

SUGGESTED EVALUATION PROCEDURES  
FOR HOMEMAKING CLASSES IN  
OKLAHOMA

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SUGGESTED EVALUATION PROCEDURES  
FOR HOMEMAKING CLASSES IN  
OKLAHOMA

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Circumstances brought about by the recent war have placed the United States in a position of leadership never before known by any nation. Along with this position has come the obligation of fostering the growth and expansion of democracy throughout the world. Democracy as defined in recent educational literature is based upon three ideals; namely, that individuals respect each other, that they solve their problems by the use of reflective thinking, and that they work together in resolving their differences. Education, therefore, is obligated to help develop individuals who are intelligent, participating, and contributing members of this kind of social order. Individuals who are brought up in a democracy and who grow as participants in this type of society will believe in the ideal of working together, will have faith in democracy, will uphold democratic values, will be socially sensitive, will acquire the necessary skills for working with others, and will have a sound, working philosophy of life. Such individuals will be able, through cooperative action, to solve their problems in the interest of all concerned.

A society based upon the democratic ideal is an everchanging one. Individuals must learn to realize this fact. Education must help people live as conscious participants in this everchanging society. The individual must not lose sight of his own value. The objectives of education must culminate in significant action. Dr. Hullfish, in



a recent article, effectively states education's purpose. He says that:

The effect we seek is clear: action which progressively gains in significance as insight into democratic values is extended.<sup>1</sup>

Educational leadership is necessarily vested in individuals, but these individuals are experiencing certain confusions of personal status. The present world crisis brought about by the cessation of a world war and the inability to negotiate a peace humbles the individual and magnifies both his responsibilities and the effect of his individual actions upon others. Men are confused because they are unaccustomed to being dwarfed at the same time that they are forced to accept a changed and enlarged role in life and in leadership. This new role makes intelligent action imperative, but an individual's feeling of insignificance may lead him to believe erroneously that society does not need or want the results of his personal thinking. This type of paralysis of personal initiative hits at the very heart of democracy. Education for democratic living must help individuals understand and accept their place in a world society.

It is the writer's conviction that education which is functional results in action, that the type of action is determined by the kind of education, that individuals learn and act as whole beings, and that evaluation is an integral part of all education and as such must proceed continuously with it. Furthermore, meaningful evaluation must be guided by the same philosophy that motivates education in the first place.

It thus becomes evident that evaluation is more than mere measurement. It is the process of determining the effectiveness of learning experiences,

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H. Gordon Mulfish, "The Intercultural Emphasis", Intercultural Education News, VII (April, 1946), 4.

of directing and giving meaning to the next steps in the learning process, and of obtaining evidences of progress being made in the light of certain values. The term, evaluation, refers not only to how much has been accomplished but to the values of educational experiences; therefore, the processes used in evaluation are not limited exclusively to quantitative evidences but make use of all types of evidence.<sup>2</sup>

How does evaluation help the man who is in a dilemma between the many responsibilities placed upon him as a citizen of a great country and his smallness as one of millions of people? Education for democracy recognizes the importance of each "little" man. Evaluation is a way of seeing that each person receives the kind of education that places worth upon him as an individual and helps him develop his potentialities. It is a way of seeing the "little" person as an important member of a group and of giving recognition to the progress that he makes. Evaluation as it proceeds continuously with education helps to lift each individual from his confusion by giving him a picture of his own worth. By comparing his contributions with those of other "little" people, he can learn to accept both his smallness and his importance.

The term evaluation, as described in present day educational literature, involves the formulation of objectives, the definition of general objectives in terms of specific behaviors, the discovery of situations in which behaviors might be expressed, the development and use of methods of obtaining evidences of behavior, the interpretation of

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<sup>2</sup>Maurice E. Troyer and C. Robert Pace, Evaluation in Teacher Education, p. 1.

Eugene R. Smith, Ralph W. Tyler, and the Evaluation Staff, Appraising and Recording Student Progress, pp. 5-11.

results found in the light of objectives previously formulated, and the use of all findings in planning further educational experiences.<sup>3</sup> The evaluator may or may not be conscious of taking these different steps in evaluation, but it seems likely that all effective evaluation will include these essentials.

Evaluation may be of various types. These include that made of a single course or of an entire curriculum, the periodic or continuous checking of individual and group progress, and the overall evaluation done in the ordinary educational program or in an experimental setup. Other forms are self-appraisal or that done by the students' own associates and the evaluation made of the efficiency of teaching by teachers and counselors. In this study simple informal evaluation methods which can be used by the teachers and students in homemaking classes are the main interest.

Since the processes which are necessary for evaluation are either closely related to or actually a part of the activities constituting any worthwhile educational experience, evaluation is as continuous as education. Evaluation starts with the first plan for teaching because as soon as the formulation of objectives is begun, the evaluation process is under way.

Since evaluation and the provision of learning experiences are simply two important steps in the educational process, evaluation must be as inclusive as the objectives set up when planning the learning

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<sup>3</sup>Troyer and Pace, op. cit., pp. 1 and 2.

Smith and Tyler, op. cit., pp. 15-28.



experiences. Both students and teachers strive for success in their undertakings. They tend to work in such a way as to be able to show good results when evaluated. Although they may have set up broad and varied objectives when planning their experiences, they will tend to stress those phases of the work which are to be evaluated. Some authorities believe that the use of only a few evaluation instruments tends to limit teaching. They go so far as to say that if evaluation instruments are limited in scope, students and teachers tend to work toward only the limited objectives measured by the evaluation instruments used.<sup>4</sup> In this way, certain easily evaluated aspects of the educative process may be overemphasized while other equally important phases are neglected. Evaluation and learning experiences must be carried out as two essentials of the process of learning.

The author believes that evaluation experiences can be learning experiences for both the student and the teacher. Evaluation then should be a part of learning rather than a separate activity. If evaluation is to be learning, it must meet the same criteria as any effective learning experience. Evaluation, to be of real worth, must be of special interest to the individual. He must see it as an interesting and valuable experience. One author has said that:

The student must be motivated—that is, he must see in the evaluative device an opportunity to find out something he genuinely wants to know about himself; he must know the results; he must participate in the activity.<sup>5</sup>

Only when the student is motivated and feels a need for measuring his progress does there seem to be movement in the direction of the

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<sup>4</sup>Troyer and Pace, op. cit., p. 13.

<sup>5</sup>Ibid., p. 14.

educational goals planned.

Most of the steps involved in evaluation are synonymous with steps involved in good teaching especially if evaluation instruments are designed as teaching materials. Evaluation need not and must not be burdensome for the teacher or the students. Interpretation of the data acquired through the use of many evaluation instruments need require little additional time on the part of the teacher. If evaluation is carried out continuously, there need be only a small amount of data to be interpreted at any one time. Many of the processes involved in evaluation may be carried out by the students. The more the students participate in the selection and formulation of evaluation instruments, the more they will learn from their use. This also can be said about their appreciation. The more students participate, the more they enjoy checking their progress toward previously planned goals. The various steps in evaluation including the interpretation and use of data can and should become a natural part of the thinking of sincere and intelligent teachers.

Objectivity and human interest work side by side in evaluation. Objective interpretation of data obtained through the use of evaluation instruments and the information gained through personal acquaintance help to give an overall picture of the individual. Information learned about the student needs to be accurate and broad in scope. The fact that individuals act as whole beings has special significance for evaluation. Because a person's actions are usually the result of a number of complex factors, the study of a single characteristic or factor does not give an adequate picture of his behavior. One must consider each action from several aspects in order to gain information

which will be helpful in understanding the needs of the student.

The effective use of practicable evaluation instruments contributes much to homemaking education. In order to be effective, any instrument should help the individual and group discover their needs and should contribute to plans and activities designed to meet these needs. In order to be practicable, any evaluation instrument should make use of present teaching procedures or be synonymous with them.

