

ROUTINE MAINTENANCE ACTIVITIES AS LEARNING  
EXPERIENCES IN HOMEMAKING EDUCATION

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EXPERIENCES IN HOMEMAKING EDUCATION

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## INTRODUCTION

Whatever else one may believe about the world of 1949, it is clear that we are living in a period of crisis and peril in which, not only the American way of life, but civilization itself is in danger. Almost overnight and without desiring it, conditions have come about which have forced our nation into a position of world leadership. The concept of work in general has changed in the mind of the average American. Too many are seeking what they think is an easy life rather than a more difficult one which offers a challenge for creative thinking and action. It is right and proper that thinking Americans should be truly concerned about the preservation of and the furthering of the American ideal. One eminent philosopher said:

This ideal means voluntary choice, based on intelligence that is the outcome of free association and communication with others. It means a way of living together in which mutual and free consultation rules instead of force, and in which cooperation instead of brutal competition is the law of life; a social order in which all the forces that make for friendship, beauty and knowledge are cherished in order that each individual may become what he, and he alone, is capable of becoming.<sup>1</sup>

If education has for its purpose the maintenance and improvement of the kind of social order described, learning experiences must be provided, and so guided, that the individual receives practice in the application of those principles and ideals which make for democratic action. Such learning experiences would provide many opportunities for the individual to show his recognition and appreciation of his fellow man, to use reflective thinking in solving problems, and to prove his belief in and his willingness to help solve group problems through the use of collective thinking and cooperative action.

Since the school is the only organ in society which has for its sole purpose

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<sup>1</sup> John Dewey, "Education and Social Changes," Social Frontier, III, May 1937, p. 23.

education for living, for citizenship, thereby promoting the kind of social order desired, it seems that educators must face facts and put forth every endeavor to clarify their thinking and to help others do so. Homemaking education, because of its wide scope and the nature of the subject matter included, offers many unusual opportunities for the development of the kind of citizenship needed. Probably no other field offers as many opportunities for developing social sensitivity, leadership, cooperativeness, and respect for others. Certainly class work in homemaking education lends itself readily to group thinking and action, emphasizing the values gained through shared home and family living.

In a democratic society, all individuals are assumed to be of equal worth so far as their rights, duties, and opportunities for development are concerned. One of the major responsibilities of the school, therefore, is to provide a type of development in harmony with the needs of each student. In order to accomplish this aim each individual must be given an opportunity for self development. The varied learning experiences which may be carried on in the homemaking department cover such a wide scope that they can have present as well as future value to the girl regardless of her station in life. An individual without knowledge, skills and basic understandings; and without an opportunity to apply them, soon loses interest in learning and faith in himself.

One of the biggest criticisms we hear of youth today is its unwillingness to accept responsibility and its tendency to desert the job as soon as interest lags. The writer firmly believes that the teacher in her planning with students can help them see their needs as well as their many possibilities for learning; thereby helping them develop those personal characteristics necessary for living in a democratic social order. She also believes that the school and the homemaking classroom offer many opportunities for learning which frequently are overlooked by teachers.



All students in homemaking classes can have responsibilities of leadership as well as those of followership; the experience in setting common goals, pooling resources for the good of the group, undertaking a common task, and then evaluating the results of their action. This gives them an opportunity to grow and develop in all of their social and civic capacities. Believing this, the writer tried to analyze her own class work to see wherein class activities could, even in a small way, change behavior in the direction of more democratic individuality. Briefly summarized, the class work offered consists of formal lessons and demonstrations; informal discussions and field trips; laboratory work which provides whole class, group, and individual experimentation; routine maintenance of the department including cleaning, laundering, and the care and repair of equipment; as well as other activities, such as the preparing and serving of banquets, writing and presenting programs, arranging special exhibits, and carrying on Future Homemakers of America club work.

The routine maintenance of homemaking departments and those activities which serve to coordinate the school and the community can be desirable learning experiences but they are difficult to plan and therefore are most often neglected by homemaking teachers. Realizing this, the writer decided to make a detailed study of this phase of her class work in an effort to devise efficient ways and means of planning and directing these activities. She firmly believed that students were more capable than was recognized by teachers and that they could, with the proper guidance, assume more responsibility for departmental maintenance and management than they had previously assumed. She also believed that students, in carrying on the routine activities of the homemaking department, would undergo learning experiences which would be extremely valuable to them as future homemakers.

Routine maintenance must proceed in all classrooms, but in homemaking classes these activities can be exceptionally good learning experiences,



developing skills, teaching the value of cooperativeness, teaching facts, and demonstrating the application of principles, as well as giving individuals a feeling of importance. If the teacher has a vision of the whole situation, students can develop not only the skills needed to carry on routine maintenance, but they can learn to teach others, thereby gaining additional skills in managerial ability and cooperativeness. They also can gain an added feeling of security in that they test their own ability by directing the work of others. High school students in general cannot be expected to take the initiative in assuming major school responsibilities because of their former training, their immaturity, and their lack of ability to analyze problems. However, with careful teacher guidance they can assume increasingly important responsibilities which give them a feeling of loyalty and pride toward their school.

Opportunities to express themselves through assuming certain school responsibilities create a feeling of ownership and enable students to develop social and managerial skills which teachers tend to overlook in their regular class work. Many of the routine school activities include experience in the use of practical techniques as well as offer opportunity for aesthetic expression which should be emphasized. Not only do routine school activities and responsibilities provide students with opportunities to develop a number of desirable skills, but they also provide many ways in which they can compare materials and procedures, judge the results of their action, and measure their own growth and development. Such experiences should always be evaluated according to the development of each individual particularly in those areas in which he can see his own growth.

The teacher should assume the responsibility of helping students analyze the problems they face and of helping them visualize possible solutions. Making decisions for students while sponsoring school activities should be avoided; learning opportunities must be largely pupil-organized, pupil-

conducted, and pupil-evaluated. The teacher, therefore, serves as a counselor helping students locate and use needed information and procedures. The very immaturity of students presupposes that they cannot make intelligent choices without specific guidance in thinking as well as in the development of other skills. However, guidance is ineffective if students do not have a feeling of responsibility and interest in their school. In describing this interrelationship Dr. Kilpatrick says:

I learn each response in the degree that I feel it or count it important, and also in the degree that it interrelates itself with what I already know. All that I thus learn I build at once into character. . . The presence of interest or purpose constitutes a favorable condition for learning. Interest and felt purpose mean that the learner faces a situation in which he is concerned. The purpose as aim guided his thought and effort. Because of his interest and concern he gets more wholeheartedly into action; he puts forth more effort; what he learns has accordingly more importance to him and probably more meaningful connections. From both counts he is better learned.<sup>2</sup>

Personal values held by students and often overlooked in the routine of formal class work may be recognized and may serve as a starting point for real growth toward desired goals, if class and school activities are so planned that these values are uppermost in the minds of both teacher and pupil. It is a well known fact that maximum learning cannot take place where there is a lack of interest or a resentment toward the activity. If routine school and home experiences are to be utilized as learning situations then they must be presented in such a way that the learner recognizes them as opportunities which challenge his best efforts. With this challenge in mind alert instructors take advantage of those school and home situations which offer real learning experiences. They direct all work in the department toward the solving of

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<sup>2</sup> William Kilpatrick, "The Case for Progressive Education in Education", The Journal of the National Education Association, Vol. 30, No. 8, November 1941, pp. 231-232.

problems which help students overcome any former prejudices regarding school and home tasks by developing appreciation for the learning experiences these tasks provide. The homemaking department, like a home, has many kinds of activities which when carefully planned and supervised cause organization to go smoothly; but if attacked in a haphazard fashion create a state of confusion. Confusion increases nervous tension thereby hindering learning and the maintenance of good personal relationship. The teacher should in every way possible make the work in the department conducive to solving problems that help students exclude former prejudices about home tasks. Any work which is forced upon the individual either at home or school creates tension, and a feeling of dissatisfaction causing frustration. If the instructor helps the student to see the necessity of the task, and to recognize its importance, also to realize the satisfaction to be gained from its completion, and the possibilities of learning offered, progress will have been made in the direction of good citizenship.



