

A STUDY OF THE RELATIONSHIP BETWEEN
HOMEMAKING CLASSES AND CLUBS
IN THE SULPHUR HIGH SCHOOL

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AND CLUBS IN THE SULPHUR HIGH SCHOOL

BY

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PREFACE

The following thesis is a result of the writer's observations and experiences as a homemaking teacher, and as a sub-district club and teacher counsellor. She firmly believes that many homemaking teachers have difficulty in seeing the possibilities of relating the learning experiences of classes and clubs so that student and teacher time is saved and greater efficiency is obtained.

This study is not intended to show a quantitative or qualitative growth of students but rather to show growth of the group in democratic action in solving socially significant problems. Three such problems are described to show how the cooperative action of students fosters the development of those characteristics which promote democratic individuality and makes for a unified homemaking program.

Since the writer is convinced that the close interrelation of class and club work has vast possibilities, she plans to carry the experiment further and to keep individual growth records of club and class members.

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The impact of the present world conflict with all of its misery has been felt by the people of America not in a collective sense but each individual has, through ties of friendship or kinship, paid a price for the way of life which we call democracy. We realize as never before that the kind of social order which we desire is one that respects the individual, his inherent worth and his potentialities for contributing to society. The principles set forth in the constitution of the United States were based on the ideal of the dignity of man, and Americans have held steadfastly to this belief through wars, depressions, and times of plenty.

But do the people of this great nation understand this way of life which they hail as the best? Do they consider each individual really important? Do they place such a prize on intelligence that they really believe that differences can be settled by collective thinking and cooperative action? Americans have been accused of upholding only tradition which when the attack comes will crumble in the storm. These critics fail to see anything except a form of government that is ponderously slow, agencies that make many mistakes, and a populace that rushes head long in first one direction and then the other. What they fail to see is that, as far as he has thought through, the average citizen really believes that a democracy is the best way of life. Furthermore, he believes in it sufficiently strong to defend it when necessary.

The danger to the people of the United States of America lies not in the rejection of democracy as a way of life, but in accepting it without a thorough understanding of its meaning, and without an intelligent sense of obligation for its support and continuous improvement.

In industry and in the development of natural resources the individual is likely to become lost. Lillienthal says,

Huge factories, assembly lines, mysterious mechanisms, standardization - these underline the smallness of the individual because they are so fatally impersonal.¹

Unless each individual who works in such industries understands and appreciates his place and function in the social order, his desire to be an intelligent participant is likely to be overlooked. It is not what the individual does for a livelihood but the spirit and understanding with which he does it that makes for good citizenship. Shall the youth of this land be allowed to take their places as mere cogs in an impersonal wheel of industry? Or shall they be trained to take their rightful places as intelligent citizens who have the initiative and ability to make choices which make for the betterment of the social order? Shall youth be helped to develop the ability to make wise selections from proposals set up by adults; or is it possible to guide them a step further until they can create the values which help them to determine their own actions? Youth must be taught that a democratic social order guarantees certain rights to its adherents. They must also be helped to understand that paralleling every right and privilege in a democracy is a corresponding duty and responsibility to which real Americans pledge allegiance in deeds rather than in words.

1. David E. Lillienthal, Democracy On The March, p. 85. Pocket Books, Inc., New York, N. Y.

Since the school is the only organization that has for its sole purpose the development of citizens, educators are obligated to see that the school functions, not as a place where lip service is rendered, but as a real laboratory where actual practice can be had in that kind of living which fosters democratic individuality and which in turn promotes the democratic social order.

Recent educational literature¹ contains many listings of personal characteristics identifying democratic individuality. However these when carefully studied seem to group themselves into four major classes, social sensitivity, the ability to use reflective thinking in solving personal and group problems, creativeness, and self direction. The socially sensitive person who is able to analyze the structure of the social groupings about him and to see his relationship to these groups, has an understanding of democracy in its broadest sense. This individual senses the problems of these groups and thinks through his own problems in relation to the whole. He is not willing to make snap decisions but uses reflective thinking by carefully considering the problems facing him, the available facts relative to their solution, possible plans of

1. Ivol Spafford, A Functioning Program in Home Economics, p. 70. John Wiley and Sons, New York, N. Y.

Eugene R. Smith and Tyler, Appraising and Recording Student Progress, p. 159. Harper and Brothers, New York, N. Y.

Millie Pearson, A Study of Professional Home Economics Education Courses in the Light of the Democratic Ideal, p. 14. Unpublished Doctor's Dissertation, Ohio State University, (1941)

Harold Rugg and Others, Democracy and the Curriculum, pp. 257-259. D. Appleton-Century Co., New York, N. Y.

Progressive Education Association, V. T. Thayer, Chairman, Science in General Education, pp. 235-244. D. Appleton-Century Co., New York, N. Y.

attack, and the results obtained in terms of their effect upon himself and others. The third quality of the democratic individual is that he is creative. This is shown by the fact that he is able to use ideas, to make plans and to see them through to completion. He is never static but rather is always looking for ways to improve himself and his environment. It is this self improvement which is the best example of man's creativeness. Griffin says,

A free man may deliberately act to improve the quality of his own behavior. If he cannot do this, then he is forever a slave to his own "human nature". Another way of stating this same assumption, and perhaps a more familiar way is this: Freedom assumes that man is capable of making his behavior more and more intelligent.

The fourth trait that portrays democratic individuality is that of self direction. The self directed individual carefully weighs values and then charts his course. He may make minor changes due to changed circumstances but he keeps in mind the goal that he has set and the values by which he makes decisions. He then is willing to assume responsibility for his decisions and to abide by the consequences of his own actions.

Believing that the production of the democratic individual is the ultimate goal of education and that all school activities should be directed toward this goal; believing also that close interrelationship between class and club activities would further achievement toward this objective, the writer made special effort to promote such relationship in her homemaking department and to observe the results in terms of student growth.

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1. Alan F. Griffin, Freedom American Style, p. 30. Henry Holt and Co., New York, N. Y.

She guided students to plan and to so relate class and club work that each individual had opportunity for needed personal development thru:

1. Shared responsibility in class, club programs and projects.
2. Cooperative action in promoting and executing school and community projects.
3. Group decisions as a result of collective thinking.
4. Self direction in self initiated self directed plans of action.
5. Application of basic homemaking principles in class, club and home activities.