Before attempting to develop any evaluation instruments, it is necessary to have an understanding of those that have been used. Although the chief concern in this study has been informal methods of evaluation which may be used by teachers and students in high school homemaking classes, the writer investigated various evaluation instruments and techniques described in recent educational literature. Much has been done in this field. Evaluation requiring the use of formal instruments and that requiring very simple procedures have been used in many kinds of schools. A study of the various instruments described seems to indicate that the formal ones are rather difficult to construct and in some instances difficult to interpret. Those simple evaluation instruments and procedures which could be developed by the classroom teacher and his students have been selected for study because they are usually more individualized. Further study indicated that many types of behavior not usually thought of as evidences of growth are extremely significant. In education less and less emphasis is being placed upon knowledge as knowledge, and more and more effort is being made to guide students in the development of appreciations, values, attitudes, and beliefs and to provide opportunities for practice in solving pertinent problems and in participation in group action.



A number of schools have developed evaluation programs planned around these new emphases in education. Probably no other group of people have developed and used as many evaluation instruments as those persons who participated in the direction and work of the Thirty School Experiment sponsored by the Progressive Education Association. Many of their evaluation instruments have been studied by the writer in order to understand the types of evaluation which might be helpful in teaching homemaking.

Homemaking, as well as other fields which cut across many areas of learning, offers many opportunities for individuals to acquire a democratic understanding of the greatness of a cause and their place in relation to it. The entire homemaking program is centered around democratic personal, home, and family living in relation to the community and society in general. Concern for the maximum development of each individual as a participant within various groups makes it necessary for the educator to use all possible means of evaluating the effectiveness of learning and the progress being made by individuals. In some instances, at least, the homemaking teacher has a unique position in the school in regard to guidance. She may have had more training for guidance than any other member of the faculty. Her teaching field is especially close to the personal, home, and family problems of the students. She must use many methods to locate student needs and to determine progress being made toward goals which have been set up.

An indication of the progress made in the past 25 years in broadening our conception of the nature of education is that subjects such as homemaking are receiving more general recognition as significant elements in developing the democratic way of life. Perhaps it is the

very recency of this struggle for recognition that has made the workers in this field aware of the importance and usefulness of evaluation procedures.

Procedures which have been strongly advocated in the teaching of homemaking include the cooperative planning of objectives by students, teachers, parents, and others, the provision of a variety of learning experiences, and the practice of attacking big problems from many angles simultaneously. Not only do these procedures offer many opportunities for evaluation, but they require intelligent use of evaluation instruments before they can be effective in teaching. Perhaps one reason for the use of informal and cooperative attacks upon problems in homemaking has been that the high cost of equipment has prevented purchases in mass quantities. Some method of teaching which would provide for the maximum use of equipment had to be developed. Rotating the use of the equipment by planning for group rather than individual attacks upon problems has worked successfully. Possibly the development of a different method of teaching caused homemaking teachers to think seriously about the purposes of education and to try to help students meet their needs.

In this study an attempt is made to discover what kind of evaluation can be done by high school homemaking teachers in Oklahoma. Special emphasis is placed upon methods which might be used by teachers with little training in evaluation. The problem deals with continuous evaluation of student growth by the teacher or students as a part of learning and of regular teaching. Much of the study is concerned with discovering how materials, experiences, and evidences which are a part of all worthwhile homemaking teaching can be used for evaluation purposes. This research is based upon four beliefs.

The writer believes that homemaking teachers need to find ways of interpreting evidences gained from experiences already being carried out and to find ways of using them as evaluation instruments. By studying present evaluation literature and working with a number of homemaking teachers, the need for improved evaluation through the use of materials at hand or that easily obtained rather than through the development and use of formal and complex evaluation instruments was emphasized.

The writer further believes that homemaking teachers sometimes develop a feeling of inadequacy, of having failed to help students grow as effective individuals, and of callousness toward failure to attain objectives, not because they have failed to help students progress, but because they have not carried out an evaluation program in harmony with their objectives. A number of teachers have attempted to help students grow in the ability to think, but in some instances at least, growth in this ability has not been evaluated. Homemaking teachers also have tried to help students become socially sensitive, that is concerned with recognizing and helping others to meet social problems. Seldom has there been an attempt to determine progress made toward the attainment of this objective. This also could be said of a number of other goals which homemaking teachers list as their objectives.

It is further believed that homemaking teachers are already using many teaching mediums which might be evaluation instruments and could be used as such if they as teachers were evaluation-conscious. Teachers and students of homemaking in Oklahoma have purposely worked together in planning objectives and learning experiences, in setting up criteria



for their activities, and in carrying out individual and group work in an effort to solve recognized problems. Nevertheless, there is little evidence that they have made the fullest use of their learning experiences in so far as evaluation is concerned.

The writer also believes that homemaking teachers will have time to carry out an effective evaluation program if they make use of instruments which they are now using for other purposes but which have evaluation possibilities. It is true that they probably do not have time to perfect and validate the instruments which they use. However, this is not necessary in order to have an effective evaluation program. Simple methods can be used in locating evidences of expected growth. Even where statistically sound procedures have been used, evaluators have frequently checked the validity of instruments by using methods available to the ordinary classroom teacher. This seems to indicate that evaluation experts feel that informal techniques have worth. Many small evidences of growth, when considered together, may present a more accurate picture of the individual than the results of a single or a few more complex instruments which attempt to measure only one specific factor. Especially is this true when all the evidences collected are closely related to planned objectives. The more information known about students, the more help teachers can give.

Evaluation of information or knowledge gained has been omitted from this research because there seems to be much information already available on this particular type of testing.<sup>6</sup> Working with a number of homemaking teachers has shown that teachers seem to know more about

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<sup>6</sup>Clara M. Brown, Evaluation and Investigation in Home Economics, pp. 32-53, 60-85, 138-163.

information tests than other types of evaluation. In many instances, teachers do not seem to understand how progress toward objectives dealing with skills and abilities or attitudes and appreciations may be evaluated. For this reason, means of evaluating growth in these areas were investigated.

The writer has considered the subject matter and learning experiences usually provided in vocational homemaking classes in Oklahoma while studying the possibilities for evaluation. However, no attempt has been made to suggest content for the homemaking curriculum or methods to be used in teaching. It was necessary to develop evaluation instruments in the light of what is now being included in high school homemaking classes and how teachers are attempting to help students grow.

With a knowledge of homemaking education gained from experiences as a teacher of vocational homemaking in the state and as a teacher-counselor<sup>7</sup> and from interviews with members of the staff of the state department of home economics education, experienced teacher trainers, specialists in evaluation and guidance, and with other homemaking teachers, the writer has tried to develop suggestions for making better use of the kinds of information which are now available to homemaking teachers. Instruments for securing and recording this information

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<sup>7</sup>Teacher-counselors are homemaking teachers selected from small groups of teachers throughout the state to act as leaders in the particular groups. Some of their responsibilities include finding out what teachers feel are their needs, acting as chairman of any group meetings, helping to plan the state program of work and to make decisions applying to all of the teachers in the state, and working closely with the state supervisory staff in meeting teacher and school needs.

and that which is easily obtained are proposed. These evaluation instruments include not only those which have been used by homemaking teachers but also a number which were prepared as a part of this study. They include not only methods of getting information about the student but also ways in which the student can find out information about himself. All of the instruments presented have been developed in the light of the goals of homemaking education and methods of teaching proposed and advocated by the state teachers' guide.<sup>8</sup> No method of evaluation is justifiable unless the information it provides contributes in some way to the growth of individuals as intelligent participants in democratic living.

In the Thirty School Experiment, it was discovered that there are many informal methods of obtaining evidences of growth on the part of students. Such informal instruments as student writing, records of activities, and copies of planning done by students were used successfully for evaluation purposes.<sup>9</sup> Behaviors related to social sensitivity were examined through the use of informal methods.<sup>10</sup> Informal evaluation instruments were used in the evaluation of interests. Simple reading records and magazine, radio, and motion picture checklists were used to locate student interests in various areas and students were interviewed to check the accuracy of the records that had been kept.<sup>11</sup>

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<sup>8</sup>A Guide for Planning the Homemaking Education Program in the Public Schools of Oklahoma, Home Economics Bulletin 12, 1943. (This guide was developed by a large group of teachers and teacher trainers.)

<sup>9</sup>Smith and Tyler, op. cit., pp. 445-446.

<sup>10</sup>Ibid., pp. 162-168.

<sup>11</sup>Ibid., pp. 319-330.



