time." Her mother said, "I think the curtains are quite attractive and make the kitchen take on a 'new look'. Since this is her first experience at making curtains, I think she did real well."

Linda Sue wanted to help her family enjoy the Christmas season and to help create a real Christmas spirit in her home. She decorated the tree, and put up various other decorations in the home. She helped plan the Christmas dinner and had all plans made for its preparation when her father got sick and had to go to the hospital. This type of experience was especially a good one for Linda since one of her major problems the last several years has been that of trying to live happily with her family. She said after the experience was completed, "I learned many things concerning relations." She did not feel, however, that it was as successful as some of her previous experiences because she was unable, due to her father's illness, to carry out all of her plans. Her mother said, "I think Linda Sue's project was more of a success than she thought."

TABLE II  
STUDENTS' OPINIONS REGARDING VALUES OF HOME EXPERIENCES

Order of Frequency	Summarized Comments of 25 Students	No. of Times Expressed
1	Interesting and enjoyable	13
2	Experience good--learned much	12
3	Gave a feeling of accomplishment	6
4	Experience was challenging	4
5	Showed the need for organizing	3
5	Provided opportunity to use originality and creativeness	3
5	Improved the home	3
6	Experience resulted in saving money	2
7	Look forward to more home experiences	1

TABLE III  
SUMMARIZED EVALUATIONS OF TWENTY-ONE MOTHERS

Order of Frequency	Summarized Statement	No. of Times Expressed
1	Was well done	4
2	Aroused girls' interest	3
2	Was advantageous to mother and/or home	3
3	Was good experience	2
3	Taught lesson in scheduling time	2
3	Will be great advantage in future	2
3	Was very beneficial	2
4	Gives goal to work for	1
4	Gave idea of color blending and relationship	1
4	Revealed natural talent	1

The slides of some of the completed projects of the students were shown in the annual Homemaking Assembly. Sixty-two mothers, grandmothers, and friends of the homemaking girls attended, as well as the entire student body. The pictures included such things as: the "before" and "after" of Marilyn's bedroom, Lois' stuffed toys, Ruth Ann standing beside her kitchen curtains, La Denta and her sofa pillows, painted bird and flower pictures of Shelah and Shirley, refinished coffee table of Sharon, blooming zinnia bed of Darlene, Janet in her new dress, Bonnie in her blouse, Helen and Mona with their sweat-shirt jackets, and Joyce's strainer pad doll.

As the introduction to the showing of the slides, the narrator explained the reasons for home experiences as well as explaining each picture as it was shown.

To further interpret vocational homemaking, pictures of FHA activities, and class work were shown also. Some of the mothers, faculty members, and other friends attending the program mentioned the effectiveness of the slides. The writer felt that for the public to see the pictures of some activities of the homemaking classes, of FHA, and home experiences, they would get a clearer idea of the vocational program "in action."

Although no formal steps were taken to evaluate the effectiveness of the cooperative work done, it is believed that the general atmosphere is one of increased understanding and appreciation of the program.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

The effectiveness of the study was judged by statements made by the girls concerning the values received from the home experiences completed during the year, a feeling of the teacher about the success of the program, and comments made by the mothers concerning their evaluations of the home experiences of their daughters.

The writer realizes that in no way does this study prove the quality of home experiences undertaken. That was not the effort. The purpose was to see if it was possible to get more interest in home experiences by promoting cooperation.

No attempt was made to quantitatively measure progress in a home experience program, but evidence was collected throughout the time in which the study was made which showed observable changes which seem to validate the original hypothesis and its related assumptions. Evidence points to the following generalizations:

1. Pupils realize value from home experiences when they are guided into choosing one which interests them as well as meets their needs.
2. Pupils enjoy home experiences when they have a part in the pre planning and the evaluation.
3. Progress reports vitalize learning because they draw attention to major objectives, act as a stimulus toward more activity by pointing up the progress already made, and furnish a sound basis for further planning by the teacher and the student.