Records of all class and club activities were kept by student secretaries. Evidences of student growth were observed and recorded through progress sheets, individual achievement club record, student opinion of values gained, and comments made by persons not directly connected with the homemaking department.¹

Since local environment is an important factor in determining personal and group values, it is important that the reader understand the kind of school and community in which this experiment took place. Sulphur is a very conservative town of five thousand inhabitants located in a mountainous region of southern Oklahoma. The town, a vacation and health resort, joins Platt National Park and is near other well known vacation spots. Much of the income of the people is derived from tourist trade, which before travel was restricted, was of large volume. Other sources of income are farms, ranches, and sand and asphalt mines. The employees and teachers of The Oklahoma School for the Deaf and The Veteran's Hospital are also an important part of the town's population. Sulphur is largely a town of older adults due to the attraction of the mineral wells. This means that a large portion of the public school enrollment comes from the surrounding area rather than from the town itself. Being

1. See appendix.

a tourist resort there is a large migratory population, some of whom contribute to the welfare of the town and others who are a detriment. The provision of living quarters for the army personnel and their families has been a civic problem during this past year.

Helping youth to see and understand the differences in values held by the various elements of the population and guiding them in the formulation of worthwhile personal standards falls largely upon the school. It was for this reason that the writer undertook to study the results of closely interrelated class and club work in the homemaking department of the high school, hoping that a unified program would create those values which promote high social standards.

The Sulphur High School has been housed in temporary quarters on the campus of The Oklahoma School for the Deaf for two years. This campus is located one mile from the business district and two miles from the largest residential section. This location necessitates most students bringing noon lunches and makes it very difficult to use community resources to enrich the school program.

The homemaking department is housed in an abandoned dining hall that previously was used for primary children. This large room has been repainted, temporary cabinets installed and equipment arranged as advantageously as circumstances permitted. Plans for a two teacher department are being made. It is hoped that these will be a reality in 1946.

Of the total enrollment in junior and senior high school over half are rural students who have transferred into the district and ride to school on a bus. The minimum distance for students to travel is two miles, and the maximum is sixteen. The time schedule held by school buses makes it difficult to arrange for out of class conferences with students.

The students enrolled in homemaking represent approximately one fourth of the total high school enrollment. The following table illustrates the numerical relationship of the enrollment of homemaking classes and Future Homemakers Club to the total for a period of three years.

Year	Total enrollment grades 9 to 12	Boys	Girls	Girls enrolled in Homemaking	Club membership
1942-43	290	123	167	28	13
1943-44	251	109	142	79	78
1944-45	253	106	147	80	102

Advance information sheets for 1945-46 show 159 girls in grades nine to twelve with 138 of these enrolled in homemaking and 147 in the two Future Homemakers' Clubs.

One year of homemaking is required of all freshman girls while those in grades ten, eleven, and twelve elect work in this area. During the year 1942 to 1943 the total offering of the department was homemaking I and II. In 1944 third year work was added and plans now are completed for adding a fourth year class. A special course for juniors and seniors who have had no homemaking has been requested and will be taught this coming school year. Since class periods are ninety minutes in length, and since the maximum number for which there has been equipment was thirty, the homemaking department during past years could accommodate only ninety girls. This meant that at no time could all girls enrolled elect homemaking. Twenty-six students who asked to take the course this year were not permitted to do so because of lack of teacher time and equipment. To correct this and to take care of a large number of expected transfers, room rearrangements have been made, equipment added and a second teacher employed. This will double the number of homemaking classes offered and

will provide more teacher time for class and club work.

Sulphur has two chapters of the Future Homemakers' of Oklahoma Club; the senior chapter for girls in grades ten, eleven and twelve and the junior chapter for ninth grade girls only. Club membership is optional and any member who wishes to drop out is not questioned. Only four have withdrawn membership in the last two years. The requirements for membership are those listed in the state constitution,¹ increased by requirements that the girls themselves set up for new members. The majority of the ninth grade girls become club members and remain active throughout their high school attendance. Not only do these girls remain active in club work until graduation but recently requests have been made for an alumni organization for those who do not plan to go to college.

During the past two years homemaking class purposes and club purposes were so nearly identical that little or no distinction was made by students and teacher between class and club activities. This inter-relationship was so complete that parents and townspeople recognized the work of both as club work. The administrators heartily supported all activities of the students in this department.

The close correlation between class and club work represented one of the yearly outcomes planned for in the homemaking program. Since one of the chief goals of the homemaking department was individual student growth in leadership and self direction, students were encouraged in both class and club to recognize and analyze problems, to decide on goals, to estimate their own abilities and possibilities, to look for talent in other students, to weigh results of personal and group action, and to use

1. Constitution By-Laws and Rules of Future Homemakers of Oklahoma, Article IV., p. 2. Unpublished. Home Economics Education, Oklahoma City, Oklahoma.

their evaluations as guides for the planning of future activities.

There was constant effort on the part of the teacher and students to see that the more timid and less capable persons had opportunity to assume leadership and to grow in their ability to hold responsible positions. This was accomplished by students taking turns as homemaking class officers, club officers, general managers of special activities, and as committee chairmen. All of the 80 class members and 46 of the club members held some position of leadership during the year. The group's first choice of leaders, after discussing the qualities of a good leader, usually resulted in the selection of the most capable members. These then trained the oncoming groups of officers and assisted them until they felt secure in their work.

Students were also urged to make each activity worthwhile from the standpoint of learning. What do you plan to learn and what did you learn were the questions asked about all accomplishments. Plans for all special activities were made in such a way that students assumed responsibilities through which they would learn something previously listed as one of the year's objectives rather than report an experience which offered no opportunity for new learning. Often an individual felt it necessary to learn certain facts so that she could accomplish that expected by the group. Learning to accomplish a desired result was further encouraged by the fact that when responsibility was delegated to individuals or groups, both students and teacher left these individuals free to proceed as they pleased. However, they were expected to produce results that met the standards set by the total group. All important plans, both group and individual, all major decisions, and the results of committee work were brought before the big group. This policy kept the whole

membership of classes and clubs concerned about each activity and maintained the interest and enthusiasm of committee members.