In this study evaluation instruments are discussed under five different groupings according to the purposes for which they might be used. These include methods used by the teacher the first few days of school in order to learn some basic information about her students, methods used by the students in locating needs and problems as a basis for planning learning experiences, types of instruments which measure student progress and growth, methods of measuring ability to use facts and apply principles, and methods of summarizing information for the purposes of guidance. Actually, these groups are overlapping in many respects. One instrument may serve a number of purposes and may be appropriately used at quite different times with various groups. References are made to some methods under several classifications; however, each method is described in detail in only one section of the report.

The writer is not proposing that any teacher use all of the methods of evaluation suggested. In fact, some teachers may not want to use any of the instruments exactly as they are presented. Each teacher will need to use or adapt for her own use only those methods which will help in understanding and guiding students. Furthermore, the writer is not proposing that teachers carry out evaluation in all areas of learning at once. The methods used must be selected because of their direct relationship with the objectives set up by the teachers and students for that particular part of their work. It is usually more desirable to concentrate upon one or two major objectives at one time. Thus, only those evaluation methods which locate evidences of growth in these particular directions are emphasized. When teachers and students are looking for evidences of growth in a specific direction, they seem to

be able to gain more helpful information about their progress and their further needs.

In order for the homemaking teacher to base class plans upon the needs of the students, it is necessary for her to become acquainted with them as soon as possible. In most communities the homemaking teacher visits many of the homes of students before school starts. These visits provide much reliable information which is valuable throughout the year. Many times, however, it is impossible to personally contact everyone before school starts. Although the teacher may not know all of the students on the first day of school, there are many ways to learn some basic information about them. For instance, at the first class period the students may be asked to fill out a simple questionnaire or write a short autobiography. The type of information sought by either method depends upon what is needed to be of help to students. Also, it is best to ask for only that kind of information which anyone is glad to give to strangers.

Various types of home information sheets have been used by different homemaking teachers. Several teachers who have used questionnaires similar in form developed the home information sheet shown in Exhibit 1. This short questionnaire contains requests for only that type of information found most usable.

Students need to be introduced to all instruments used regardless of their nature and purpose. A questionnaire is no exception. One of the best ways for the students to learn the purposes of the instrument and how to use it is to thoroughly discuss the device with the teacher. Another way of helping students understand the method used is to have an explanatory introduction as a part of the instrument, itself.

## Exhibit 1

Date \_\_\_\_\_

## Home Information Sheet

Name \_\_\_\_\_ Grade \_\_\_\_\_ Homemaking Class \_\_\_\_\_

Date of birth \_\_\_\_\_ Age \_\_\_\_\_ Telephone No. \_\_\_\_\_  
Mo., Day, YearAddress \_\_\_\_\_  
Street address or route Town

Directions for reaching home from school building \_\_\_\_\_

Father's Name \_\_\_\_\_ Occupation \_\_\_\_\_

Mother's Name \_\_\_\_\_ Occupation \_\_\_\_\_

Please list all members of your family. Also list others living in your home.

<u>Name</u>	<u>Relationship</u>	<u>Age</u>	<u>Living at home?</u>	<u>Occupation if not at home</u>
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## Responsibilities at home

Before school in the morning \_\_\_\_\_

After school in the evening \_\_\_\_\_

Others \_\_\_\_\_

Do you ride a bus? \_\_\_\_\_ Bus No. \_\_\_\_\_ Leave home at \_\_\_\_\_

Leave school at \_\_\_\_\_ Arrive home at \_\_\_\_\_



A simple introduction which could be a part of this home information sheet follows:

In order for us to be of help to each other, we need to get acquainted. I hope to talk with you individually as soon as possible. We should learn to know each other better in that way. Since it will be impossible for me to talk with all of you right away, will you please fill out the following questionnaire so that we can begin to know each other better? Please fill in all blanks. If a particular blank does not seem to apply to you, put a line in the blank space so that I will know that you did not just forget to fill it in.

A simple questionnaire such as this furnishes much information about the students. What is learned depends upon a multitude of factors, one of them being the use the teacher makes of the facts supplied by the students. What can be done with these facts? A comparison of age-grade levels should locate the students who are underage or overage and those who are in a grade different from that of most of the students in the class. A map showing the location of students' homes along with a study of the characteristics of all sections of the territory should indicate environmental differences. The fact that the mother does or does not work outside the home might be indicative of a type of relationship existing among the family members. The place of the student in the home may be somewhat revealed by the size of the family, the age of the person in relation to other members of the family, and whether he is living with his own parents or other adults. The occupations of the father and older brothers and sisters influence the individual's picture of the community. A comparison of the occupations of different fathers provides evidence of some of the opportunities available to various students. The length of time a student rides a bus and the amount of time he has at school or at home make a difference in the

responsibilities that he can assume. The bits of information contained on such a simple home information sheet have many other uses besides the few suggested here. A few facts used intelligently and objectively are much more beneficial than many unused facts.

Some teachers may wish to include other types of questions on the first questionnaire; however, the form should always remain simple. The teacher can probably make better use of a few items of information gained from each of several instruments used throughout the year than a large amount of information secured from one elaborate device.

Some teachers have included in the first questionnaire requests for such information as vocational plans, hobbies, lists of magazines and newspapers available, approximate number of books owned, musical instruments in the home, types of conveniences in the home, available sources of food, and whether the family owns or rents. If there is a need for some of this information, and if it cannot be obtained through the use of other methods throughout the year, it is important enough to be included in the home information sheet. The writer feels that a number of the items are significant enough to be considered separately at a time when they are being studied by the students.

It is not necessary to have a printed or typewritten form to obtain needed information. The teacher may merely ask the students to write down the answers to a few simple questions about themselves and their homes. These may be just as usable as more elaborate forms.

Another way to become acquainted with students and their backgrounds is through the use of the autobiography. All may be asked to write short, simple, and informal stories about themselves. A simple guide sheet for writing autobiographies might include such headings as

the following:

I am \_\_\_\_\_

I especially like \_\_\_\_\_

My school work has included \_\_\_\_\_

My future educational plans are \_\_\_\_\_

My family includes \_\_\_\_\_

Our home is \_\_\_\_\_

The type of information secured from autobiographies probably will be similar to that secured from home information sheets. Both of these methods are quick ways of finding out some information about students. This knowledge, along with all of the information which the teacher is able to obtain before the beginning of school, should facilitate intelligent planning with students.

The speed with which understanding is achieved and the extent to which students understand educational procedures is largely dependent upon the personal relationship existing between the teacher and the students. In a new situation one of the first responsibilities of the teacher is to establish rapport with students. If they realize that the teacher wants to work with them in locating and solving their problems and that the various methods of evaluation are means toward that end, students will usually give the needed information as they see it. The types of instruments described in the remainder of this report require more of a mutual understanding between the teacher and students than the first two methods suggested.

Three other types of instruments are suggested here as means of obtaining information needed as a foundation for planning school objectives and experiences. These include variations of individual



experience records, problem check lists, and interest check sheets. They, like other instruments, must be understood by the students if valid information is to be obtained from their use.

One way of determining what a group of students need to learn is to find out how much experience they have had in the area being studied. The teacher might simply ask the group to list various experiences which they had had. Then ask them to check those which they felt they needed to know more about. One member of the class could write the experiences on the board while a class secretary made a permanent record of them for the class. These lists with a list of the things which students have never done but feel a need to learn should give the teacher a fair picture of needs. After discussing the lists, the teacher could ask the girls, "Which of these things are most urgent? What can we sensibly include in our homemaking class this year?" Other questions which help students clarify their thinking could be asked. Tentative plans for the year can be made from such a beginning. This simple method of getting information is a necessary step in evaluation because it is a means of locating and formulating objectives for the group and for individuals.

Exhibit 2 is a simple form for having students list their experiences. Students sometimes enjoy making up their own forms. The form used for getting the information is not so important as the information which is obtained.

Rather than have students list their experiences informally each time plans are developed or revised, the teacher may develop some form of simple check sheet for them to use. Over a period of years, a rather complete list of experiences could be collected from students.

## Exhibit 2

## Experiences Related to Homemaking

Please list the homemaking experiences which you have had at home or at school. Check each experience in the appropriate one of the two columns on the right. At the bottom of the page list other things you feel you should know how to do. You may want to have your mother help you think through what you have done and what you need to learn.