### THE DESCRIPTION OF THE PROBLEM

In the homemaking department beauty, orderliness, and cleanliness are important factors. However, performance of routine housekeeping duties necessitates careful guidance and planning on the part of the teacher to make them acceptable to homemaking students. The business of keeping the department clean can be made into a valuable learning experience, if properly initiated and directed. Tasks which are often considered monotonous and uninteresting can be so closely correlated with other learning experiences that pupils will realize the necessity of doing the job well in order to maintain a well regulated household.

Believing that students' attitude toward work is of vast importance, the writer selected "making housekeeping tasks challenging to the learner" as one of her major goals for the year. Furthermore, she planned to correlate and integrate these tasks with other more formal learning activities in such a way that students would see no line of demarcation between the two, but rather visualize the whole as a unified program of homemaking education.

The remainder of this study is a report of the ways and means used, throughout a period of two years, to make the activities involved in the routine maintenance of the homemaking department, at Wetumka, Oklahoma, both a worthwhile and enjoyable learning experience for students. In order that the reader may better understand the situation in which this experimentation took place, a brief description of the location and characteristics of the homemaking department and its students is made.

Wetumka, an old Indian settlement in the Creek Nation is an urban town of about 3,000 people, located in the southern part of Oklahoma. It is easily accessible, in that it is on two main highways and also the main line of the Frisco railroad. In this community, the people derive their income



largely from farming, stock raising, or petroleum. This means that a large portion of the public school enrollment comes from surrounding areas, rather than from the town itself. Of the total enrollment in both junior and senior high school approximately three-fourths are rural students who have transferred into the district. Distances and bus schedules are such that somewhere near 25 percent of the students must leave home as early as seven o'clock in the morning, returning around seven o'clock in the evening. Because of this, they are unable to assist in many home activities. They, therefore, have little opportunity for learning managerial, manipulative, and creative skills in the home. This makes it imperative that all class work coordinating the activities of the home and the school must be based upon a broad knowledge of the people and the community and must provide for learning experiences which help individuals and families raise their standard of living within the possibilities of their attainment.

The high school in this community is located on a beautifully landscaped campus in the center of the town. The main building is constructed of cream colored brick with white limestone trim, and is the pride and joy of the community. The homemaking department is an attractive rock cottage composed of a large room used for a laboratory, a small fairly well-equipped kitchen, a bathroom, a storage hall, and a well-lighted conference room. There is also adequate space for meetings of the Future Homemakers Club, an integral part of the homemaking education program.

Although this study is concerned with the instructional possibilities in the routine maintenance of the homemaking department, it does not imply that this school has no janitorial services. In fact, the care of all buildings and their surroundings is under the direction of a custodian, who not only does the heavy part of the work but also takes pride in beautifying the

grounds and buildings as well as in keeping them clean and sanitary. The reason for emphasizing the routine maintenance of the department was not because of inadequate janitorial services, for it included only those minor activities which are a necessary part of homemaking education. It was, however, because the writer wished to make every effort to make these routine, departmental activities worthwhile learning experiences emphasizing those facts and principles which are likely to be overlooked unless given special attention.

The idea of emphasizing the learning possibilities in the routine maintenance of the department was readily accepted by the administrators, who themselves are very progressive. The majority of the teachers in the system were interested in this experimentation and encouraged the writer as well as assisted in the arrangement of students' work schedules.

At the first formal homemaking education class meeting of the school year, this idea of learning through performing routine departmental activities was presented, giving students an opportunity to determine what routine responsibilities they would assume, and what possible learning experiences were involved. The writer, as teacher, presented the following goals and purposes:

## GROUP GUIDANCE IN THE WETUMKA HOMEMAKING DEPARTMENT

Overall Purpose: To develop democratic leadership through assuming increasing responsibilities and working with others toward cooperatively planned goals.

Goals to help students:

1. Use reflective thinking in solving problems.
2. Develop better relationships as a basis for working together in the homemaking department.
3. Develop a willingness and a desire to work together for the good of all.
4. Develop a sensitivity to the needs, values, and problems of others.
5. Develop an interest in and enthusiasm for becoming more efficient housekeepers.
6. Develop knowledge, appreciation and skills in meeting tasks involved in departmental management.
7. Recognize potential beauty in the homemaking department and the home.
8. Experience a sense of satisfaction and enjoyment of accomplishments through knowing how to do homemaking tasks efficiently.
9. Apply both at home and at school the principles of art and management learned.
10. Develop creative ability and the ability to express personal ideas through a chosen media.

Present needs were discussed and charted in the order of their importance by students and teacher working and thinking together. Those considered most essential were selected in terms of goals for that part of the work. These as stated by the students were:

- To think through our jobs before starting them.
- To get along together in a group.
- To help other groups when they need us.
- To learn to be better housekeepers at school and at home.
- To make at least one improvement in the homemaking department and one in the home.

Possible ways of reaching these goals were discussed and listed. Suggested plans were made for dividing the five classes into working groups, naming these groups, and the type of homemaking activities each student would follow. These tentative plans were discussed in all homemaking education classes. All agreed that the advanced class, because of their former training, were more capable of assuming the major responsibilities for the overall planning. This class, when the overall planning was referred to them, selected seven seniors and four juniors to serve as a steering committee, who working directly with the teacher, would make all important decisions regarding departmental routine, would delegate responsibilities, serve as coordinators between classes, and would assume responsibility for the quality of work done.

The eleven girls realized that their first step was of necessity a survey of the many problems involved in keeping a clean, orderly department. When compiled, this survey included such responsibilities as:

1. Budget the money for the homemaking department.
2. Keep accurate accounts of the department money spent.
3. Arrange and keep department files.
4. Check, replace, and keep equipment in usable condition.



5. Keep an orderly library.
6. Act as hostess.
7. Supervise banquets and other activities.
8. Assume coordinator's jobs.
  - a. Supervise general housekeeping duties.
  - b. Cleaning the laboratory.
  - c. Care of machines, irons, and electric equipment.
  - d. Clean office.
  - e. Clean storage halls.
  - f. Clean the bath.
  - g. Clean kitchen.
    - (1) Stoves
    - (2) Cabinets
    - (3) Refrigerator
    - (4) Floor
    - (5) Storage cabinet.

Further clarification done by the steering committee showed that these problems and activities were of two types: first, securing the information needed to carry on the responsibility to be assumed; and second, learning the procedures and techniques needed to do this activity. The information needed and the kinds of work to be done as listed by this committee were as follows:

1. Budgeting.

Need to know: Amount of budget, source of funds, and how to keep records.

Need to do: Distribution of funds and check all records.

2. Account Keeper.

Need to know: How to keep accounts and the various kinds of accounts.

Need to do: Keep accurate accounts, record accounts, check accounts with teacher and office.

3. File Keeper.

Need to know: Know filing system; know materials available; plans for class work.

4. Librarian.

Need to know: Books available, cataloging, and loan systems.

Need to do: Catalog books, loan books, and keep library orderly.

5. Equipment Keeper.

Need to know: Equipment available, its care and use, and budget arrangement.

Need to do: Demonstrate equipment use and care, check conditions, keep repaired, and select new ones.

6. Hostess.

Need to know: School schedule, how to care for guests.

Need to do: Serve as chairman of department.

7. Coordinators.

Need to know: How to plan activities for lower homemaking groups, activities carried on in lower groups, how to organize groups.

Need to do: Carry out plans in various homemaking groups, supervise and carry out plans, and evaluate accomplishments.

8. Banquet Managers.

Need to know: School plans and activities and size of banquet.

Need to do: Take charge of banquet.

a. Make plans

b. Approve committees

- c. Carry out plans
- d. Evaluate work.