The business of both class and club was carried on by student officers. Parliamentary procedure was used in so far as it was feasible. This similarity of organization not only tended to erase lines of difference between class and club but gave students an opportunity to practice self direction, collective thinking and cooperative action.

The subject matter covered by classes was based on the state guide.¹ However, this content was modified to meet existing personal and community needs as recognized by the students and teacher. Learning experiences in the various subject matter units were often a breeding ground for cooperative class and club projects; they sometimes were the means of carrying on a cooperative project; and at other times these learning experiences were the result of interest started by a project. Always, content to be learned was selected with the needs of the student in mind. Since cooperative class and club projects were also based on student needs a direct interrelationship was inevitable. Much more time was spent in class than in club, therefore a greater area of subject matter was explored. Facts and principles learned were often used by class members in the instruction of club members who were not in that class. These learnings were also used in solving many specific problems arising in the club.

The close interaction between class and club work was the dominant factor in many cooperative projects. The illustrations which follow do not represent all activities of any class nor are all club activities shown.

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1. A Guide for Planning the Homemaking Education Program in the Public Schools of Oklahoma. Home Economics Bulletin, No. 12, 1943. Home Economics Education, Oklahoma City, Oklahoma.

Only those are included in this study which furnish the best illustrations of carrying on a balanced homemaking program through the interaction of several groups in solving common problems. Often problems were discovered by the club and either total classes or small class groups chose to attempt a solution. Just as often problems that class members considered important were attacked by the club or by small groups within the club. Who should attempt to solve the problem in question, a class or a club, was determined by the degree of interest shown, by the possibilities for learning, by the relationship of the problem to work already underway and/or planned, and the time and schedule of the students involved.

A problem first recognized in club, then solved by the cooperative endeavor of two classes and both clubs, was the storage and improvement of the sack lunches of high school students. The solution to this problem, although first discussed in the club, was planned by one class and was attacked by club committees and a second class working cooperatively. It is best described in a news article written by members of the homemaking III class as a part of their regular class work. This article in its entirety follows:

FUTURE HOMEMAKERS IMPROVE STUDENT LUNCH PROGRAM

In looking forward to a total homemaking program for 1944-45 the chief problem as stated by the students - both in classes and club - was the fact that 275 of 400 students brought sack lunches, which often spoiled before noon. Due to crowded conditions a hot lunch program was an impossibility, but it was possible to rent a refrigerator large enough, not only to accommodate all lunches, but also to store milk which was sold at noon. After considering the problem and possibilities for its solution, the Sulphur Chapter of Future Homemakers of Oklahoma decided to try an organized attack toward the improvement of student lunches. Realizing that the club did not meet often enough to perfect the detailed organization necessary, the club members asked the Home Economics III girls to take over active management of this project. After much experimentation this plan was finally worked

out. Six volunteer club members worked as a group in turns of one week each. These workers reported before school to check and file sack lunches in a large Frigidaire which the administrators rented for the club. The homemaking I class, which met just before noon, delivered these lunches to the home rooms where they were accessible to the owners. By careful planning and carefully labeling all lunches very little time was consumed and few mistakes were made. Two club members chose the selling of milk in the lunch rooms as their service jobs and one member of the senior club acted as financial manager throughout the year. After the class members began working out the details of these jobs, another prevailing weakness - nutritionally inadequate lunches was discovered. As a result of this survey the homemaking III girls began a study of nutrition which resulted in the following activities being carried out:

1. Sixty new recipes were collected and forty of these were tried either at home or in class.
2. Substitutions of more available for scarce foods were tried in twenty-six recipes.
3. The class members carried out an animal nutrition feeding experiment to show the effects of a balanced lunch as opposed to soda pop and candy.
4. Twenty-six class members made at least one improvement, each in her own school lunch.
5. Fifteen class members checked their diets by the Nutrition Yardstick.¹ As a result 22 class members started eating an adequate breakfast. All 22 reported improved dietary habits.
6. Six posters showing "good lunches" were made and displayed.
7. Class members collected, hektographed and distributed five hundred food facts and recipes.
8. Ten articles about nutrition were published in newspapers.
9. During this period fifteen healthful dishes were prepared and sold to students during the noon hour.
10. Eight girls wrote a nutrition skit, which was presented to approximately 300 grade school children.
11. An assembly program on "Better Food Habits" was presented to 400 high school students.
12. After careful study of nutrition facts, all class members took the Red Cross Nutrition tests and each girl received a certificate.

Although the activities and responsibilities of the different student groups varied, they were so closely related and so interdependent that they served as an unifying factor in the work of this department.

1. Nutrition Yardstick, Published by Department of Nutrition, National Live Stock and Meat Board, Chicago, Illinois.

Probably one reason was that many students, in fact the majority, were members of two groups. Being able to attack a big problem from more than one angle enabled students to secure a better perspective of the problem in question, to see the interdependence of the various elements, and to learn how a big problem may be attacked cooperatively. To understand the division of responsibilities in the lunch project, one must review the purposes and activities of each group involved, remembering that the idea was conceived by club members, was referred to the third year class for clarification of plans, and that all participated in its solution. The rotating groups of club members, receiving and checking in lunches as their part of the project, made a special effort to see that the sacks were correctly labeled and filed, since a different group was responsible for their distribution. Because the success of the whole project depended on accuracy, it was very important that these workers be both alert and reliable. They must either work when scheduled or have made advance arrangement with the manager. The daily contact that these workers made, while checking in the lunches of approximately 200 students each morning, made it necessary for them to apply many principles learned about working with people.

The ninth grade girls saw this problem from the standpoint of storage and the return of the lunches to their rightful owners. They were concerned about the care of the refrigerator, about the containers for delivering lunches, and about organizing their work for greatest efficiency.

Their aims for this project as shown the class secretary's record were:

1. To learn to plan and organize our part of the program so that all lunches can be delivered in the shortest possible time with fewest possible mistakes.
2. To learn to get along together.
3. To help the club with this project.
4. As club members, to try to improve our own lunches.