Things I have done

I feel secure  
when doing these

I need to learn  
more about these

I would also like to know how to do these things.

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Exhibit 3 is an example of an experience check list which shows the experiences which students have had, those which they feel they need to know more about, and those which they like or dislike. The list of experiences contained in this check list is by no means complete. It is merely suggestive and is designed for students in advanced homemaking classes. A check sheet for younger students should contain simpler experiences. Information about homes is instrumental in working out a check sheet of this kind.

Another way of getting the necessary information for student-teacher planning is to locate the problems with which students are concerned. The teacher can do little to help students become self-directive and able to solve their own problems unless these problems are understood. Sometimes students are aware of their problems, but frequently they need help in locating them. The teacher may give this help in a number of different ways.

In one eighth grade class which was planning to learn more about children and how to become better family members, the teacher started the discussion with a story about an eighth grade girl she had known and then asked a few questions which provoked a response from some of the students. In the lively but enjoyable discussion which ensued, the following questions and statements came from the girls.

Why do my older brothers and sisters get to go more than I do?

I don't have any brothers and sisters. Why can't I go places? When I ask to go somewhere, my parents keep sending me back and forth to each other. If they finally decide that I can go, it is usually too late for me to get ready.

Why does my older sister always get the car?

I never do get to go places because my younger brothers and sisters always want to go with me or because I have to stay at home to take care of them.



Exhibit 3

Check Sheet of Homemaking Experiences

Activities Carried Out in the Home	I have done	I have not done	I like what I have done	I dislike what I did	I need more skill in this activity
<p><b>Clothing:</b></p> <ol style="list-style-type: none"> <li>1. Made my own dresses.</li> <li>2. Made suits and coats.</li> <li>3. Made garments for others.</li> <li>4. Made over dresses.</li> <li>5. Mended and repaired clothing.</li> <li>6. Laundered and ironed washable garments.</li> <li>7. Altered garments.</li> </ol> <p><b>Foods:</b></p> <ol style="list-style-type: none"> <li>1. Assisted with the preparation of all three meals for the day.</li> <li>2. Assumed full responsibility for preparing meals for a day at a time.</li> <li>3. Prepared simple meat and egg dishes.</li> <li>4. Cooked green vegetables.</li> <li>5. Baked quick breads.</li> <li>6. Made simple salads and desserts.</li> <li>7. Assisted with canning for the family.</li> <li>8. Served meals alone.</li> </ol> <p><b>Home Management:</b></p> <ol style="list-style-type: none"> <li>1. Assumed responsibility for one major home activity.</li> <li>2. Assumed responsibility for several home activities.</li> <li>3. Managed a home for a week alone.</li> <li>4. Managed a home for a week under supervision.</li> </ol>					

Exhibit 3 (Continued)

Check Sheet of Homemaking Experiences

Activities Carried Out in the Home	I have done	I have not done	I like what I have done	I dislike what I did	I need more skill in this activity
<p><b>Cleaning and Laundry:</b></p>					
<p>1. Have been responsible for keeping my own room.</p>					
<p>2. Assisted in keeping the entire house.</p>					
<p>3. Had full responsibility in keeping house for at least a week.</p>					
<p>4. Assisted with family washing and ironing.</p>					
<p>5. Have been responsible for family washing and ironing.</p>					
<p>6. Have cleaned and waxed floors.</p>					
<p>7. Have cleaned woodwork and built-ins.</p>					
<p><b>Spending and Saving:</b></p>					
<p>1. Have assisted with purchases of own clothing.</p>					
<p>2. Have had full responsibility for purchase of own clothing.</p>					
<p>3. Purchased foods for the family regularly.</p>					
<p>4. Assisted with the purchases of some household furnishing.</p>					
<p>5. Have the responsibility of managing an allowance of my own.</p>					
<p>6. Have earned some of my spending money.</p>					
<p>7. Have planned how to spend my money.</p>					
<p><b>Home Care of Sick:</b></p>					
<p>1. Prepared and cared for a patient's room.</p>					
<p>2. Planned entertainment for a convalescent.</p>					
<p>3. Prepared meals for the sick.</p>					
<p>4. Cared for minor injuries.</p>					

Exhibit 3 (Continued)

Check Sheet of Homemaking Experiences

Activities Carried Out in the Home	I have done	I have not done	I like what I have done	I dislike what I did	I need more skill in this activity
5. Equipped a home medicine chest. 6. Assumed full responsibility for caring for a patient.					
Home Improvement: 1. Have arranged flowers for the home. 2. Have planned room arrangements. 3. Have helped plan and select home furnishings. 4. Have made simple home furnishings. 5. Have cared for the yard. 6. Have planned and cared for flowers and shrubs. 7. Have assisted in planning and caring for vegetable garden.					



What should you do when you are all ready to go somewhere and a family comes to visit your home? They have a girl your own age. Whom should you invite to parties?

Should you invite people just because someone thinks you ought to?

What makes a good party?

You should be respectful toward your parents. They aren't to me. My older sisters are all gone. My parents baby me, and I don't like it.----When little kids and my little nieces come to see us, Daddy does lots of things for them. He seems to like them better than he does me.

I always have to practice my music before I get to go anywhere.

Who should have to do the dishes?

Where and how can I get some spending money?

Should you be paid for work at home?

I would rather do outside work than inside work.

Oh, I wouldn't.

Who should have to clean the room?

Should I have to save any of my allowance. Other people don't.

Besides, they are given things that I have to buy.

Should all people be treated exactly alike?

Things always interrupt me when I try to study at home.

I always listen to the radio while I get my lessons. It doesn't bother me.<sup>12</sup>

No attempt was made to answer any questions at the time and after asking the first few, the teacher was able to withdraw from the discussion. This might not always be possible. The teacher took notes on what was being said during class. The girls were perfectly willing that notes be taken because they knew what was being written and why. They knew that important problems were being jotted down so that they could all remember them when completing their class plans. It might not always be best for the teacher to do the writing. Students enjoy acting as secretaries. In some classes the very fact that someone was taking notes on what was being said might kill the discussion. Methods must be adapted to the individuals, that is, to the particular students and the teacher involved. This discussion showed the teacher that

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<sup>12</sup>Remarks made by members of one eighth grade homemaking class.

some problems were common to the group; some girls were confused about what they really did believe and made conflicting statements; and some seemed to have an undesirable attitude toward children and other family members. This type of information is always valuable.<sup>13</sup> Some of the remarks might have been valuable evidences for use in showing individual growth if written up as anecdotal records and compared with remarks made later. The use of anecdotal records as a means of evaluating student growth is discussed later.

In some schools problem check lists have been used to locate student problems. Dwight L. Arnold and Ross L. Mooney have developed a problem check list for use in junior high schools.<sup>14</sup> Statements indicating sources of trouble are checked by the students. When the responses are analyzed, they indicate the problems with which students are concerned and, hence, the ones which they will be most anxious to attack. Problems in a more complicated check list developed by Ross L. Mooney and Roy A. Doty<sup>15</sup> are divided into seven groups; namely, decisions causing trouble, the information needed, what may happen, what will happen, what has already happened, satisfactions and dissatisfactions with school, and the good seen in the war.<sup>16</sup> These instruments suggest simple ways of locating problems. For instance, students may be asked to write a paragraph or two on such topics as

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<sup>13</sup>Another example of problems secured from free discussion by students is found in Appendix I.

<sup>14</sup>Dwight L. Arnold and Ross L. Mooney, "A Students' Problem Check List for Junior High School," Educational Research Bulletin, XXII (February 17, 1943), 42-48.

<sup>15</sup>Ross L. Mooney and Roy A. Doty, War Time Problems for High School Students.

<sup>16</sup>Ibid.

the following: my main worries, things I am having trouble deciding, what I need information on, or things which I am afraid will happen.<sup>17</sup>

A third method suggested for obtaining information needed in planning learning experiences is the use of the interest check sheet. Specific interests may be a clue to a person's individuality. Information which the student does not write on the interest check sheet may be as significant as that which he includes. His lack of interest may be located by his omissions. Narrow interests may show a need for helping the student to broaden his experiences. It may be possible to develop new interests by making use of the old ones. Special interests may point to effective methods of attacking problems. A periodic checking indicates growth by showing a broadening of interests, a shifting of interests, or an intensification of interests requiring a more comprehensive understanding of various fields of learning.