Much time was spent by the members of the steering committee in planning the general housekeeping duties, setting standards for doing the work and discussing the types of cards or charts to be used for keeping the records of individual and group responsibilities and achievements. All agreed that the students in each class must spend much time in reading and studying how to perform each task, how to manage their time efficiently, and in selecting the form of self and group evaluation instruments to be used. It was also agreed that all important plans for both group and individual work, all major decisions, and the results of committee work should be brought before the steering committee. This gave students an opportunity to practice self-direction, and to use collective thinking and cooperative action. Some of these routine responsibilities were such that they could be done through individual work or a small group conference, others were such that they must be done at a specific time in the school day; some needed to be done daily, others must be done weekly. Scheduling these jobs so that the necessary routine was carried on without interfering with class work seemed very difficult at first. However, when the whole scheme was understood by all concerned and the responsibilities of each job defined, the scheduling took care of itself in that students planned their class work so that their special responsibilities were included.

The method of attacking these routine jobs proposed by the steering committee, and voted by each class, not only gave students a picture of the whole situation but helped them see where they as well as members of other classes fitted into the total scheme. This method as accepted by homemaking students was:

Make a detailed study of the jobs.  
Understand the importance of cleaning the department.  
Study likes and dislikes of housekeeping duties.  
Understand how to maintain happy relationships between members of the group.

Time does not permit the reporting of all the detailed group discussions and committee work which were back of the perfecting of these plans with their overall departmental organization. However, one must realize that high school students do not accomplish all the things this group of girls did without much detailed individual, group, and class work as well as very careful teacher guidance. Also, the quality of problems selected for attack must be determined by the teacher. In this case, the teacher and the members of the steering committee made sure that students attacked vital homemaking education problems, and that they had opportunities to improve the quality of their thinking and action, as well as to measure personal and group progress, and to use the results of their evaluation as bases for further planning.

One resource that the steering committee recognized quite early was that of the officers of each homemaking education class; the presidents, vice-presidents, secretaries, hostesses, and reminders, who had functioned in their various capacities long before this organization was considered and who were very capable in carrying on the business of individual classes. Class presidents were consulted in choosing committee chairmen. The summaries of class activities kept by secretaries proved to be valuable sources of information in that they gave a detailed record of the quality of work individuals being considered had done. The hostesses always assisted the banquet manager, a permanent member of the steering committee, in any functions for which she was responsible. Class presidents also served as arbitrators in case of arguments, and assisted the coordinators in presenting proposals.

The overall plan of organization (the listing of problems, activities



and responsibilities) proposed by the steering committee was presented to all homemaking classes by the chairman. The idea as a whole was accepted unanimously, for no suggestions were made other than those which helped to clarify the responsibilities assumed. All voted to leave the details of the final organization to the steering committee, four members of which served as liaison officers (coordinators) between class groups and the committee.

The reader will remember that the steering committee proposed that four of its members serve as coordinators for all the routine maintenance activities in the homemaking department. Their responsibilities were so planned that they could serve as supervisors and managers of the routine activities and cleaning duties of the lower homemaking classes. Each coordinator had a study hall at the time the class under her supervision met. Coordinators and the teacher so planned that each homemaking class would have specific responsibilities assigned them according to their age level and former homemaking experience. Each homemaking student was assigned a specific responsibility and was asked to read reliable references about her particular job and report any new ideas learned which she thought all class members should know. Also she was expected to record all new things learned and new methods tried, on a chart provided for that purpose.<sup>1</sup>

According to the plan proposed by the steering committee each individual continued with the particular responsibility assigned, by the coordinator, until she felt she had exhausted the learning possibilities of that activity. When she, the coordinator and the teacher felt that her job had ceased to be a learning experience, she was shown how to train an assistant, and the assistant

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<sup>1</sup> Job Analysis Sheet. p. 29.

eventually took over the responsibility, giving the first student an opportunity to try out a new responsibility and a new learning experience.

In time the trainee also became an instructor, thus repeating the process until all students in all classes had become skilled in several routine departmental activities. The assignment of these routine activities was carefully planned; not a haphazard listing nor a chance drawing. The coordinators, class officers, and teacher made assignments only after each student's ability, health, time, load, interest, and desires were carefully reviewed. All students were assigned some responsibility for the routine care of the department, but no student who was known to resent doing a certain task was assigned that activity until there was some evidence that her attitude toward it had changed. One of the major objectives of the homemaking program was the overcoming of personal prejudices regarding routine tasks; and since group opinion favored sharing these responsibilities, individual prejudices and resentments soon disappeared or at least were disguised. In fact, after this plan of work was well under way some students asked to be assigned tasks that they were known to have resented earlier.

It may be difficult for the reader to keep in mind all the different kinds of routine tasks carried on by these five homemaking education classes, but the students involved seemed to have no such difficulty. However, it must be remembered that they participated in planning the organization for doing this work and in proposing the standards to be achieved. Also, each was held for only one major responsibility at a time and could frequently consult a chart which showed the detailed duties expected, and their relationship to the work of others.<sup>2</sup>

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<sup>2</sup> Job Analysis Sheet. p. 29

In addition to the responsibilities involved in performing assigned tasks or "jobs" as the students called them, each girl had special duties to perform as trainer of a trainee. This would have complicated the work had not time been spent, as part of the planning period, to define the responsibilities of each. These as expressed by the four coordinators were:

1. Carefully explain the duties to the helper.
  - a. Explain how it is done, step by step.
2. Work with her, help her, and have specific directions.
3. Don't be bossy, but helpful as you give directions.
4. Teach her as she does the task.
5. Encourage her and praise her good work.

Students were also urged to make each activity worthwhile from the standpoint of learning. Coordinators were continuously asking class members such questions as:

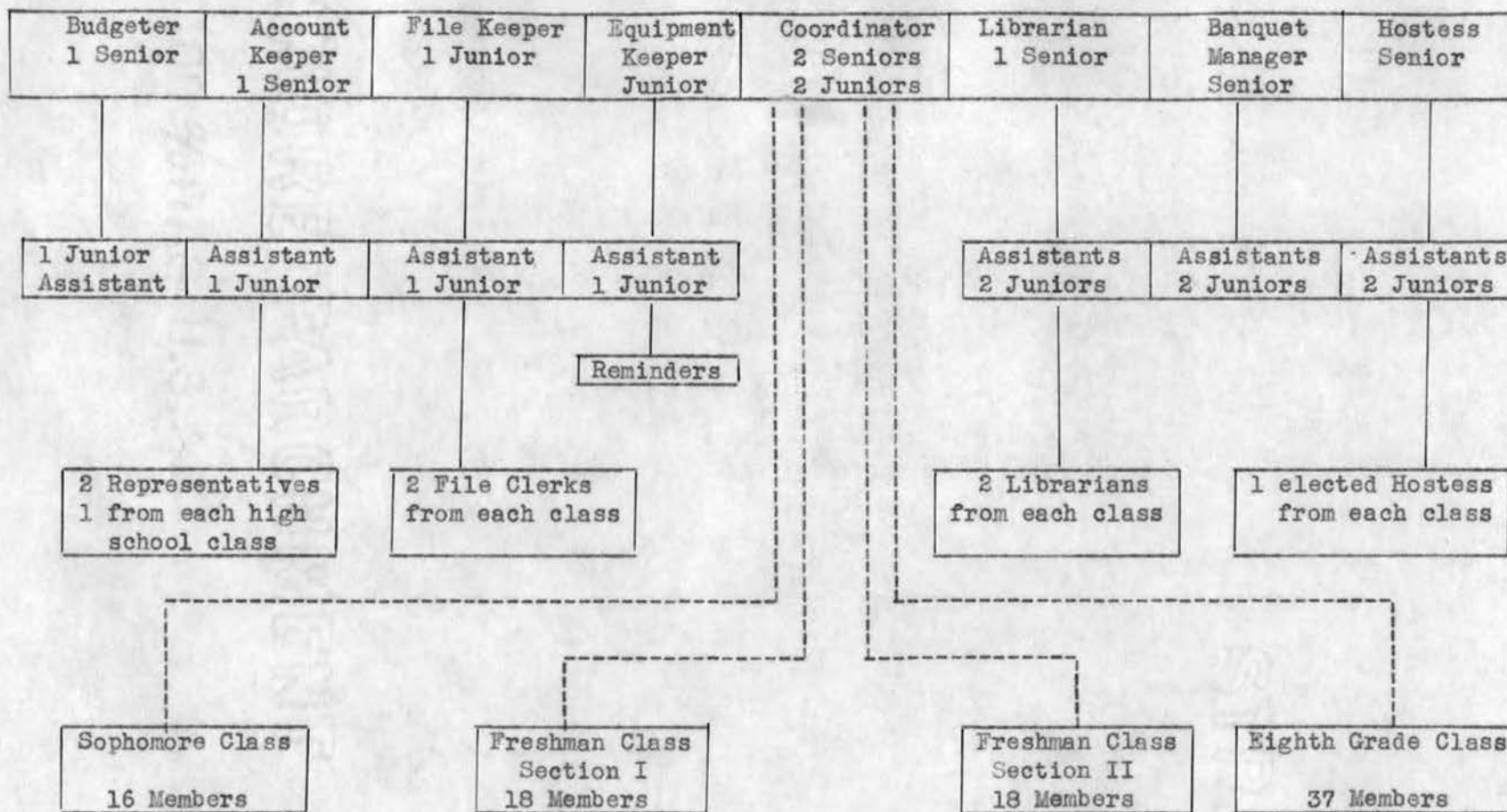
1. Have you done your job to your satisfaction?
2. What method did you use in doing your job?
3. What new method have you learned?
4. What did you read about your job?
5. Did you have any trouble finding reference materials?
6. Have you had to be reminded about your work?
7. Do you enjoy doing your job?