The results of the activities of this group were that they not only carried on their part of the project to the satisfaction of all, but they became more businesslike in carrying on other activities. One example of this was shown in the class minutes for March 18, 1945:

The class was called to order by the president. After roll call, the minutes were read and approved. We then had a report from the chairman of each of the groups - preparation, planning and table service. The table setting group demonstrated a correctly set table. We delivered the lunches on time without a mistake. This makes 27 days. We were dismissed by our president.

Although this project was not directly connected with the class work of the ninth grade girls, they were very interested in the results and were enthusiastic about carrying out their part. At the beginning some time was given to planning and distributing the work to be done. However, as soon as the organization was perfected, class work was carried on as usual, occasional needed changes being made during the regular class business session, which usually took three to five minutes of class time. The actual distribution of lunches to the fourteen home rooms required ten minutes at the close of their class period. The knowledge that ten minutes would be needed for the lunch project seemed to cause students to use the remaining eighty minutes more wisely. This project not only made students more conscious of time management and more thoughtful of the contributions of other class members, but also caused them to be more alert in sensing other problems in their environment.

The objectives of the third year homemaking class for carrying on this project were broader in scope than those of either the ninth grade girls or those of the individual club members. Their aims as shown by the student secretary's record of class plans were:

1. To work out a plan for filing and distributing lunches so that all lunches can be refrigerated.
2. To learn what is a good lunch.

3. To teach other students the value of a good lunch and how to prepare and pack lunches.
4. To assist students in adding healthful dishes to lunches by having tasty ones for sale.
5. To send suggestions for better lunches to other community members.
6. To improve our own food habits.

It will be remembered that in this class the lunch project was the center of class work and served as an impetus for the study of nutrition. Although the mechanics of the project lasted throughout the school year, the actual study of nutrition was carried on for seven weeks. The class then moved on to the study of planning and serving special meals, (The next item in their plan for the year.) and from this point their part of the lunch project became a club responsibility rather than class work.

Whereas the school lunch project just described originated in the club and later became a strong integrating force within the department, the next illustration, the prevention and care of accidents at the annual Future Homemakers of Oklahoma Camp, shows a cooperative learning experience which originated as a result of class work. This problem was recognized and its solution planned by the homemaking II class. The plans however were carried out by the entire club membership. These class members, while studying first aid, made a special study of the hazards peculiar to the types of recreation carried on in this locality during vacations. As a result they became concerned about the welfare of the large number of club members who planned to attend the annual camp. When the planning committee reported that the forms of recreation available were hiking, horse back riding, swimming, and skating, the class decided that definite plans must be made to prevent accidents to participants and to care for any who were injured.

Four class members were chosen as special "First Aiders". These girls

made preparation over and above the regular class work. Through special study, through conferences with the school nurse, and helps from adult first aid instructors, they were able to become quite proficient in the care of injuries.

Other class members, through their study became so accident conscious and learned so much, that they realized the importance of all camp attendants knowing some first aid. They decided that much of the information to be gained was so important that it should be shared with other club members and that all members should be given an opportunity to learn and to practice the fundamental principles of caring for the injured. Class members, assisted by the selected four "First Aiders", planned and carried on an educational campaign to teach camp participants how to be cautious while enjoying the different sports. This was accomplished by special club programs, fireman's demonstrations on water safety, a demonstration on first aid by Eagle Scouts, and by class members insisting on the incorporation of safety measures in the rules for the camp. The rules listed below were formulated by an elected camp manager and her committee. They were submitted to and revised by the entire group which included those who could not attend camp as well as those who planned to participate.

CAMP RULES

1. Don't leave camp by yourself.
2. Be sure that you report to the "First Aider" on duty before you leave camp.
3. Do not wade or swim in untested pools.
4. Be sure to check the kitchen manager's schedule to see when you are on duty.
5. Don't put your hand in brush or under rocks. (Watch for snakes.)
6. Be considerate of others while skating.
7. Walk single file on the highway. Face the traffic.
8. Report all bruises, scratches and contacts with poison ivy to the "First Aider".
9. Pick up all papers from the grounds.
10. Be in bed and ready to go to sleep at 12:00.

11. All cooks get up at 6:00 A. M., all others at 7:00 A. M.
12. Leave kitchen, barracks and shower rooms as clean as we find them.

Fifty-six girls attended camp for two days and took active part in all of the recreational activities. Only one minor accident occurred. This was promptly cared for by the "First Aider" present. That this absence of accidents was a result of the study of first aid cannot be said. However, both class members and the teacher believed this to be true because added caution was noted by both. Such expressions as, "There is no use taking a chance. A rattler may be there", were common and were not necessarily typical of the group.

Another problem which showed the close interrelationship of class and club work and which involved even more people was a result of the clubs' affiliation with the state organization. Sulphur was chosen by the district officers of the Future Homemakers of Oklahoma as the host town for the one day annual sub-district rally and its two chapters were asked to serve as hostesses. In order to facilitate planning, the executive committee of the two clubs made a tentative draft of what they thought needed to be done. This preliminary planning resulted in the listing of 106 specific responsibilities to be assumed by twelve big committees which included the membership of both clubs and all homemaking classes. Some of these major committees as listed by the club officers were, general arrangements, program, registration, luncheon, room arrangements, and information. When the responsibilities for each committee were clearly defined, club members then chose the places where they could best serve and the committees proceeded to complete their plans.

Since the type of program planned necessitated the use of many rooms, the committee on general arrangements held special advance conferences

with the President and the Dean of Women of the Oklahoma School for the Deaf and planned for the use of a number of their buildings.

Other advance preparation included fitting this big unexpected activity into the year's plans. It was found that some activities fitted in with, and contributed to goals that had been set up by specific classes or clubs, other activities required work over and above that of the original plans, while still others served as a starting point for future learning experiences.

Since one of the objectives for the homemaking III class was to teach nutrition to others, the girls felt that this was a good chance to do some direct and incidental teaching. The class had been carrying on an animal feeding experiment for four weeks previous to the rally. One of the animals was being fed an adequate lunch, the other consumed the same quantity of food in the form of pop and candy. This was being done in an effort to prove that the appearance and disposition of rats are directly dependent on the kind of food rather than the quantity. The rally gave these students an opportunity to emphasize the things they wanted to teach to others. The rats were exhibited along with posters explaining the fine appearance of one animal in contrast to the coarse hair, weak eyes and rickitic condition of the other. In addition class members selected pertinent information regarding school lunches, prepared this material so that it would interest guests and distributed it during the rally.