A combination recreation record and interest sheet was used to advantage in one school. A number of high school students were asked to keep for one week the record shown in Exhibit 4. Tabulation of the results showed that recreation facilities in the town were inadequate, that the school reached more of these people than any other agency, that students were indulging in some forms of recreation unacceptable to the community, and that they would like to have during the summer months certain types of recreation which could be provided with proper planning and management. The results of the study were used in planning a summer recreation program.

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<sup>17</sup> Ibid.

Arnold and Mooney, loc. cit.



Exhibit 4  
Recreation Record

	Type of Recreation	Where	Transportation	With How Many	What Ages
Sun.					
Mon.					
Tues.					
Wed.					
Thurs.					
Fri.					
Sat.					

What did you do for entertainment last summer?

What would you like to be able to do this summer?

Exhibit 5, page 31, is an example of a recreation check sheet planned for a different purpose. As explained in the check sheet, it is an attempt to discover what types of recreation the person enjoys and with whom he likes to be. What the person considers recreation and the variety of interests listed help one understand his home life, the rank he holds in the group, and the type of activity at which he succeeds. The groups of people with whom he seems to have fun may point to a need for the teacher's studying his social maturity, his social and personal adjustment, and his opportunities for mixing with people. Isolated facts on an interest check sheet never mean as much as the whole picture presented. When a student lists something as liked, he may mean that he enjoys it to a moderate degree or that he prefers it above all others. Many different factors affect one's enjoyment of one specific activity at different times. Thus, the information secured from such check sheets must be accepted as the partial information that it is. The teacher should avoid making general conclusions about a person from such limited evidence. The few facts that a student may write on a check sheet should be accepted as the student presents them with no embellishments of preconceived teacher opinions. For example, if a student checks that he carries out most of his recreational activities by himself, the teacher should not jump at any of the following judgment-pronouncing conclusions: the student dislikes being with other people; he is maladjusted socially; he is unhappy and withdraws into himself; or he disapproves of the kind of recreation enjoyed by others. Many other first-glance final decisions could be listed. All of them could be equally untrue in so far as the facts on the check sheet are concerned. The fact is that

## Exhibit 5

## Recreation Interests

Name \_\_\_\_\_

Date \_\_\_\_\_

The purpose of this check sheet is to discover what kinds of recreation you enjoy and with whom you like to be during your leisure time. It is not expected that any two people will enjoy exactly the same types of recreation. Please try to list all of the types of recreation which you really enjoy. Then check in the appropriate column or columns to show with whom you enjoy doing each type of recreation.

Recreation or Activities for fun	By Myself	With a few of my own age	With large groups of my own age (class or club.)	With my family	With large mixed groups of all ages



the student said that he enjoyed doing certain specific recreational activities by himself. The teacher may not know what this means in the life of this student until many other small facts are collected and considered along with this one. Even then, understanding may be limited. However, knowing this fact is important because everything learned about a student helps the teacher understand him a little better. Using this simple instrument several times may provide evidences of growth on the part of students. Unless interest check sheets are used repeatedly and compared with previous ones, they have little meaning for it is through continuous comparison of the information secured by this means that student growth is really seen. If used wisely, they are an important part of the cumulative record.<sup>15</sup>

Securing evidences of student progress is another vital function of evaluation. How can intelligent plans for further learning be made unless they are based upon a knowledge of what has already been accomplished and upon an understanding of the status of progress? Evidences of growth are necessary bases for planning further courses of action. Education is pointless if it does not promote student growth. Securing evidences of growth is the only sure way of knowing that it occurred. More progress is made when the teacher and students recognize and understand the various stages of growth to be expected. Also students gain confidence as they see that progress is made and as a result attack next steps with more courage, less confusion, and greater insight. Increased understanding of direction and of progress made tends to speed up learning.

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<sup>15</sup>Examples of other interest check sheets are shown in Appendices 2-5.

Some of the methods available for securing evidences of student progress are learning-experience planning sheets and records, various forms of student progress reports, score cards, health records, social acceptance check sheets, appreciation tests, attitude tests, social sensitivity tests, student writing, and anecdotal records. Many teachers are already using instruments similar to these for teaching purposes, but the evidences of student progress which could be secured through their use are ignored. True, every evaluation instrument, regardless of how simple, should be selected and its use planned when students and teachers determine the kinds of experiences and growth desired. The instruments now used as teaching devices might require slight changes for facilitating effective evaluation.

Again attention is called to the fact that to be effective, learning experiences must be carefully planned, carried out, and evaluated. Individual plans for growth make it possible for each student to plan the attack upon most urgent problems. Such a plan includes class and out-of-class experiences which the student carries out in an effort to meet his needs. The majority of in-class experiences should be centered around problems common to the group because practice in group thinking and action is an important objective in any school which proposes to prepare individuals for life in a democracy. Out-of-class experiences may be planned to meet purely personal needs as well as the needs of the individual as a member of a big group. As far as the growth of each individual is concerned, the two kinds of experiences cannot be segregated. One is as important as the other. Each is a part of the whole learning process.

Since growth in ability to make efficient plans is an important

factor in estimating student progress, some record of work plans needs to be kept so that comparisons can be made. Teachers and students need to work out ways of recording these plans which are applicable to their situation. After an experience has been carried out, students will gain from reporting and evaluating their accomplishments. Such reports need not be written. However, a series of written plans and student records of experiences provide many evidences of growth.

Simply listing the problems he is facing and why he needs to solve them may help the student think through his needs and coordinate his efforts of attack. A series of simple plans similar to the one in Exhibit 6, page 35, may be helpful in evaluating progress made by the student. A repeated check of the problems indicated by comments made, the types of problems that a student feels are important, or of his reasons for attacking certain problems provides evidences of growth in maturity, of changed attitudes, of increased social sensitivity, of ability to sense vital needs, and of changes in other personal characteristics. An example of the problems indicated by casual comments is shown in the remarks made during one semester by a girl in one homemaking II class. These illustrate evidences of growth in the types of problems recognized. This sophomore girl had two sisters, one ten years old and one in her early twenties. At the first of the semester, Mary asked, "How can I make my little sister behave?" At the same time she remarked, "Children are a nuisance. I do not like to have them around." Several weeks later Mary asked the teacher, "What kinds of stories would be interesting to a ten-year-old?" During class sometime later she asked, "Could we make something in class for our younger brothers and sisters?" At intervals throughout

Exhibit 6

My Problems

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

Some of the problems that I need to do something about:

Why I need to work on these:



the semester Mary stated the following problems: "How can I get my older sister to treat my little sister better. She is really nice-- Wouldn't it be better if brothers and sisters were nearer the same age--Do you suppose my older sister resents me the same way that I resented my little sister?" Mary's remark that her parents seemed to understand her better and her request for the teacher to go home with her to see how she had improved her room and to meet her family were consistent with the picture of growth shown by the changes in comments observed.

Of course, merely being able to recognize and state problems is not enough. In order for them to be solved, a number of other steps must be taken. Exhibit 7, a companion to Exhibit 6, if used by students, might help them think through the steps which must be taken when solving problems. This simple form shows on one page what the student planned to do in order to solve a specific problem, what he did, and further needs which he saw as a result of working on this particular problem. A series of these records will show the same types of growth as that shown by Exhibit 6 or by anecdotal records but it also shows the following: evidences of the use of reflective thinking in solving problems, the understanding of resources available for help, wise use of available resources, increasing ability to plan intelligently, to carry out plans effectively, and to set up attainable and worthwhile goals, as well as the ability to recognize what is gained from experiences. The use of such records should help the student recognize and try to solve problems in all phases of homemaking rather than limiting himself to one or two kinds of experiences. Planning to meet further needs may help him realize that a problem is

Exhibit 7

Problem Plan and Record

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

Problem:

Plan What to do and when	What I did What I did and when
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Where I might get help

What help I received

What I hope to accomplish and gain from the experience

What I accomplished and gained

Further needs or other comments

seldom completely solved. Rather, an attempt to solve one problem leads to a recognition of other related problems which need to be attacked. Such forms as those in Exhibits 6 and 7 have value only if they help students become self-directive in meeting and solving their own problems. These forms are only suggestive, since many types could be worked out with students. Records written out in story form provide evidences of student progress just as do those which have just been described.<sup>19</sup>

Selecting and planning for a vocation is a major problem with most advanced high school students. In an attempt to help students meet this need, vocational homemaking teachers have tried to give special help with this problem in homemaking IV. A planning outline which should be of much help to students who are trying to select and make plans for entering a vocation is shown in Exhibit 8. Such a plan serves as a guide to the student in intelligently thinking through his problem because it points out the steps which should be taken in thoroughly studying and investigating any vocation which is being considered. In addition to being a valuable teaching instrument, this planning sheet has many evaluation potentialities. As the teacher helps the student progress from step to step in his planning, both should be able to recognize evidences of growth in his ability to analyze conditions, make sensible decisions based upon reliable information gathered, think objectively without prejudice, and adjust to unalterable conditions. If a student is able to advance from a state of indecision to one of carrying out flexible plans which he has developed, he has abundant evidence of growth in self-direction.