These questions were presented in the form of short quizzes and were instrumental in measuring student progress.

So much for the overall plan of work and the way in which it was initiated. No overall picture tells the entire story, but it helps one to understand the situation as a whole. The following chart attempts to show the relationships of the various groups of students involved.

Plan of Organization for Maintaining the Homemaking Department

Teacher - Steering Committee - (7 Seniors - 4 Juniors)





The reader will remember that a total of eight specific major responsibilities were planned and that reference so far has been only to the work of coordinators and hostesses. To understand the extent to which the members of the steering committee assumed responsibility for the routine maintenance of the homemaking department, one must review the detailed responsibilities of each so called major "job." These included; budgeting, keeping of accounts, filing, serving as librarian, maintaining equipment, acting as hostess, coordinating class activities, and managing banquets. In order to prevent confusion, all homemaking students agreed that these particular responsibilities should be held by members of the steering committee for the entire school year, with the understanding that each would train a member of the junior class who would assist her throughout the year and would be willing to assume this responsibility later on.

The plan for financing the homemaking department was assumed by a senior member of the steering committee, who was also interested in budgeting because of a home project on budgeting her family finances. A junior girl was chosen as her helper in order that she might assume the job for another year. As the homemaking department is financed largely by funds from the board of education, supplemented by student fees, it was necessary for the budgeter and a committee selected by the steering committee, to contact the superintendent of schools to learn the amount available for operating the homemaking department for the year, 1948-49. Following this conference, a sample budget was made by the budget committee, and taken before the steering committee where several minor changes were made.<sup>3</sup> Each homemaking class in turn had an opportunity to plan how the funds allocated their class would be spent, and were

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<sup>3</sup> Budget for Wetumka Homemaking Department 1948-49, Appendix I. p. 47.

given a detailed form for keeping a financial record of their expenditures for the year. The budgeter explained to each class how much money they could spend for foods and what was expected of them in the way of records. The following is a copy of the report the budget officer from one meal planning group in the sophomore class made to the account keeper on the steering committee:

Expenditures - Group II, Homemaking II.

COST OF MEAL NO. III.

Name and Cost of Each Dish

Biscuits. . . . .	.084
Fluffy Potatoes . . . . .	.040
Cabbage and Apple Salad . . . . .	.279
Salmon Loaf . . . . .	.835
Lemon Pie . . . . .	.855
Iced tea. . . . .	.085
Total cost of meal . . . . .	2.178
Donated Cost. . . . .	.210

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The bills from the Grocery stores are signed by the group captain and attached here.

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Grocery List:

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SUBMITTED TO ACCOUNT KEEPER AT THE END OF THE FOODS UNIT:

Cost of all meals . . . . .	\$11.742
Donated cost. . . . .	3.552
Actual Cost of meals. . . . .	8.190
Overdrawn . . . . .	1.19
Money allowed (each group) . . . . .	7.00

The members of the steering committee actually enjoyed the opportunities for learning provided in the responsibilities assumed. Many evidences of their opinions are found in the statements made in evaluating their work, for they rated their own responsibilities and work in the same manner that was asked of those they supervised. Remarks taken from the evaluation sheet of a steering committee member who worked on the budget were as follows:

My job for this year was to make the budget for the homemaking department. This was done with the help of my assistant. This job has meant more to me than anything else I have done this year.

At the end of each month my job was to add all the cost of the meals cooked and see if the different groups have stayed within the budget.

I think I could make a budget for any organization or for a family. In doing this job I have learned to think for myself and have learned to cooperate with others.

The budgeter was responsible not only for finding out what funds were available but for planning the distribution of these funds and for seeing that classes stayed within the amounts allocated.

The steering committee recognized that business efficiency required not only a planned budget but an accurate account of all money spent.<sup>4</sup> A senior member of this committee, who planned to be a bookkeeper volunteered for this responsibility and to train an assistant. This job entailed many hours of work and much responsibility. The homemaking department was permitted to buy on charge accounts according to the budget planned; therefore all bills must be paid monthly. Two ledgers were set up: one which was kept by the account keeper, the other a duplicate in which each homemaking class had a section for its detailed records of food expenditures.

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<sup>4</sup> Home Economics Account, Appendix II. P. 48.



Each class was divided into at least four working groups. These groups kept their own grocery account, rotating this responsibility within the membership of the group, thereby giving every homemaking student some opportunity to keep accounts while studying foods. Each class group entered its accounts in the ledger section so designated submitting same to the steering committee's account keeper at the end of the month. These were checked against bills submitted by the merchants, and were entered in the permanent ledger. The account keeper submitted her records to the administrator<sup>5</sup> and received a check (signed by the teacher and the administrator) to be given the merchant.

On first thought, responsibility for the finances of the department may seem big for high school students but this was not the opinion of the girl who did the work for she made this statement on her evaluation sheet:

As for my personal opinion of the job, I think it is a wonderful idea. I not only learned how to keep books, but I learned to have confidence in myself for the responsibility I had. This job also helped to cultivate what little personality I had. Even on as small a job as the account keeper, it always pays to have a pleasing personality in order to get along with people you contact.

I have enjoyed doing this job very much and I hope my assistant will enjoy and find as much pleasure and good in it as I did this year.

The third major routine responsibility assumed by the steering committee was that of collecting reference materials and supervising their care, through selected file keepers in each class. The work of the file keeper directed by a junior on the steering committee and another junior as her assistant was a very essential undertaking, because these persons had to be searching constantly and evaluating information for the routine maintenance tasks in the entire department, so that the workers could approach their jobs with the information they needed available. When the file keepers became aware of the

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<sup>5</sup> Home Economics Account, Appendix II. p. 48.



scarcity of learning materials, arrangements were made to collect materials in the form of magazine clippings, folders, bulletins and a list of text book references. Since very few books contain any materials about routine homemaking problems, those collected became more valuable as the year progressed. These were made accessible to each homemaking class through the services of two appointed file keepers, who worked under the direct supervision of the person assuming that responsibility on the steering committee. These students also assisted in filing the materials that had been accepted by the steering committee.

The fourth major responsibility in the order named was that of departmental librarian. The steering committee member accepting this responsibility, selected two juniors as her assistants and assumed full responsibility for cataloging, loaning, and storing all library materials owned by the homemaking department. This involved learning and using the same system of filing and record keeping used by the high school library. In order to make the best use of library materials the departmental librarian, working with the coordinators and class officers, selected two persons from each class to help her and her assistants.