An illustration of a learning experience that originated as a result of the rally was the tea planned, prepared, and given by the freshman homemaking class in cooperation with members of the junior Future Homemakers Club. The ninth grade girls working with two student teachers

from the Oklahoma College for Women, chose as a special class project to give a tea for the guests at the rally. When the registration committee reported that 225 guests were expected, this class found that they needed the help of some of the club members not enrolled in homemaking classes. These girls when selected came to this class during their study hall periods and were given special training in tea service and the entertainment of guests. Since they were new club members and since this was their first chance to have a definite part in club activities they were very conscious of their responsibilities. The motivation for the study of social amenities, special food preparation, food costs and tea service, was excellent. The recognition given these girls by other club members was noticeable and the success of the project made a needed contribution to their self confidence.

An activity that was promoted primarily because of the rally, but which carried over and influenced the programs of both clubs throughout the remainder of the school year, was the care of the school rest rooms and bathrooms,¹ and the organization of a club health committee. Before the planning for the rally started, school bathrooms and rest rooms were carelessly used by students and the care of these rooms was left entirely to the janitor, who was overworked. This overwork resulted in a frequent turnover in janitors thus aggravating the situation.

During a pre-rally meeting of the executive committee of the Future Homemakers Club this problem was advanced by a committee member. The group decided that a special health committee was needed to put the rooms in readiness for guests and to care for the comfort of the visitors.

1. The building was once a dormitory, hence there were complete bathrooms for each floor.

A request for volunteers from the clubs was answered by six senior and six junior club members, who were designated as the health committee for the rally.

This health committee elected one of the senior club girls as the chairman then proceeded to formulate and effect a plan of work which included a thorough cleaning of all rest rooms, unlocking one bathroom and outfitting it for use, posting signs on the care of rest rooms,¹ (These were catchy and often humorous, such as, "Don't waste your lipstick on the wall".) and equipping one compartmental bathroom with both paper and cloth towels, wash cloths, soap and sanitary napkins for the comfort of guests.

The school nurse, through the help of the local Red Cross unit, secured material and equipment for this committee to use. She also taught committee members how to disinfect a bathroom, how to cut gauze and filler to make sanitary napkins, assisted them in setting up an additional first aid cabinet and opened up her laboratory for the use of visitors.

Club members were so pleased with the result of the work of this committee that they asked it to remain active throughout the year and pledged their support by promising to take turns in caring for the rooms, teaching younger girls to keep a clean and orderly rest room and to assist in making sanitary napkins.

Later in the year, the club members decided that the project could be carried more easily if all girls in junior and senior high school shared in the plans and the work. Mass meetings were held and different committee members led discussions with and received the cooperation of all high school girls.

1. See footnote on page 19.

This project resulted in students learning how to care for school rooms and equipment and promoted an attitude of thoughtfulness of others. Since all girls had a part in the plan and because they were allowed to contribute small sums toward the upkeep of the project, they became especially interested in, and proud of the undertaking, thus resulting in better care of all school property. Including all girls, who cared to take part, and allowing leadership in the undertaking to shift from time to time, not only made the project easier to handle but helped to develop certain personal characteristics which are the specific aims of the Future Homemakers organization.

Since the purposes of the Future Homemakers organization are educational rather than competitive, the district rally held in Sulphur was another opportunity to partake in a cooperatively planned and carried out project which gave all added opportunity to show their accomplishments. The Sulphur club members had an unusual opportunity, in that they were responsible as hostesses, and that much of the program was unexpectedly left to them.¹ Although some of the preparation for the rally had little or no relation to previously planned class and club activities, many of the necessary activities did fit into and became a part of their learning experiences.

Throughout the planning, preparation and carrying on of the rally no boundary line was evident between class and club work. In some instances class time was used in getting ready for the rally; on the other hand class members did much preparation outside of school hours. In the

1. The district chairman and counsellor were unavoidably absent, thus making it necessary for the officers and leaders in the Sulphur clubs to assume full responsibility at the last minute for the Rally Program.

homemaking I and III classes this preparation was carried as regular class work because it made a direct contribution to the goals of both classes. The three major activities in this project are of special significance to persons interested in the motivation of students learning. They are significant because they serve as illustrations of the fact that a big community problem need not be "just added" to an already full school program, but that it may serve as a means of reaching goals previously set up; it may, if of sufficient importance, replace a portion of class work, or it may be the starting point for further class or club activity. The description of this undertaking also shows the extent to which an idea can travel and points up the fact that a single overall purpose does tend to interrelate the work of class and club.

The writer could cite many problems that were solved by this interdependent class-club relationship but the three given, the improvement of school lunches, the learning of first aid for campers and the carrying out of the sub-district rally show how such problems were recognized, attacked and solutions found which were satisfactory to both students and teacher. Furthermore, they are examples of the socially significant learning experiences which were and still are continuously encouraged. Not only do these examples show a close interrelationship between school activities, but they also provide ample evidences of student growth in those personal characteristics previously referred to as basic to democratic individuality, namely: social sensitivity, the use of reflective thinking¹ in problem solving, creativeness, and self direction.

Throughout this study special emphasis has been placed upon the provision of learning experiences which fostered cooperative planning

1. p. 3.

and collective thinking. It proposes to show that there is, and rightfully should be, no distinction between the activities of homemaking clubs and that of homemaking classes - that when the purpose is one of student growth toward more democratic living, all learning experiences, both in, and out of class, must be closely interrelated, if teaching is really effective. Although many evidences of growth toward the personal characteristics named were found, detailed records of individual growth were not kept and no quantitative tabulations can be made. Nevertheless, teacher observations, student statements of evaluation, and the comments of others, as well as the achievement records of both the clubs and the classes show a number of evidences of student growth which should not be overlooked. Even though quantitative tabulations are not now available, these evidences appeared in sufficient numbers to give both the students and the teacher a feeling of progress made and of security in their ability to select purposeful learning experiences, hence a brief summary of the kinds of growth observed.