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<sup>19</sup>Examples of another plan and record of student growth are shown in the Appendices 6 and 7.

## Exhibit 8

## My Plans for Entering a Vocation

Since you are interested in preparing for a vocation, you can help yourself by organizing a plan for entering and working in that vocation. You will probably need to consider the following:

- I. What vocation do you choose?
- II. Why do you select this particular line of work?
- III. Do you need further preparation for the vocation chosen?  
If so, what and how much?
- IV. Have you given much consideration to other lines of work?  
If so, why have you rejected them in favor of the one selected?
- V. What kind of person does your selected vocation require or need? How nearly do your personal characteristics, your education, training, and experience meet these qualifications?
- VI. What difficulties do you see in the way of your meeting these qualifications?
 

A. Health	E. Skills, such as reading speed and comprehension, written and oral expression, etc.
B. Knowledge	F. Finances
C. Abilities	G. Others
D. Family wishes	
- VII. How do you propose to meet these difficulties? What are some possible courses of action?
- VIII. What resources in yourself and in the environment are open for your use in overcoming these difficulties?
 

A. Personal	B. School	C. Community	D. Others
-------------	-----------	--------------	-----------
- IX. What definite program are you setting up for the next six months? The next five years?
 

A. Educational preparation	E. Recreation plans
B. Personal help desired	F. Financial plans
C. Study plans	G. Health improvement plans
D. Work plans	
- X. What difficulties do you foresee in carrying out your plans? How do you expect to meet them?



Where similar plans have been used, it has been found that those who complete their plans consistently stick with them while those who do not shift aimlessly from one experiment to another. The use of such a plan, however, requires that the teacher have quantities of information about different vocations available for student use. The students, with the help of the teacher, will need to make good use of all available resources, those within the community as well as all others capable of providing the students with needed information.

Personal progress reports have been used successfully as evaluation instruments in high school and college homemaking classes. Their use not only provides evidences of many types of student growth, but also helps the teacher understand students better by providing information about their environment and beliefs. In a study of a college home economics education class, Miss Clarice Watson found that personal progress reports had value for the teacher and the students. She stated that:

These progress reports did more, however, than help the teacher understand her students. They served also as a tool by which students could measure their own growth. They proved to be an incentive for students taking stock of what they had or had not accomplished, consequently, they served as a means for pushing students to read and to carry on any sort of investigation or personal improvement which they felt they needed.<sup>20</sup>

Study of a series of statements on a student's personal progress records provides evidences of his growth. Progress reports kept by students in several college home economics education classes provided evidences of "increased social sensitivity, use of reflective thinking, growth in

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<sup>20</sup>Clarice M. Watson, A Study of Student Growth in an Experimental Home Economics Education Class at Oklahoma Agricultural and Mechanical College, 1940, Unpublished Master's Thesis, p. 25.

creativity and/or ability to direct personal development."<sup>21</sup> Progress reports kept by high school students have proved just as helpful.

Exhibit 9 is an example of a personal progress record used in several high school homemaking classes.<sup>22</sup> When actually being used, the two parts of the record are printed on opposite sides of the same page. Students were encouraged, not required, to fill out the reports at the end of each week.

Many evidences of growth or of needs may be found in a series of such progress reports. After a group had prepared a display showing a good and poor lunch, the teacher discovered that one student had evidently misinterpreted some of the information supposedly learned because on her report she wrote, "I learned that although rice and macaroni look a lot alike, one can be used to make a poor meal and one a good meal." The teacher then tried to help the girl secure the correct information. Not all evidences are of this type, however. Many statements indicate that progress has been made. One girl said, "I found out that hamburgers and pop are a very poor meal to depend upon for a lunch so I stopped ordering them, and I have been eating at the cafeteria every day instead of just part of the time." Later she wrote, "Since I have been eating at the cafeteria, I don't get so tired in the afternoons."

Not only did the use of progress sheets provide the teacher and

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<sup>21</sup>Millie V. Pearson, A Study of Professional Home Economics Education Courses in the Light of the Democratic Ideal, Unpublished Doctor's Dissertation, pp. 261-297.

<sup>22</sup>Examples of another type of progress record are shown in Appendices 8 and 9.

## Exhibit 9

## Part I

Name \_\_\_\_\_

Class \_\_\_\_\_

## STUDENT'S RECORD OF CLASS WORK

What I didMy opinion of ResultsI learned these new things

Exhibit 9  
Part II  
Personal Progress Record

What I did outside of class

I know I have changed because



students with many evidences of changed behavior, but they served as a stimulus for making students desirous of learning. They also helped both teacher and students to recognize and to verbalize the important things learned. For example, within a year one girl had changed from saying, "I learned how to mix muffins", to making such a statement as, "I learned that you should use your hand to guide the material when sewing on the machine but never push or pull it." Another girl wrote, "I know I have changed because I never have liked whole wheat bread before, and I never would eat it. Now I eat it because I know it contains vitamins that I need. I used to wear my belts too tight, but I don't anymore because I know it is harmful, and I would rather be healthy than try to make people think I have a tiny waist."

When another girl wrote that she had learned that a group had to work as one in order to accomplish anything, the teacher made a special effort to discover the conditions that led up to her decision. Her progress reports showed that at first she had resented working in a group, while the teacher's records showed that she had gradually ceased to be the cause of disagreements and that she seemed to be working happily with others.

The use of progress reports encourages students to be aware of growth which they make. When a sophomore girl compared her clothing work with that of the previous year, she made these comments:

Instances of my improvement are: I matched the notches and put the pieces together without any help; I never had to take out the seams or basting because of crookedness; when there seemed to be too much fullness under the arms, I corrected it readily; after a little help on the first finished seam, I knew how to go ahead with the others; and I learned how to make shoulder straps.

Through studying students' progress reports, the teacher may locate

problems that might otherwise go unnoticed. For instance, one teacher learned of the existence of a problem in relationships when a student wrote the following as her opinion of the class:

I think that if we tried to be more considerate of others we would have a fine class. If we had good sportsmanship, others would feel better towards us. When somebody does not give you very much of a sample of food that she has demonstrated, you should not refuse to give her any at all the next time you demonstrate as some have done. Otherwise, we would have an A-1 class.

These are just a few illustrations of the information which can be obtained from personal progress records especially if a series of each student's records are available for study.

However, if much information of value is to be gained from the use of personal progress records, they, like all evaluation instruments, must be used intelligently and repeatedly. The teacher must be sincere and honest with her students. When teachers ask for students' opinions of any part of a class, they should really want honest opinions. If teachers do not want honest opinions to help them understand and improve classwork, if they let opinions different from their own prejudice them against students, they will not get honest opinions. If the teacher and students sincerely want to include in the progress records the kinds of information which will provide evidences of growth and suggestions of further needs, that kind of information will be found in the reports. Both the teacher and the students need to understand how the information on the personal progress records is to be used. Both can use these records as a means of determining the progress made toward previously planned goals.