The keeping and replacing of equipment was the next major responsibility listed by the steering committee. However the fact that it is fifth in the order named does not indicate that it is not as important as those first listed, for the steering committee tried to so plan that each duty was equally heavy in the amount of work required and equally valuable in the learning experiences provided. The chairman of the equipment committee was interested in electrical appliances, especially in irons as she planned to buy one for herself; therefore, she was the logical member to be selected by the steering committee for this responsibility. Maintenance of the department and the repair or replacement of equipment needed to be considered. The inventory was checked, worn-out

equipment was replaced and some new equipment purchased. This does not mean that the equipment keeper and her assistant were part time janitors for such was not the case; neither did they clean up after classes, for class members cared for all equipment used. However, it does mean that they did do or show others how to do minor repairs, check equipment and see that major repairs were taken to the right workman, check the use of equipment and see that it was safely stored. To facilitate this care of equipment, the equipment keeper and her assistant with the help of the coordinators asked the reminders who were elected class officers to remind members to care for equipment as instructed.

The banquet manager selected was also chairman of the steering committee. As chairman of the steering committee, she led the group in recognizing problems, in securing the facts related to these problems, in seeing ways to attack them and in coming to an agreement as to which method to use. Of course many conferences were held with the teacher prior to committee meetings, but very seldom did she need any help during the actual meeting of the committee. However, the teacher felt free to suggest possibilities as did all other members of the committee. As banquet manager, she and her two assistants were responsible for: appointing committees, making work and time schedules, planning the menus, buying the groceries, keeping records of all expenditures, reporting to the account keeper, arranging work spaces for greatest efficiency, and evaluating results. After having managed one banquet and three special dinners during the year, the banquet manager and her committee in conjunction with a similar committee from the Future Farmers organization, planned and carried out an evening of fun with plenty of good food for approximately three hundred guests. This event was the annual Future Homemakers-Future Farmers Community Barn Warming. The teacher was unavoidably absent through the day prior to and the evening of the entertainment. Nevertheless, these girls

because of their experiences in this departmental organization were able to go ahead with their plans. The vocational agriculture teacher reported that he had not believed high school girls as capable of making and executing their plans as he saw evidenced that night.

The departmental hostess and her two assistants together with the elected hostess from each class served as the hospitality committee at a number of school functions. These were: banquets, Future Homemakers installation and initiation, special dinners, Future Farmer-Future Homemakers Annual Barn Warming, coffee for the business men and women on Homemakers Day, and a special tea for mothers. She and her committee planned with each class hostess so that all guests of the homemaking department were cared for adequately; they also planned for the comfort of class members through proper ventilation, room arrangement and decoration. Each hostess was responsible for teaching her fellow class members such courtesies as: receiving guests, introducing guests, maintaining suitable conversation and taking correct leave of social situations.

At this point the reader likely will wonder how the teacher kept up with the overall organization and its many detailed sub-divisions. So complicated an organ for distribution of detailed responsibilities could be difficult to record. However, the steering committee, with the approval of the teacher and class members, formulated a series of charts for recording and evaluating all responsibilities. The chart used by the steering committee shows the responsibility of each member, what each needed to learn, the method of checking completed work and the personal evaluation given it. A copy of this chart as it was used by these students will be found on the next page.



Overall Job Analysis Sheet - Senior Class  
1948-49

Need Know

Name	Type Job	Budget	Source of Funds	Records	How to Keep Accounts	Materials Available	Filing System	Used Plans for Classes	Work	Books Available	Loan System	Schedule	Arrange ment	Plan and Regulate	Classes	School Plans and Management	Home E.C.	Personal Evaluation
Ballard, Dorothy	Budgeteer																	To think for myself To plan a usable budget Cooperate Assume Responsibility Be more dependable
Johnson, Nadine	Assist Budgeteer																	Cooperate Assume Responsibility Be more dependable
Wilhite, Ellen	Account keeper																	Be more dependable Be orderly
Robison, Ruby	Asst Acct keeper																	Be more dependable Be orderly
Pearson, Shirley	File keeper																	Be orderly
Grumford, Joannic	Asst file keeper																	Cooperate with Others Select, Evaluate New Equipment Cooperation Is Basis of all work The value of well kept equipment Be dependable Classify Books
Roberts, Imogene	Equipment Keeper																	Be dependable - Assume Responsibility Assume Responsibility, Control Temper Get along with classmates Be more composed
Baugh, Wanda	Asst Equip Keeper																	Be more composed How to talk to guests How to introduce guests and not be scared
Bryan, Norma	Librarian																	Be more composed How to talk to guests How to introduce guests and not be scared
Watson, Bobbie	Asst Librarian																	Be more composed How to talk to guests How to introduce guests and not be scared
Baugh, Imogene	Hostess																	How to work with adults To work with adults, to guide students Confidence and Respect Be dependable Make friends and follow through Follow through
Stuckey, Augusteen	Assist Hostess																	Follow through See things that need doing Do things for myself Get along better with students Direct younger girls and not be bossy
Bamburg, Dorothy	Assist Hostess																	Think through problems before starting Cooperate with younger girls, Assume major responsibility and enjoy it Assume responsibility Work with other students cooperatively
Brook, Ima Jean	Banquet Manager																	Think through problems before starting Cooperate with younger girls, Assume major responsibility and enjoy it Assume responsibility Work with other students cooperatively
Robinson, Wanda	Assist Banquet Mgr																	Think through problems before starting Cooperate with younger girls, Assume major responsibility and enjoy it Assume responsibility Work with other students cooperatively
Collins, Ina Mae	Assist Banquet Mgr																	Think through problems before starting Cooperate with younger girls, Assume major responsibility and enjoy it Assume responsibility Work with other students cooperatively
Lacquement, Inu	Coordinator																	Think through problems before starting Cooperate with younger girls, Assume major responsibility and enjoy it Assume responsibility Work with other students cooperatively
Mekay, Alta Lee	Coordinator																	Think through problems before starting Cooperate with younger girls, Assume major responsibility and enjoy it Assume responsibility Work with other students cooperatively
Adkins, Ineta	Coordinator																	Think through problems before starting Cooperate with younger girls, Assume major responsibility and enjoy it Assume responsibility Work with other students cooperatively
Moore, Phyllis	Coordinator																	Think through problems before starting Cooperate with younger girls, Assume major responsibility and enjoy it Assume responsibility Work with other students cooperatively

Need to know

- Distribute Funds-Check Recs.
- Keep Accounts
- Label and File Materials for class use, keep files orderly
- Demonstrate Equipment Use
- Keep Repaired, Select New Catalogue, Loan, Keep Library
- Assume Responsibility for Guests
- Serve as Chairman of Dept
- Planning, Coordinating Committee
- Take Charge of Banquet



The individual classes used a simpler chart (Page 29). This particular copy of the so-called "Job Analysis Sheet" shows the detailed work of the fourth hour freshman class and its relationship to the overall departmental organization for performing routine homemaking tasks. All class members had some special responsibility for keeping the department clean and orderly, reporting to their respective supervisors and trainers on the steering committee. It will be remembered that the coordinator was a member of the steering committee and the liaison officer between it and this class as well as between this class and all other classes. Both the overall job analysis sheet and the class chart were available at all times and were checked by each individual student after she had performed the designated task and had read about it in available material or had had a personal conference securing the information needed. Also there was a space reserved for personal evaluation which made this chart a record of personal progress as well as that of group work.

No attempt was made in this experiment to determine or evaluate student growth in a formal manner. However, this does not mean that growth in reflective thinking and social sensitivity was not present for there are many evidences that students did grow. Should this experiment be continued over a period of years no doubt records showing individual responsibilities would be good evaluation instruments for measuring growth in skill, both manipulative and social. Probably the best evidence of student growth is cited in the statements taken from students' evaluation sheets.

The statements of the student who assumed the task of being chairman of the steering committee and banquet manager not only show evidence of growth in self-confidence, dependability, and social sensitivity, but she was also able to state how she had grown. These, if kept over several years would be good examples of the effectiveness of teaching as well as the growth of the student.