The characteristics of democratic individuality previously named are so closely integrated that it is difficult to make a clear differentiation between them. They are composed of many overlapping elements that are impossible to separate, however, they are significant in pointing out the growth of the group toward more democratic action. Many elements which were evident, as these students progressed toward greater social sensitivity, can be classed as "concern for the good of others", which was noticeable in all activities of both classes and clubs. Some outstanding examples taken from the three projects described in this study were, a desire to improve school conditions, a desire to share information with others, and special contributions made to group needs even when the necessary tasks

conflicted with personal desires. Prompt response in carrying out personal and committee obligations was particularly significant. This resulted in an increased understanding and appreciation of cooperative action as evidenced by student readiness in careful planning and distribution of personal and committee responsibilities, and by the cheerful compliance with group decisions and plans. Students not only showed a desire to avoid annoyance and inconvenience to others, but they seemed to show increased ability in sensing the problems of the school and community, and in realizing a civic responsibility toward helping solve these problems. This was clearly demonstrated in the lunch project. A step further, the anticipation of possible emergencies, is shown by the special study of first aid prior to the club camp, which was recognized as a possible emergency and was solved by individuals working as an unified group. Perhaps the most noticeable growth of students in both classes and clubs, was in their ability to work together. Group action was pushed because it had been observed, prior to the organizing of the clubs, that there was a lack of understanding of how to work cooperatively. Students did not seem to realize the importance of every individual's activities in large undertakings, and they were not sensitive as a group to the problems of themselves and others. Since the overall purpose throughout the entire school year, was that of personal development, all class and club members were given opportunities to assume responsibility, to learn through socially significant activities, and to grow in the development of those characteristics essential for democratic living. Good examples of this opportunity to grow, were shown in the "Club Rally" where so many committees functioned at the same time, that leadership had to be shifted and more people given a chance. This big problem also forced students to

realize that it could not be solved by the thinking of a few persons, but necessitated the cooperative thinking of all. This realization carried them one step further in becoming socially sensitive, in that they became much more tolerant of suggestions made, and they developed a willingness to listen to, and to evaluate the suggestions of all club members.

Learning to evaluate suggestions, not only showed evidences of increased social sensitiveness on the part of students, but the evaluation itself was a direct evidence that reflective thinking was used in problem solving. There were many evidences that the group used logic in solving the problems that were recognized, discussed, and attacked.

They also showed use of this scientific method in that some problems recognized and discussed were not attacked because group members felt that in some cases the proposed projects were not worthwhile and in others that the solution was not feasible in their situation. An example of this was the proposal that the club members take care of the school recreational activities during the noon hour. The club committee, who investigated this problem found that there were so many students who remained at school during noon that space was not available to care for them. Club members were unable to devise a fair method of separating students into sections, so the whole project was postponed until another year. However, members felt that this should be one of the future major activities.

The fact that students searched the school and community for materials, recognized the value of, and asked for the help of specialists, and searched their own ranks for talent, is a further proof that careful consideration was given to the means of reaching the goals they hoped to attain.

They were anxious to secure accurate information, to learn to do things not previously known, and to give each an opportunity to grow in the directions desired.

The cooperative problem attack by class members, club members, and club and class committees, each having a specific part to accomplish, illustrates the collective thinking of a group willing to proceed in a logical manner. The organization for this type of cooperative action is in itself an evidence of the use of reflective thinking. Students realized that alone, they could do little to solve these problems, but that by working together they could make better conditions for all, and that by doing this they could learn much that they wished to know. As work progressed, students themselves, frequently discussed the value of the projects, the value of the results obtained, the need for change of plans, the worthwhileness of things learned, and their implications for future use. This continuous stopping to weigh values and to study the results of action produced a noticeable habit on the part of students to think through possibilities in all undertakings and to carefully formulate plans before beginning action. The questions that became a frame of reference for all discussions were these:

1. What is involved?
2. Is it worthwhile?
3. What does it do to our general plan?
4. What is to be gained?
5. How shall we do it?
6. What have we accomplished and how shall we use the things learned?

The seriousness with which possible problems were discussed was at times almost amusing. At the close of the school year, some time was spent in reviewing class and club activities and accomplishments, also in determining which were sufficiently worthwhile to be undertaken another year. The

students were anxious to continue those activities which created a better environment for all, and which provided further opportunity for learning. They especially wanted to continue the lunch improvement project and the work of the health committee - because these, not only improved conditions for all students, but were of sufficient scope to provide a part for the 150 members in next year's club. The value of these two projects was further verified by the fact that the school administrators requested their continuance, and the club members were asked to investigate the possibilities of carrying a more extensive educational campaign on "School Sanitation". The students realized that parts of the work involved in all of these projects might be more or less routine for some students, but they offered suggestions for plans which would involve new learning experiences for those returning and which would bring into the project new students planning to enroll in either club or class.

This increasing ability to work cooperatively was further evidenced by students carrying out their plans without the confusion and the lack of understanding shown in such attempts in previous years.

Throughout the work in the three projects described, as well as in many other phases of both class and club work, students showed definite progress in becoming more capable to carry on self directed learning experiences and to express their own ideas through creative effort. Evidences of their working toward a common and a well understood purpose, and of their growth in self direction, are highlighted in such undertakings as the planning and preparation for the Future Homemakers Rally. Here it will be remembered that students analyzed the big problem before them, carefully defined each step necessary for its solution, and then

proceeded on their own initiative, receiving guidance and approval from the teacher and from the local authorities as needed. Of the 106 individual responsibilities¹ described earlier, 103 were carried out satisfactorily. In many of these small groups unusual initiative was shown in that they progressed further than they or the teacher had expected. The committee, who had charge of registration, for example, not only carried out the plans as drafted by the executive committee, but made artistic badges for all delegates.

Ways of exhibiting the work of fellow students were proposed and carried out, resulting in the discovery of specific personal achievements that the more timorous had not previously shown. Frequently students, who up until this time had shown reluctance in trying new or different tasks, were observed making a special effort to learn, even to learn routine tasks which were not always pleasant. One example of this was shown by the members who directed traffic in the halls during the rally. They were careful to see that delegates from the other clubs visited exhibit rooms, recreation rooms, and the tea room, when they themselves would have preferred to participate in the recreation offered during this time.