Evidences of all types of overt behavior may be obtained through the use of anecdotal records. When using this method, teachers need

to record the actual incident or the statement made by the student rather than their feelings about it. A record of students' reactions to a series of incidents provides many evidences of growth. Better results are obtained from anecdotal records if the teacher is looking for a specific type of behavior change. Recording incidents related to all types of behavior changes would be laborious and time consuming. A simple form for recording anecdotal records similar to Exhibit 10 might be helpful in keeping a series of records related to any specific type of desired behavior. Each incident could be recorded on a separate

### Exhibit 10

#### Anecdotal Records

Pupil's Name \_\_\_\_\_ Class \_\_\_\_\_

Objectives being stressed \_\_\_\_\_

Date	Place	What happened or what was said	Teacher's Reactions
			(Unless the teacher can look at student behavior objectively, this column should not be used because of the possibility of recording prejudices.)

card; a sheet could be used for all of the incidents concerning one student; or some other method could be devised.

If the teacher were looking for evidences of greater appreciation of good health, recording the following incident would be helpful.

During class the teacher asked Patty, "Do you ever miss school because

of being ill?" Patty replied, "Yes, everyone is ill part of the time. That is just natural." Later incidents would likely show growth in Patty's conception of health.

However, if the objective being stressed at the time was not health but was social sensitivity, the teacher might not have time to record the above incident but would take time to record incidents related to the objective stressed. For example, the teacher could record these incidents. Mary, a freshman girl, came in before school and asked, "What could we do so that people would not throw papers down all along the sidewalk to town?" A high school boy had the habit of leaning back in his chair. This practice was causing dents in the soft wood floor. One day he came into class, leaned back for a second, suddenly realized what he was doing, and sat in the chair correctly. Although generalizations cannot be made from such single small incidents, a series of such incidents may present a picture of student growth.

Another method of checking individual progress is the use of score cards or check sheets. The score cards described in this report are not designed for the purpose of comparing one student with another but are prepared so that the student can check himself several times in an effort to locate evidences of progress. These score cards should be simple and relatively short. The items to be checked should be stated in terms that everyone will interpret in the same way. In other words, the descriptions should be specific. All statements should be in complete sentences because everyone has the obligation to teach grammar. These score cards are not something that the teacher sets up near the end of a study for the students to use in checking their accomplishments. Rather, they are a part of student-teacher planning. As plans are made



and criteria set up for different learning experiences, the items for score cards are being formulated. Frequently teachers encourage students to word objectives so that as they are attacked they automatically become score cards. Setting up a score card need not, indeed, must not, be an additional activity for either the students or the teacher. The score card must grow out of what the group believes is important to work toward.

Score cards make it possible for the teacher and students to get a quick resume of the work yet to be done, that which has been done, and the progress being made. They also indicate general ability and interest in work. Students can easily check the progress they have made toward previously planned goals and should use their findings as a guide in further planning.

Score cards vary according to the purpose for which they are intended. The kinds possible include those which encourage habit formation by suggesting the routine to be followed, those which measure finished products, those which set a standard far above that which the student now reaches and make it possible to check progress toward that standard, those which teach correct procedures by suggesting successive steps to be taken, and those which check speed through the use of time schedules, and others.

Exhibit 11 is an example of a score card which encourages habit formation. The general objectives set up by the class have been organized on this score card so that all students in the class can check themselves at three different times. If a plus sign is used to indicate that the activity has been successfully carried out, a minus sign could mean that the activity has not been carried out, and a

Exhibit 11

General Requirements (for whole class).<sup>23</sup>

Items to be Scored	Name of Students											
	Mary			Jane			Martha			Etc.		
	1	2	3	1	2	3	1	2	3	1	2	3
I believe that I												
1. Was prompt in carrying out personal responsibilities. . . . .												
2. Was prompt in carrying out group responsibilities. . . . .												
3. Was willing to accept responsibilities. . . . .												
4. Attended class regularly. . . . .												
5. Assumed responsibility for securing own information. . . . .												
6. Observed good work and study habits. . . . .												
7. Was quiet and orderly about work. . . . .												
8. Carried own full share of group responsibilities. . . . .												
9. Completed tasks undertaken within a reasonable amount of time. . . . .												
10. Assumed responsibility for securing and bringing to class new and interesting ideas. . . . .												
11. Continued study through club and home activities. . . . .												
12. Kept personal property orderly and cared for it properly. . . . .												
13. Observed good health habits through all class work. . . . .												
14. Saved time and energy by making and following a plan for each type of class activity. . . . .												
15. Worked well with others. . . . .												
16. Was considerate of others and respected their opinions. . . . .												
17. Read current magazines regularly and referred to recent books and source materials for information needed. . . . .												
18. Know how to use reference materials and can locate library references quickly												
19. Wore suitable clothing for each type of work. . . . .												

<sup>23</sup>Prepared by a class of student teachers at Oklahoma Agricultural and Mechanical College, Spring, 1945.

question mark could denote indecision. If students check themselves, which is preferable, then the teacher could circle their checks in red if she does not agree with their evaluation. Both teacher and students will profit from discussing the evaluations made especially if their judgments have differed. The opportunity of checking such a score card several times makes it possible for students quickly to see whether they are making progress. Some teachers may prefer having separate score cards for each student or each small group of students so that they can be kept in folders.

When students develop standards for finished products, they may be written in score card form. Groups or individuals may then periodically check their progress toward the attainment of these standards. An example of a score card made from the standards set up for exhibits and displays suggested for a hostess and publicity group in a Child Care and Development Class is shown in Exhibit 12. Each time that a group or an individual in a class is responsible for an exhibit, this kind of score card could be used. Thus, growth in the ability to prepare attractive and useful exhibits could be easily observed. This type of score card which checks finished products has been used to some extent in judging food products and clothing garments.

Score cards which set up standards toward which students can strive help give direction to student efforts. The one in Exhibit 13 is a means of checking progress in personal grooming and suggests desirable activities. Its use might stimulate girls to improve their grooming habits. The number of times that it should be checked depends upon the students' need for improvement in this respect.

Exhibit 14 is an example of a score card which teaches a correct

Exhibit 12  
Exhibits and Displays<sup>24</sup>

Name _____	Dates	
1. Displays emphasize the things being studied.		
2. All objects in the display emphasize one idea.		
3. The arrangement has a single center of interest.		
4. All lines made by the objects displayed lead toward the center of interest.		
5. The objects exhibited are not overcrowded.		
6. The exhibit is simple enough to teach a lesson at a glance.		
7. The exhibit has sufficient interest to cause people to stop and look.		
8. Things used in the exhibit meet the standards agreed upon.		
9. The background used is attractive but also inconspicuous.		
10. Legends used are brief but self-explanatory.		

<sup>24</sup>Suggestions for Teaching Child Care and Development, prepared by graduate students in Home Economics Education, Oklahoma Agricultural and Mechanical College, as a part of class work, Fall, 1945.







procedure by suggesting the successive steps to be taken when carrying out a certain activity, cleaning gas stoves in this particular instance. Such a score card serves as a guide while doing the work as well as a check on what has been done.

Growth in speed may be checked through the use of time schedules. When these time schedules are planned at the beginning of a piece of work, they tend to promote industry and arouse interest in efficiency. If nothing more than a desire to learn to do things more efficiently and within a shorter length of time is gained, time schedules have served their purpose well. When using them, each student may check to see if routine duties can be done in less time with no loss and possible a gain in efficiency. The fact that students develop the ability to set up time schedules requiring less time for activities and follow them successfully proves their importance as teaching and evaluation instruments.