JOB ANALYSIS SHEET

Coordinator Ineta Adkens

4th Hr. Freshman

Name	Job	Need to Do	Need to Know	Task Completed						Personal Evaluation	
				Third	Six	Weeks	1	2	3		4
Reinette Banbeg	File Keeper	Keep files in order. Label and file materials. Locate material for class use.	Methods of filing materials available. Plans for class work.	✓	✓	✓	✓	✓	✓	✓	To be neat, orderly and helpful.
Lottie Bachus	Assistant File Keeper	Assist file keeper.	(Same as file keeper.)	✓	✓		✓	✓	✓		Learn to take directions. Put things in proper place.
Jo Dell Hall	Librarian	Keep books in order.	Equipment available. Cataloging system. Loan system.	✓	✓	✓	✓	✓	✓		Learn to be courteous and interested in helping girls with problems. To be dependable and neat.
Louise Bowman	Assistant Librarian	Check condition of books. Repair books. Check daily to see if books are returned.	(Same as librarian.)	✓		✓		✓	✓		Learn to cooperate with the girls.
June Smith	General Housekeeper	Check girls to see if all tasks in class room are done.	How to cooperate with coordinator and all class members. How to check sheets to assist girls who are absent. Know plans of class.	✓	✓	✓	✓	✓	✓		Learn to be tactful about telling girls the jobs not well done.
Jo Etta Rogers	Assistant to Housekeeper			✓	✓	✓	✓	✓	✓		Cooperate and learn to do the job better.

(continued next page)

Name	Job	Need to Do	Need to Know	Task Completed						Personal Evaluation
				Third	Six		Weeks			
				1	2	3	4	5	6	
Mary Little	Department Laundry	Separate colored from white clothes. Kind of soap. Temperature of water. Where to dry.	How to operate machine. How to sort clothes, for different machine. How to rinse and kind of blue. How to make starch.	✓	✓	✓	✓	✓	✓	To plan work to be finished in one hour. How for two to work together at best advantage.
Betty Little	Assistant			✓	✓	✓	✓	✓	✓	
Shirley Pierce	Ironing	Get equipment as board, iron, etc. Sprinkle clothes	How and where to sprinkle clothes. How to iron ruffles. What part of the garment to iron first. Type of iron to use. How to pad ironing board. Height of ironing board.							To be dependable. To plan work.
Ruth Lasseter	Assistant									How to iron with less fuss about it. Best procedure to use.
Patti Meadors	Care of machines	Keep machines clean and well oiled. Material under pressure foot. Machines in place and covered. Keep waxed and polished.	How to oil a machine. Best oil to use. How to remove scratches. How to wax and polish and best kinds to use.	✓	✓	✓	✓	✓	✓	How to care for machines as well as any public property.
Virginia Camp	Assistant			✓	✓	✓	✓	✓	✓	How important it is to keep machines well oiled.

(continued next page)

Name	Job	Need to Do	Need to Know	Task Completed						Personal Evaluation	
				Third	Six	Weeks	1	2	3		4
Maurine Robison	Clean Bath	Keep floors, lavatory and stool clean. Dust and clean windows. Clean dressing table and medicine cabinet.	What cleansers to use. How to scrub stool. How to wash windows, dust cleanser.	✓	✓	✓	✓	✓	✓	✓	Know best cleansers to use. Know and appreciate clean bathrooms. Pride in work well done.
Frances Thompson	Assistant	Know when bath is clean.		✓		✓	✓	✓	✓	✓	Know when a job is well done.
June Smith	Dust Laboratory	Move articles and dust with oiled dust cloth.	Type of dust clothes. Kind of furniture polish.	✓	✓	✓	✓	✓	✓	✓	Appreciate well dusted laboratory. How to be more observing.
Virginia Garrison	Assistant			✓		✓	✓	✓	✓	✓	Satisfaction of well cleaned room.
Clara Breedlove	Check and clean hall.	Clean floor. Bed arranged. Windows and sills clean.	Where different things belong. Kinds of cleansers. Kinds of mops and brooms to use.	✓	✓	✓	✓	✓	✓	✓	Observing about orderliness and cleanliness.
Jacquelin Westerman	Assistant	Orderly arranged coats hung.	Kinds of mops and brooms to use. How to hang coats.	✓	✓	✓	✓	✓	✓	✓	Learn to gain cooperation of other girls in keeping hall clean.



As banquet manager and chairman of the steering committee one girl said:

I learned to work with people, also to make and carry out plans and to be courteous at all times. In carrying out the extra activities, as Future Homemakers entertainments and serving dinners to adults as well as school functions, I learned to work with adults as well as the school authorities and students. I also learned to do things for myself and not to depend on some one else. Before we started this experiment, I would wait and let someone else go first, now I can take the lead and not be scared. Also by having done this experiment, I learned to stand up before people and talk, gained the confidence of the girls, and above all things I learned to be dependable.

These statements were further corroborated by her mother during a recent home visit of the teacher in which she said, "I am so glad that my daughter had this responsibility because it has helped her overcome a fear of people and has helped her gain in the determination to complete a job."

Evaluation of growth in others caused one coordinator to be able to see where she, herself, started and to verbalize her own growth in working with others. She said:

My job this year has been most outstanding and worthwhile. I am very interested in working with younger high school girls. In the future I plan to teach home economics either at home or abroad; therefore, I feel that being coordinator for the freshman homemaking class has been very profitable to me. This task has also been useful to me by teaching me how to get along better with girls. I have learned to let the members of the class make suggestions about problems. At first this was my hardest problem, because I wanted to do all the showing and telling. I have also noticed changes in attitudes of the girls during the year. One example of this was: One girl asked for her job to be changed several times, because of her dislikes to the particular job. She also said that each task was too hard for her because of her physical condition. Later I heard this same girl saying "I will help you scrub the bathroom so that you will be able to finish on time."

Her mother was so pleased with her progress that she contacted the teacher to express her appreciation. She seemed to think that what her daughter had learned would be invaluable to her in studying home economics education in college.

The members of the steering committee realized that they could not

proceed until they knew the amount of money allocated the homemaking department; therefore, five members whose jobs were directly affected by finance, held a conference with the superintendent of schools. At this time they received an overall picture of both the financial and the instructional plans of the school. One made the following statement:

By being a member of the steering committee, who had a conference with the superintendent about the school finance for the homemaking department, I have learned how my school is run and the part that I play in it. This has made me more considerate of the problems of the school. Through this conference, and working with the steering committee in planning the work for the year I have not only become better acquainted with the Administration and faculty, but I have become better acquainted with myself. This has also made me realize what this school is giving me, and has made me more determined to do something about myself and my future plans.

Some times school administrators are so busy with problems which appear important to them that they lose sight of the attitude of the students toward the school. Oftentimes students wonder why their school has the type of program it has, and why more is not done for their particular department. The superintendent was interested in students but he had never before discussed finances with them. No record of the questions raised by these five girls was kept but they evidently proved that they were both interested in and puzzled by the use of school finances as they saw them for the superintendent said:

Last year such a situation was brought to my attention and I invited a committee from one of the active groups on our campus to discuss with me some of the financial problems of our school. It was one of the most interesting hours that I spent last year. I was surprised at the interest they showed in all phases of the school life, and I believe they went away with a better picture of the total school than they had when they came. I know I felt closer to that particular group than I had before, and I think that they felt pleased that they could come in and talk to the superintendent about which they had the right to have some answers. Such experiences are wholesome and refreshing. They also offer a challenge to the school administrator to have a better school program if at all possible.

Even though the job of being an assistant was not considered a major responsibility, it served as training, getting ready to assume that responsibility next year. One student who at first had difficulty getting adjusted to the school situation gave a particularly broad view of the experiment at the close of the year. She reported:

My job this year was assistant budgeter. I think having the jobs is a very good idea, because it saves the teacher work that the students can do and will learn while they are doing their job.

I have learned to cooperate with my helpers and to make a minimum budget for a group of girls. I believe I could make a budget for a family after helping make budgets for the different classes. I don't think that I have spent too much time on this task, because of the benefit it will be to me. I think that it is very worthwhile to assume these jobs, because it helps to prove that high school girls want to take responsibility.