4. Pupil participation in evaluation helps students observe learnings which would otherwise pass unnoticed.

5. Family experiences help the students to work for the benefit and enjoyment of other family members as well as their own.

6. Increased understanding of home experiences enables mothers to evaluate their daughter's experience more objectively.

7. Providing a list of suggested home experiences assists pupils to make wiser choices.

8. Gratifying results were achieved when the pupils, teacher, and mothers worked cooperatively in planning and evaluating the home experience program.

9. Capturing pupil's interest in home experiences causes them to perform the experience with more enthusiasm.

10. Home visits are very helpful in providing for opportunities to clarify the home experience program.

11. Instruction in home experiences is pointed toward helping students achieve goals through problem solving.

12. Further evaluation of home experiences might include measurement of improvement in quality.

A quantitative as well as a qualitative evaluation of the progress made in the home experience program seems to be a next step.

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APPENDIX A  
INTEREST QUESTIONNAIRE

HOMEMAKING INTERESTS		Like	Indifferent to	Dislike	Had Experience	Want Some Experience	Want More Experience
1.	To make toys	11	7	4	4	7	4
2.	To make puppets	2	10	12	8	0	1
3.	To make things of leather, paper or beads	8	7	4	8	5	5
4.	To go on picnics with the family	20	1	2	17	1	6
5.	To model with clay	5	7	12	3	1	3
6.	To talk with people about things you have made at home	7	8	7	6	0	3
7.	To make small decorative things for the home	19	3	1	9	5	7
8.	To make pottery	4	9	6	0	5	2
9.	To make left-overs from a meal into an appetizing dish	12	5	4	9	5	5
10.	To take charge of a meeting	10	5	8	11	5	4
11.	To try a new recipe	25	0	0	13	2	7
12.	To prepare own picnic lunch	21	3	0	11	2	5
13.	To be a leader of a school group or school activities	15	1	3	11	3	7
14.	To write news stories or articles about activities in the home or school	0	10	14	4	1	0
15.	To listen to radio programs about homemaking	4	10	8	4	0	2
16.	To read a magazine	17	3	3	11	1	1
17.	To collect clippings and pictures about homemaking	7	9	6	5	1	1
18.	To arrange flowers	16	5	1	7	6	5
19.	To crochet	6	8	4	3	4	1
20.	To knit	6	9	2	0	5	1
21.	To make small children's garments	11	7	2	4	4	5
22.	To listen to music	24	0	0	10	4	5
23.	To decorate a room	23	0	0	9	5	6

APPENDIX A "Continued"

HOMEMAKING INTERESTS		Like	Indifferent	Dislike	Had Experience	Want Some Experience	Want More Experience
24.	To Cook	22	0	1	14	4	9
25.	To repair broken equipment at home	6	8	4	5	3	3
26.	To take pictures	20	1	3	13	2	8
27.	To have a hobby	14	5	2	10	4	3
28.	To experiment with makeup or change hair styles	25	0	0	12	3	8
29.	To design own clothes	15	7	3	6	6	4
30.	To arrange furniture at home	17	4	0	11	1	6
31.	To add to my collection or recipe books	13	8	0	8	0	8
32.	To keep a scrap book	13	7	1	4	3	3
33.	To see films in connection with classwork	19	4	1	15	2	7
34.	To talk with mother about how she does something	22	0	2	19	1	7
35.	To know more about manners	20	2	1	11	4	9
36.	To read short stories in magazines	17	4	2	9	0	4
37.	To mount pictures for the home or school from magazines	9	8	6	3	2	0
38.	To serve on committees planning various school affairs	21	1	3	10	2	8
39.	To plan a party at home	21	0	1	10	6	6
40.	To select own clothing	23	0	1	15	4	9
41.	To make a flower garden	10	7	4	8	3	4
42.	To look at furniture, rugs, and drapes in stores	9	4	9	6	2	4
43.	To help mother with the sewing	16	3	4	10	2	7
44.	To help father with his work	13	4	3	7	1	4
45.	To read about up-to-date methods of preparing food dishes	16	5	1	9	3	6

APPENDIX A "Continued"