In both, the lunch and first aid projects, class members worked hard to meet specific standards set up by outside groups. The examinations, both written and practical, taken at the close of the work in nutrition and first aid, were prepared by adult Red Cross workers; no special coaching or preparation was done, yet all members passed the examinations satisfactorily.

1. See p. 17.

The writing, preparation and presentation of nutrition plays necessitated creativeness on the part of class members. This voluntary assumption of the obligation of teaching facts to younger children not only shows a willingness on the part of students to direct themselves, but also points out their sensitiveness to the one big problem in the community. Not only were these class members concerned with the improvement of the physical condition of children through a better food campaign, but they also set about improving their own food habits. Many learned to eat foods not liked previously, they learned to prepare well known foods in new and interesting ways, they ate more regularly, and made wiser selections of the food to be eaten. In addition to their making progress themselves, they succeeded in influencing others to do the same. Individual progress reports show many changes in dietary habits, changes which were maintained over a long enough period for one to believe that they will be permanent.

Because this is a study of group action, no particular reference is made to individual growth. However, this does not mean that individual action was not present. It means that in some cases the group was influenced by the minority of its members, in others it was a picture of the progress of the majority. The writer's opinion is, that if a quantitative record of personal progress toward the characteristics named had been kept, it would have been large. Because each evidence cited was a result of group action involving a number of individuals, and since individual action must take place where group action is expected, then there must have been individual growth or growth of the group would not have occurred. Time and space did not permit citing all evidences that students grew in social sensitivity, in their ability to use reflective

thinking, in creativeness, and in self direction, however, the illustrations given are representative of the many evidences that progress was made toward these goals of democratic individuality. The fact that plans are already underway for a similar program next year is further proof that students and teacher are satisfied with the accomplishment of the past year and that they believe that democratic individuality is worth working for.

After having tried this experiment over a period of one year, and after making a careful study of student activity charts, club and class minutes, teacher anecdotal records and of comments made by students and others, the writer is convinced that an interrelated club-class homemaking program is feasible from both the standpoints of teacher time and student accomplishment.

It is also her belief that the sharing of responsibilities by club and class members when working cooperatively toward a common purpose, erases all real distinction between club and class activities. Club work, because of less formality and because of the absence of rating or grading, often serves as a motivating force for class work. However, class members soon recognize the importance of many students cooperating, both in planning and carrying out undertakings. In this way class work causes students to recognize problems and causes class members to help club members see the need of all accepting the responsibility. During this experiment the teacher observed that where motivation was highest, self direction was highest, and also that the more challenging the problem and the more people involved, the greater evidence of self direction on the part of all.

Even though students are capable of directing their own activities

to a large extent, their very immaturity presupposes that they need much adult guidance. In a program of this type, the writer feels that pre-planning on the part of the teacher, is a necessity for the maintenance of such guidance. The teacher must plan for club activities as carefully and over as long a space of time as she does class activities, and all plans must be directed toward solving worthwhile problems in the light of a common overall purpose - student growth toward democratic individuality.

It seems to make very little difference whether a problem is recognized in class or in club, or which group starts plans for its solution. The chief object, in the opinion of the writer, is that the group, by means of collective thinking, reaches a decision as to the value of the project and to the definition and distribution of its respective responsibilities. Furthermore, it seems very important that the teacher evaluate all student suggested projects to see whether they furnish a challenge as learning experiences, whether they help meet student needs and whether they provide an opportunity to learn and apply those fundamental principles basic to good home living.

Since the writer has concluded that there is no real distinction between class and club work, the question might be asked as to the value of having a club. As long as schools adhere to the present system of grading, it seems much easier to get spontaneous activity through club work. This in turn has a tendency to produce more spontaneous class work. Also the club, because of the large number of members, furnishes opportunities for more students to hold office and to be committee chairmen. Such leadership gives them practice in collective thinking and in self direction. Furthermore, club work of members from all high school

classes, (some of whom are enrolled in homemaking and some who are not) tends to cause students to view problems of the whole school rather than to segregate the problems of one class. This promoted a more tolerant understanding of all age groups, and built a feeling of cooperativeness that no previous class room procedure tried by the writer had ever accomplished. It is therefore, her opinion that successful teaching in high school homemaking classes is dependent upon the teacher's furtherance of carefully planned and closely integrated learning experiences which are based solely upon individual and group progress toward more democratic individuality. Viewed in this manner all subject matter content is definitely a means of acquiring the basic information and skills necessary to promote the development of those characteristics essential for democratic living. It is never an end in itself.

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STRATHMORE PARCH

100% RAG U.S.A.

APPENDIX

DRIE PARCHMENT

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TEACHER'S ANECDOTAL RECORD OF COMMENTS

MADE BY CLUB MEMBERS AND OTHERS

A club officer who is a high school junior was heard remarking, "This is the first club that ever caused me to feel terrible if I don't do what I promise."

An official of the Oklahoma School for the Deaf remarked, "I feel that Future Homemakers Club has done much in teaching tolerance."

A teacher in the Sulphur High School related these comments made by students in her class, "We work in Future Homemakers Club and behave ourselves because we want to and not because we have to."

A member of the junior club related this expression made by her mother, "Yes, you may go if it is F. H. O. making the trip. Those girls behave properly."

The executive committee in making tentative plans for the rally kept referring to the idea that as many members as possible must have a chance to be recognized. Comments such as, "Let's give Sue a chance," were often expressed.

A physical expression of the fact that club members were becoming more sensitive to social environment was shown at the District Rally held at Turner Falls. A member of the Sulphur club volunteered to discuss "Our Responsibility to the Camp Owners". In this discussion she asked for and received cooperation of many of the 350 girls attending this meeting. As a result girls were more careful about dropping lunch and candy papers and more cooperative in care of the rest rooms.