This statement shows that the student understood the problems involved from two angles, that of the student and the teacher. A statement made by one of the teachers also shows how this student progressed during the year. She made the following evaluation:

In my high school social studies classes, I try to teach democratically. When I suggest to my students that we work out a unit of study together, carry it out cooperatively; and each evaluate his own accomplishments; some of the students think that I do not know how to teach, since I do not say for them to take from page ten to page fifteen. However, I do not have this problem with the homemaking girls, for they know how to organize and execute their plans cooperatively.

They know how to take the initiative, to see the thing that needs to be done and to do it without being told how and when to do each little detail.

They know how to conduct a class discussion in a democratic way, with poise and dignity.

For example, last year I showed my American history class an educational film "The Dinner Party." I asked if some one would volunteer to conduct the class discussion of the picture while I set up the machine for another film. Nadeen Johnson volunteered and did conduct the discussion in a very commendable manner. After

bringing most of the members of the class into the discussion, she summarized the important points logically and interestingly. She very likely did better than I could have done for she kept the discussion on the student's level and emphasized the points that were of interest to high school people.

I'm sure that Nadeen could not have done so well if it were not for her training in homemaking education.

This is just one example of how the home economics girls take part in socialized recitations.

Some girls asked to be assistants rather than assume major responsibilities, because they felt that a year's training would better fit them for the task and help them overcome their timidity. The assistant hostess in her evaluation of the year's work made the following statement:

An assistant hostess is a very desirable job and one that I especially asked for, because I wanted to learn to introduce people and not get scared. I have spent much time on my job both reading and practicing. I have introduced a number of our visitors this year and have assisted with banquets and various school activities as being assistant hostess. I feel that now I can make introductions without even thinking about being scared.

The same student was so determined to overcome her fear of people that she was eager to assist with class activities where she had to talk before a group and according to her own statement she gained much.

Those people having major and secondary responsibilities learned most--but others learned, too--this is shown in statements taken from the evaluations made by several class assistants who had minor responsibilities. One girl who took her first assignment so seriously that she never forgot it during the entire school year regardless of what other assignment she might be doing said:

I was given the job of cleaning and operating the Universal Eaton stove. This was to be done once a week. My helper and I found it necessary to do it more often, because we wanted our stove to look pretty and new. This job has taught me very much. Before I started



it, I always took a long time to do the same job at home, because I did it the hard way.

We were instructed to read some information given by authorities about our jobs. I thought, "Oh, dear, just another task to do. What good will it do for me anyway?" But I was ashamed not to read and study when the rest of the members of my group were reading, so I read. It turned out to be very much worthwhile. I learned much easier methods for cleaning the stove, better cleansers, and many small suggestions which made the job easier and more quickly done. I recommend to you and to others, who will consider whether this job experiment be continued or not, that it be continued. It has done much for me. It has given me a knowledge I did not have, and has been very worthwhile to me and others in the group. When a stove is clean, it makes the whole kitchen bright. Caring for and cleaning the stove has made me have a certain secure feeling because I really know how to care for and how to clean a stove properly.

This student, even though it was no longer her responsibility, took such pride in having a clean stove that she insisted on the person then responsible keeping it clean. No one seemed surprised to see her double checking on the cleaning of that stove in the last few days of school when classes were getting ready to close.

Routine tasks within the class, though not as far reaching as the responsibilities previously discussed, were considered important by the individuals who were responsible for them. This is shown by the following excerpts from one student's evaluation sheet.

On my job, the care of the sewing machines, I have one hour a week for eleven weeks. I have spent one hour a week reading and preparing for my job. The book that I studied was "Our Clothes" and the things that I have learned in studying about my job are: What kind of machine oil to use, what instruments I need, and the parts of the machine that need oiling. By checking the machines I have learned to be sure to keep a cloth under the presser foot when the machine is not in use. After I have oiled the machine, I have learned to be sure and wipe off all the surface oil, and sew until all the loose oil is used up so that it won't get on good material. I think my job is a profitable one, because in the home we need to know how to oil and clean the machines, and I do enjoy doing my job.

Two other statements by this same student were:

I learned that if I would go ahead and do a job that I didn't like that I would after a while enjoy doing it.

After I learned how to oil a machine here at school, I oiled our machine at home for Mother and gave her some information that I had read in a book about oiling the machine that she didn't know, which made me feel important.

Eighth grade girls are eager to assume responsibilities and can carry them through to completion in a creditable manner if they understand the necessity of the job and if the mechanics of it are taught them step by step. The following statement is an example of this:

My job this year was to assist with the care of the library for the eighth grade homemaking class. In doing this task, that must be done every day, I have learned which books contained foods, clothing, child care and other things suitable for eighth grade girls. I like this job very much, because it is interesting and I am always finding new things for myself and other classmates.

This particular girl showed interest in her work to the extent that she spent much time looking through books to learn which book contained certain information used in the eighth grade homemaking class. She was heard to make the following statement:

A classmate asked for a book containing a certain subject and was told the name of the book and the page number. Upon looking in this particular book, the girl was unable to find the subject. The reply from the librarian was, "Oh, I beg your pardon, I gave you the wrong book. I gave you the old edition when it should have been the new edition." When the girl looked in the later edition, she found the desired information.

The writer would like to see this experiment continued until the present eighth grade class finishes high school. She then could see how much better prepared students are when they have had an opportunity to assume the major part of many different responsibilities over a period of five years. This

is one possible way of producing vocationally competent homemakers in high school homemaking classes.

Early in this experience the steering committee and class members realized that plans and progress were dependent upon knowing where they were at any time. Therefore, measuring sticks in the form of personal and group progress charts, job analysis and evaluation sheets were set up by the groups concerned and accepted by the steering committee.

The reader will remember that charts showing the work of the steering committee and of classes were shown earlier. Also that portions of the evaluation sheets have been referred to several times. The following is a copy of one student's personal progress chart.

#### Personal Progress Sheet

Name Ellen Wilhite Job Responsibility Account Keeper  
 Class Senior Home Ec. Date Sept. 13, 1948 to May 8, 1949

#### Job Analysis and Record

Specific Activities : Carried On	No. Times : Done	Amt. of Time : Required	Evidences of Cooperation : with Others
At the beginning of each month I picked up the statements for the Home Economics Department.	9	9	I have talked to Mr. _____ some about the account keeping job, also my assistant helper.
After checks have been written and signed by Supt., I delivered them.	:	:	:
I also kept an accurate record of the money that went through the department.	:	:	:
	:	:	:

## Conference Record

Conference Dates	Teacher's Suggestions
At the beginning of school my teacher talked to me about the job. I also had a conference with Supt. _____ about the financial report of the school. About every two months, the secretary of the school and I checked our books together to see if they were in balance.	Miss _____ told me it would be a good idea for me to meet with the school secretary about once every two months and see if our books balanced together. She also told me to pick up the statements at the month instead of waiting until a later date.

## 1. Time and Energy Savers Located Were:

Have in mind where the bills were made before going after the statements. Make most of the bills at one place if possible so one won't have to go all over town.

## 2. Materials and Equipment Used:

Fountain Pen, Pencil, Record Book, and Receipts.

## 3. Methods and Procedures Used:

1. At the beginning of each month pick up statements.
2. Give statements to school secretary and have her make out the checks. Supt. \_\_\_\_\_ signs them and I take them to the person to whom they go.
3. Before checks have been given out, record all checks and check numbers.

## 4. Specific Things Learned Were:

1. Always be on time instead of waiting until the last of the month.
2. Keep all books in order at all times.
3. Always make sure that the books balance with office books.
4. One's personality plays an important part on a job like this.

## 5. Authorities Explain the Facts, Principles, and/or Procedures Used as Follows:

Facts - Principles - Procedure	Authority	Page Reference
Personality is important on small jobs as well as on large ones.	Chapman	"Personality on my job."
Personality is such a great thing that there is more than one definition given for the term.	Chapman	"Personality on my job."
Procedure of the job should always be done on time.	Chapman	"Personality on my job."
Learning to save time is one good trait to improve one's personality.	Chapman	"Personality on my job."