HOMEMAKING INTERESTS		Like	Indifferent	Dislike	Had Experience	Want Some Experience	Want More Experience
46.	To visit friends	20	2	0	11	1	6
47.	To entertain friends in the home	19	3	2	11	2	7
48.	To can vegetables	6	5	6	6	5	6
49.	To read books on etiquette and manners	12	6	4	11	1	5
50.	To have a vegetable garden	7	5	8	6	4	3
51.	To make home more attractive	20	3	2	8	2	7
52.	To read homemaking books	4	10	6	4	0	0
53.	To grow ivy	12	6	6	4	4	3
54.	To select own clothing and accessories	20	1	0	11	3	6
55.	To have own allowance	18	1	4	7	4	4
56.	To care for the sick	18	2	4	11	3	5
57.	To buy food for the home	12	3	3	12	2	8
58.	To plan for entertainment in home when all of the family is home	12	7	3	5	2	4
59.	To plan ways of saving money	12	5	0	4	3	5
60.	To help influence the family to eat enough fresh fruits and vegetables	11	9	2	4	3	3
61.	To care for young children	19	2	2	10	3	8
62.	To improve home courtesies	22	0	0	5	2	7
63.	To find out my best "color" for dresses	19	2	0	6	6	5
64.	To sing	17	4	3	7	0	4
65.	To make over a dress	4	6	7	5	0	0
66.	To plan wardrobe for school	19	0	0	5	5	4

APPENDIX A "Continued"

HOMEMAKING INTERESTS		Like	Indifferent	Dislike	Had Experience	Want Some Experience	Want More Experience
67.	To buy defense stamps and bonds	4	11	5	2	4	3
68.	To make sunsuits for children	7	10	6	2	0	3
69.	To comb someone else's hair	23	1	1	15	2	10
70.	To make new kitchen curtains	12	7	2	0	8	1
71.	To go for a ride with the family	15	2	7	16	0	6
72.	To wash dishes	7	6	10	11	0	0
73.	To make introductions	7	6	12	8	1	1
74.	To write thank-you notes	11	3	9	10	0	7
75.	To keep hair in good condition	25	0	0	15	3	6
76.	To work in a flower garden	8	9	5	9	0	8
77.	To upholster a chair	3	6	12	3	2	4
78.	To prepare vegetable salads	19	2	2	17	1	6
79.	To make a cake	24	0	0	17	2	8
80.	To play the piano	17	0	0	13	4	7
81.	To analyze face coloring for correct make-up	21	2	1	7	5	7
82.	To carry on a pleasant conversation	22	1	0	8	4	8
83.	To write personal letters	21	1	2	17	1	7
84.	To be hostess at a party	17	2	4	12	1	9
85.	To revarnish a chair	8	7	9	7	0	4
86.	To know how to eat in a cafe or restaurant	15	1	3	11	3	11
87.	To block print a design on a luncheon cover	6	10	3	2	7	2
88.	To make small girl's dresses	12	8	4	0	8	2
89.	To crochet a rag rug	4	9	7	0	4	6
90.	To make one-crust pies	18	3	1	12	4	11

APPENDIX A "Continued"

HOMEMAKING INTERESTS		Like	Indifferent	Dislike	Had Experience	Want Some Experience	Want More Experience
91.	To go walking alone	18	2	4	10	1	6
92.	To iron dresses	9	3	12	20	0	2
93.	To comb own hair	25	0	0	19	0	6
94.	To use silver correctly at the table	20	2	1	11	5	6
95.	To play games at home with the family	15	5	5	10	1	4
96.	To know how to order a meal in a cafe	16	4	1	14	1	6
97.	To hang pictures in a room	13	5	3	10	3	6
98.	To carve meat	8	8	3	7	3	5