TEACHER'S ANECDOTAL RECORD
OF CLUB MEETINGS

1. Fifteen club members volunteered to help Rosa Jean with the writing of the skit.
2. Committee chairman report of plans included:
 - (a) Health committee to hold special meeting to make posters for the bath rooms, also schedule for care of rest rooms.
 - (b) The finance committee to meet Tuesday to budget the cost of the Rally. The chairman also gave tentative plans for raising the budget.
 - (c) The program chairman announced the topics for the next three programs and the chairmen of each. Some changes were made as to the program topics. Those decided upon were these:
 - (1) The Young Homemaker and Her Home.
 - (2) The Young Homemaker and Her Church.
 - (3) The Young Homemaker and the Community.

EXAMPLE OF CLASS MINUTES

HOMEMAKING I CLASS

Dec. 20, 1944

The class was called to order by the president. The secretary called the roll and read the minutes of the last meeting. We worked on our sewing problems. One group of girls helped the third year class in preparing their Christmas dinner.

We took care of our lunches as scheduled.

TEACHER'S RECORD

Dec. 20, 1944

1. Sue demonstrated how to make a placket.
2. Four girls who had completed their first sewing problems, assisted the third year class by watching the oven, setting the table, and getting the beverage ready.
3. The class discussed whether it is better to give demonstrations to the whole class at one time or to give them several times to smaller groups. It was decided that unless the material being demonstrated was very small, the whole class method is more time saving and effective.

GROUP PROGRESS SHEET FOR 6 WEEKS

HOMEMAKING II

NAME: Alice Green

DATE: Mar. 27, 1945

1. WHAT WE PLANNED TO ACCOMPLISH:
 - (a) To study patterns and materials.
 - (b) To cut out our garments.
 - (c) To learn to use the machine.
 - (d) To get our garments ready for fitting.
2. WORK COMPLETED BY MY GROUP:
 - (a) Study, selected and bought patterns.
 - (b) All of us fitted our patterns.
 - (c) All members of my group have cut out their garments.
3. DID WE USE OUR TIME WELL:

We used most of our time wisely.
One day we had to be helped in finding space to work.
4. QUALITY OF WORK DONE:

As far as we have gone, our group has done good work and we have been very careful.
5. EXTRA ACTIVITIES COMPLETED:
 - (a) We washed pieces of our materials to see about fading.
 - (b) We went to the store and studied labels on piece goods.
6. WHAT I HAVE LEARNED:
 - (a) To buy your pattern, then get your material.
 - (b) To follow pattern directions carefully.
 - (c) To cut with long even strokes.
 - (d) To baste garments together.
7. DID I LEARN, ALL - MOST - PART - LITTLE - OR NONE, FROM MATERIAL AVAILABLE?

Most.
8. OTHER ACTIVITIES THAT MY GROUP MIGHT CARRY OUT IN ORDER TO LEARN MORE:
 - (a) Study more about styles, to learn which would be becoming to us.
 - (b) Use the sewing machine at home to get more practice.
9. HABITS OR ATTITUDES IN WHICH I HAVE IMPROVED:

I can usually find something to do until my turn at the machine, I use to just sit and wait.
10. THOSE IN WHICH I PLAN TO IMPROVE ARE:

I plan to read more about personal improvement.
I plan to use my time more wisely.
11. THE ADVANTAGES OF GROUP METHOD OF WORK:

We can make better use of table space and machines.
We all learn more because we help each other.

CLUB ACHIEVEMENT CHART
(condensed)

Student	Service for the club	Service for the school	Community service	Program
Sue Smith	:Checked lunches two weeks. :Set up club room twice. :Health committee member. :Worked Hobo Day. :Wrote news articles. :Helped during the rally.	:Helped with school clean-up. :Served on student council	:Red Cross sewing :Worked on bond sales.	:Chairman once. :Took part on assembly program. :Part on club program three times.
Ann Brown	:Worked on First Aid Cabinet. :Lunch duty one week. :Helped the health committee. :Chairman of Mother-Daughter Banquet.	:Played piano for all assembly programs. :Made posters for school play.	:Teacher of a Sunday School class. :Secretary of church organization.	:On initiation program committee :planned two club programs.
Emma Davis	:Sold milk. :Worked on the finance committee. :Worked on state project :Set up club room	:Chairman of home room program committee	:Helped with War Chest Drive	:Chairman of program committee for junior club.
Alta Adams	:Chairman of correspondence committee. :Manager of Family Fun Night.	:Worked in the library :Helped with bond sales.	:Worked on the old clothes drive. :Teacher of primary class at Sunday School.	:Song leader. :Took part on program once.

CLASS ACHIEVEMENT CHART
 (Class secretary's record)
 (Summary)

Classes	: Major activities	: Committees	: Readings	: Conferences	: Individual activities in home and school
Homemaking II	: First Aid Course.	: Health	: Red Cross	: Committees	: Eleven made first aid cabinets at home.
	: New Year's Dinner.	: First Aid Publicity	: First Aid Table service	: Individual with teacher	: Eight planned and prepared at least one meal at home.
	: Buffet Supper	: Correspondence	: Many magazines	: Committees with teacher and student	: All cooked individual dishes for their families.
	: Senior Luncheon.	: Banquet	: Etiquette books	: Teachers with F.H.O. members	: Two entertained for mothers.
	: Student Banquet.	: Magazine Luncheon	: Books on meal planning		: Nine helped entertain at school.
	: Teachers' Coffee.	: Hostess			: Four planned and prepared family meals for a period of one week.
	: Twelve group Luncheons				: One did the grocery shopping and meal planning for the family.

PROGRESS CHECK SHEET

WEEKLY

HOMEMAKING II

NAME: Jane Brown

DATE: Oct. 29, 1944

1. WHAT HAVE I LEARNED THIS WEEK?

That it takes more time to plan for a luncheon than I thought.
That groceries cost more than I had known.

2. HOW FAR HAS MY GROUP PROGRESSED?

We have planned the menu for our luncheon.
We have made out our grocery order.
We have our work plan about half done.

3. DID WE SPEND OUR TIME WISELY?

Yes, we had to work hard in order to get our plans ready.

4. MY PLACE IN THE SMALL GROUP IS:

Hostess.

5. MY WORK IS:

To see that the grocery order is correct.
To see that the total cost is not more than we are allowed
To buy the groceries.

Typist

Bennie Reid