Facts - Principles - Procedure	Authority	Page Reference
If you want to streamline your mind, try to improve your personality.	Mursell	"Streamline Your Mind."
One must be courteous to the people if you wish to make friends.	Gardner & Farren	"Courtesy Book"

6. My Recommendations are:

1. Best ways of doing these activities are:

- a. Plan ahead of time where all the bills have been made. This saves time as well as steps.
- b. Wait until a time the merchant or bookkeeper is not too busy to give you the statement.

2. Best Procedures are:

On the first of the month go to the merchant or bookkeeper and ask for the Home Economics Department statement. Make sure they are not too busy to get it at the time you ask. Bring the statements to the general bookkeeper and have her make out the checks. Then they should be given out as soon as possible.

Materials to Use	Why	How
Notebook, pencil, ledger and fountain pen.	To jot down the places that are to be seen about or something concerning the account.	I used my own time, doing this job after school.

Best time for doing	When	Frequency
On the first of every month or as near as possible.	When you see that they are not too busy to give the statement to you.	Once every month. I have done my job 9 times this year.

This same student handed in the following evaluation sheet.

Evaluation of my Job

Name \_\_\_\_\_ Date \_\_\_\_\_

At the beginning of the school year I was appointed the job as account keeper for the Home Economics Department. The purpose of the job is to collect all statements at the beginning of each month, see that the bills are paid each month, and be sure that a record is kept of every penny of money that goes through the source of the Home Economics Department.

It seems to me that this job is one that must be taken care of by someone who feels the responsibility and enjoys doing the work. It is a great pleasure to me, since I do enjoy this particular kind of work.

I usually spend from one to two hours of my time, each evening that I pick up statements, and about twenty minutes each time recording the checks in the record book. So far I have received statements amounting to \$188.73 and spent about five hours doing this work.

I have learned several things by doing this job. First, I have improved my personality by meeting and coming into contact with new people on these various jobs. I have also learned to keep my books in order, be on time, and always be cooperative with others.

One book that has especially helped on my job is "Personality on Your Job" by Paul W. Chapman.

In reviewing the total picture at the end of the year, the teacher found that a chart made a fair summary of the number of students taking part and the degree to which they participated. This chart shows the plan of organization as well as the importance of the responsibilities assumed.

Plan of Overall Organization for Maintenance of Homemaking Education Department

Major Responsibilities (Steering Committee)	Secondary Responsibilities (Direct Assistants to Steering Committee)	Minor Responsibilities (Class Assistants to Steering Committee)
1 Budgeter	1 Assistant	-----
1 Account keeper	1 Assistant	22 class members at a time, responsibility rotating so that 109 students served, some more than once depending upon the size and plan work of classes.
1 File keeper	1 Assistant	10 class members who acted as file keeper for their respective classes.
1 Equipment keeper	1 Assistant	5 reminders, 1 from each five classes, elected each six weeks. Total, 30 persons.
4 Coordinators	4 Class officers in each of the five classes elected each six weeks. Total 120 persons.	-----
1 Librarian	1 Assistant	10 class members - 2 representatives from each of five classes. Total, 25 persons.
1 Banquet manager	2 Assistants	1 Hostess in each of five classes elected each six weeks. Total, 30 persons.
1 Hostess	2 Assistants	Class assistants were same group who assisted the banquet manager, however this was a different representation.
Total - 11 persons	Total - 129 persons	Total - 164 persons.

## CONCLUSIONS

After approximately two years of experimenting with the extent to which high school girls assume responsibility for routine maintenance activities in the homemaking department as learning experiences, the writer has found that students are not only capable, but that they desire and appreciate the opportunity for cooperative participation in the planning, carrying out, and evaluation of their own learning experiences. The writer has further discovered from students' check sheets, evaluation sheets, records of accomplishments, progress charts, and oral statements as well as her own observations that there is a definite increase in interest, initiative, cooperativeness, self-direction, and understanding when students assume the responsibility for the routine tasks of the homemaking department.

The coordinators and other members of the steering committee grew in their ability to solve not only their own problems but to assist younger girls in using reflective thinking rather than jumping at conclusions or basing their actions on personal prejudices and biases when solving their problems.

All participants in this experiment took part in the evaluation of personal and group progress which encouraged them to recognize where improvement was needed, to make this improvement, and to realize that they had improved.

Time and space did not permit citing all available evidences that students grew in social sensitivity, in the ability to use reflective thinking, in creativeness and self-direction; however, the charts they kept, the job analyses made, and the statements of evaluation handed in do show that they grew in managerial and manipulative skills as well as in their understanding of routine homemaking activities.

This experiment further promoted a more tolerant understanding of people



in all age groups, and of the attitude of the administration and faculty. It also brought about a feeling of cooperativeness in the classroom and created a respect for the routine tasks of the homemaking department and the home.

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## APPENDIX

## APPENDIX I

## BUDGET FOR WETUMKA HOMEMAKING DEPARTMENT 1948-49

## AMOUNT OF INCOME

From the Board of Education.	. . . . .	\$ 315.45
Fees from students . . . . .	. . . . .	98.85

## PLANS FOR USE OF INCOME

Home Economics IV . . . . .	. . . . .	40.00
Home Economics II . . . . .	. . . . .	32.00
Home Economics I - Section I . . . . .	. . . . .	24.00
Home Economics I - Section II . . . . .	. . . . .	24.00
Home Economics - 8th Grade . . . . .	. . . . .	15.36

## ALLOWED FOR GROCERIES

Class groceries. . . . .	. . . . .	135.36
For special dinners and other occasions. . . . .	. . . . .	95.15

## OPERATING EXPENSES

Laundry. . . . .	. . . . .	15.00
Cleaning materials . . . . .	. . . . .	10.00
Laboratory Supplies. . . . .	. . . . .	17.69
Miscellaneous . . . . .	. . . . .	16.76

## HOUSING

Small equipment and replacement. . . . .	. . . . .	37.75
Repair for furniture . . . . .	. . . . .	30.00
Curtain Material . . . . .	. . . . .	25.00
Miscellaneous . . . . .	. . . . .	5.00
Machine supplies . . . . .	. . . . .	10.00

## ADVANCEMENT

Books . . . . .	. . . . .	6.00
Magazines . . . . .	. . . . .	5.00
Illustrative material . . . . .	. . . . .	5.00



## APPENDIX II

## HOME ECONOMICS ACCOUNT - 1948-49

Balance to begin year	\$315.46
Home Economics Fees	98.85
	<hr/>
Total	\$414.31

EXPENDITURES

Groceries	\$245.31
Material for chair and love seat	28.10
Paint, varnish, etc.	17.67
Small kitchen equipment	37.75
Kitchen curtains and tea towels	10.10
Repair scissors	1.75
Laundry	11.63
Kitchen supplies and cleaner	23.71
	<hr/>
Total expense	\$401.94
Balance on hand	\$13.37

## APPENDIX III

## HOME ECONOMICS ACCOUNT

Date	Paid to-Received of	Check Number	Receipts	Expenditures	Balance
1948			Balance to begin year:		\$315.46
9-7	Student fees		25.00		
9-8	Student fees		12.50		
9-9	Student fees		8.50		
9-13	Student fees		7.00		
9-14	Donation (Mrs. Lyone)		5.00		
10-20	Pecxotton Grocery	1690		6.71	
10-20	Metunka Hardware	1691		7.50	
10-20	Meador & Son	1692		18.79	
10-20	Fred Moor's Grocery	1693		3.39	
11-29	Metunka Laundry	1799			
11-29	Student Fees		8.50		
11-29	U.S. Post Office	1800			
11-30	Lacquamet Grocery	1828		10.74	
11-30	Fred Mooser Grocery	1829		24.03	
11-30	Meador & Son	1831		11.86	
11-30	Coper Grocery	1849		20.40	
Report for three months					
		Amount Rec.	Amount Pay.	Balance on Hand	
		\$65.50	\$43.42	\$337.54 Dec.1, 1948	

Typist - Carol Ealy