APPENDIX B

TEACHER-STUDENT CHECK SHEET

1	2	3	4	5	Remarks
1. <u>Selection of Problems:</u> "Have to have a Home Experience".	Am Interested in applying class work.			See need for applying class work for personal or home improvement.	
Have completed similar home experiences. Little new learning involved.	Involves some new learning experiences. Problems simple.			Experience involves new learning. Difficult enough to be challenging.	
2. <u>Pre-Planning:</u> Started home experience without making plans.	Talked over goals and plans before starting.			Set up goals and planned experience in writing before starting.	
3. <u>Carrying out Plans:</u> Followed few plans. Did not complete experience or completed after long delay.	Followed most of plans. Delayed in completing experience.			Carried out plans, making changes where needed. Completed on time.	
4. <u>Evaluation:</u> Very brief or no statement of value of experience.	Statement of accomplishments in terms of goals.			Statement of value in terms of goals. Parent's statement of value. Suggestions made for further work.	
5. <u>Report:</u> Brief report. Not neatly written. Made late.	Neat, fairly complete. Made late.			Neat, complete report made as soon as due.	



APPENDIX D

Dear \_\_\_\_\_

The homemaking girls and I have set up some ideas which we think will help to improve the Home Experience phase of our vocational homemaking program.

Since the home experiences which the girl does are a part of her home life and the parents often give advise and assistance in helping the girl carry them out, we would like to have your opinion on our plans.

On \_\_\_\_\_ at 1:00 p.m. some of the homemaking girls are going to review the experiences they did last year and we want to share our planning with all of the mothers who can come to the homemaking department. We plan to serve some light refreshments and have a little social time together too.

We hope all of the mothers can come because we need your help in our planning.

Thank you in advance for your cooperation.

Sincerely,

Homemaking Teacher

APPENDIX E

PARENT'S CHECK ON NEEDED HOME EXPERIENCES

(Please check the home experiences that you are most interested in having your daughter work on this school year).

1. Learn to care for her clothes.
2. Establish a habit of caring for her room before going to school.
3. Get up when she is called and straighten her room.
4. Establish habit of doing the dishes to make it a pleasant task.
5. Take the responsibility for preparing breakfast for a period of time.
6. Take the responsibility for preparing a series of meals.
7. Learn to do the Saturday baking.
8. Establish habit of doing Saturday cleaning in the morning.
9. Establish habit of doing her work as soon as she returns from school.
10. Do sewing for herself at home.
11. Learn to get along better with other members of family.
12. Learn to serve and wait on the table.
13. Learn to plan her wardrobe.
14. Redecorate her room, or some part of it.
15. Refinish some of her furniture.
16. Build, fix, or improve closet space for clothes.
17. Establish habit of keeping her dresser drawers straight.
18. Get out of habit of biting her finger nails; improve grooming.
19. Learn to mix better with other teenagers.
20. Learn to budget her money.
21. Learn to mix better with older people.
22. Learn to control her temper and improve consideration of others.
23. Learn to take care of and understand little children.
24. Improve her posture and habits of health.

Signed \_\_\_\_\_

VITA

Lila Fae Book

Candidate for the Degree of

Master of Science

**Thesis:** IMPROVING HOME EXPERIENCES IN THE CUSTER HIGH SCHOOL THROUGH COOPERATIVE PLANNING OF PUPILS, PARENTS, AND TEACHER.

**Major Field:** Home Economics Education

**Biographical:**

**Personal Data:** Born near Thomas, Oklahoma, November 29, 1918, the daughter of David E. and Nettie Book.

**Education:** Attended grade school in Thomas, Oklahoma; graduated from high school at Jabbok Bible School, near Thomas in 1936; received the Bachelor of Arts degree from Upland College, Upland, California, with a major in Religious Education in May 1941. Attended summer school at Southwestern State, Weatherford, Oklahoma summers of 1941, 1943; Oklahoma State University summers of 1945, 1948, 1950, 1952, first semester of 1955-56, summers of 1959, 1960, 1961; Oklahoma College for Women, Chickasha, summer of 1955; completed requirements for the Masters degree in August, 1961.

**Professional experience:** Taught at parochial school near Thomas 1942 through 1955; taught second semester of 1956 at Pawnee; and taught in Custer Public School from 1957-1961.