Student health records that can be kept by the students and teachers have proved valuable in schools which do not have the services of a doctor or nurse. A form developed by three teachers in one school system is shown in Exhibit 15. This health record serves several purposes. It is a means of recording obvious signs of good or poor health and through its use, teachers are stimulated to observe their students more closely. Many student health needs can be located. When health needs are so serious that they require special attention, students can be encouraged to see a doctor. If such a record is checked periodically, student progress is shown. However, information secured has to be interpreted in relation to each student observed. For example, the fact that a particular student has had a dental examination may be

## Exhibit 15

## STUDENT HEALTH RECORD-CALUMET PUBLIC SCHOOL

Pupil's Name \_\_\_\_\_ Date of birth \_\_\_\_\_

Parent or  
Guardian \_\_\_\_\_ Address \_\_\_\_\_

Doctor to call in case of emergency \_\_\_\_\_

	Grade	Year	Grade	Year	Etc.	Etc.
DATE						
Age						
Height						
Weight						
Normal weight						
Posture, Gait						
Good						
Fair						
Poor						
Skin						
Clear, smooth						
Rough						
Rash						
Frequent headaches						
Eyes						
Weak						
Crossed						
Inflamed						
Breathing						
Nose						
Mouth						
Teeth						
Clean						
Unclean						
Ears						
Earaches						
Discharge						
Hearing						
Right						
Left						
Recurrent Colds						
Emotional Disturbances						
Speech defects						
Unduly nervous						
Excessive use of lavatory						
Tires easily						
Spasms						
Dental Examination						
Physical Examination						



## STUDENT HEALTH RECORD-CALUMET PUBLIC SCHOOL (CONTINUED)

Communicable Diseases	Date	Immunized
Chicken Pox		
Common Cold		
Diphtheria		
German Measles		
Impetigo		
Measles		
Meningitis		
Mumps		
Poliomyelitis		
Scabies (itch)		
Scarlet fever		
Smallpox		
Sore throat (simple)		
Typhoid fever		
Tuberculosis		
Whooping cough		
Other Diseases		
Operations		
Appendectomy		
Tonsilectomy		
Others		

Remarks

an indication of great change while for another student it is only a habitual activity. A record of immunizations can indicate changes in attitudes toward positive health or it may show only the routine activities of a family.

Not only do the various kinds of score cards help the individual and the group to evaluate their own progress and accomplishments, but they are extremely helpful in making the teacher conscious of behaviors which should always be considered as objectives. They are an excellent way of emphasizing particular things which need to be accomplished, of highlighting major objectives. Score cards are also helpful in replacing undesirable behaviors with desirable types by emphasizing the acceptable.

Not all of the score cards which will be used within a year's time should be prepared the first few days of school, but they should be prepared at the time that new activities are undertaken. Score cards should not be prepared and forgotten. They need to be before the student constantly. However, the checking of score cards should not become drudgery but should be a vital and necessary part of the undertaking for which they are planned. If so much checking is done that students look upon it as drudgery, the major part of that which is good in score cards is lost. Like other evaluation instruments, they can be most effectively used when only a few major objectives are emphasized at one time.

Social adjustment deals with one's ability to interact with other people successfully and happily. It involves social acceptance by and of others, attitudes toward morals and standards accepted by the group, and personal characteristics. Personal adjustment, freedom from excessive tensions and fears, and presence of a feeling of security are

implied. Social adjustment is a recognized goal in homemaking education. Evidences of progress toward this goal can be obtained.

One simple instrument for checking social acceptance is presented in Exhibit 16. The results of this social acceptance check may be tabulated on a form similar to Exhibit 17. The total number of times that each paragraph is used to describe each student is recorded in the appropriate columns. This picture of one phase of social adjustment should be of such help to teachers in understanding students and their needs. In order for the picture to be accurate, however, the students must have faith in the teacher and know that the information which they give will be used intelligently. Persons using a similar test prepared at Ohio State University suggest that results will probably be more valid if students are asked not to put their names on their papers but to check themselves as not known, or in group form. Probably, in most instances, the teacher should not let a student see exactly how he was rated. However, the information learned about him may be interpreted, and those parts which would be of help to the student in solving his problem of social adjustment may be discussed with him. The teacher must realize, however, that the type of information secured through the use of such an instrument is confidential in nature. Perhaps the best use of this information is the kind of thing which can be done in counseling with students. For instance, the majority of students may dislike Jane. The knowledge of this fact coupled with an objective study of Jane may show the teacher how she can be helped in becoming acceptable to the group. One major purpose of the social acceptance scale, then, is the location of individuals who are in special need of guidance.

One teacher asked students in a class of 15 to write on a piece of

Exhibit 16  
Social Acceptance Scale  
For High School<sup>27</sup>

**Directions:** On a separate sheet you will find a list of all of the students in your class. Opposite the name of each student, write the number of the paragraph below which most nearly describes your feelings toward that student. Please place a number opposite the name of each student in the class.

- |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| My best friends           | 1. I would rather be with this person than with anyone else. I like to spend much time with this person. I enjoy participating in activities with him. I try to choose places of entertainment that he will enjoy. If possible, I enroll in classes with this person and work alone or in groups with him. I am always willing to share information with this person, and I never refuse to help him when I can. I find consolation in confiding my sorrows and problems in this person, and he is the only one of my friends to whom I tell my secrets. |
| Other Friends             | 2. When working in a group, I prefer this person as a group member. I enjoy participating in dances, picnics, club activities, and parties with him. I think we have several common interests, and I enjoy his companionship. I find conversation interesting and easy to enter into when I am with this person. I always select this person when I make a party list or choose group members.                                                                                                                                                           |
| Not friends but all right | 3. I neither like nor dislike this person. I think this person is all right, and I am willing to be in the same neighborhood, group, or class with him. I would not mind working with this person. I am willing to be in extra-curricular activities with, be on the same team with, or belong to the same club that he does.                                                                                                                                                                                                                            |
| I do not know them.       | 4. I do not know this person. Since I have had very few or no contacts with this person, I have no opinion about him. I do not know what he is like.                                                                                                                                                                                                                                                                                                                                                                                                     |
| I do not care for them.   | 5. Although I am polite to this person, I do not enjoy being with him. If there is nothing else to do, I might not mind doing things with this person. However, I do not care for him.                                                                                                                                                                                                                                                                                                                                                                   |
| I dislike them.           | 6. I do not like to be around this person. I do not like to work or talk with him. I had rather not be in the same class with him, and do not like to go to parties where he is invited. I speak to this person only when necessary.                                                                                                                                                                                                                                                                                                                     |

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<sup>27</sup>An adaptation of The Ohio Social Acceptance Scale for the Intermediate Grades, Ohio Scholarship Tests and Division of Elementary Education, Form G-3.





paper the name of the person in the class that they knew the least, the name of the one that they liked the best, and of the one that they admired the most. The results of the survey are shown in Table 1. As can be seen

Table 1  
Social Relationships Survey

Student	Number of times listed as		
	<u>know her</u> <u>the least</u>	<u>One I</u> <u>like best</u>	<u>One I</u> <u>admire most</u>
A	10	0	0
B	8	0	0
C	3	0	0
D	2	0	1
E	2	0	0
F	1	1	0
G	1	0	1
H	1	1	3
I	0	3	3
J	1	1	0
K	0	4	3
L	0	1	2
M	0	2	1
N	0	2	0
O	0	0	0

by studying the table, the information obtained from this survey is not nearly so complete about each student as that obtained through the use of the social acceptance scale; however, some things are shown. Student O was not mentioned at all in the survey yet the teacher knew that this student had been a member of the class group for a number of years. Students A, B, and C were mentioned the largest number of times as being known the least. This was not unusual, however, since they had just transferred to the school. Seven of the fifteen students were not listed as liked best by anyone in the class. The same number but not always the same students were listed by no one as being admired most. The teacher was aware of the existence of a clique of five girls, students D, G, H, I, and K, before the survey. All together, three of

these five girls received over half of the checks for being liked best and admired most. Even more information is secured when a study is made of who checked whom. For instance, the checks that students D and G received were not from members of their clique. The fact that in ten out of the fifteen cases the girl liked best was not the same girl that was admired most stimulated further investigation on the part of the teacher. Originally the survey was planned because the students were wondering whether you like people better after you know them. The survey seemed to indicate that this was true among this particular class of girls. Probably the best thing that this type of survey does is to stimulate curiosity on the part of the teacher. In an effort to discover why each student has been checked in a particular manner, the teacher becomes more interested in and gains a better understanding of each student.

Tests of the "Guess Who"<sup>29</sup> type are another way of evaluating the social adjustment of students. Lists of characteristics of good and poor social adjustment can be given to the students. These characteristics may be grouped in paragraph form, or they may be presented as lists of single characteristics. Each student is asked to indicate which characteristics describe the other students in the class. The information gained from this type of test may be used in a manner similar to that of the social acceptance scale.

Another help available for teacher use is a record of committee selections within the class. If the teacher keeps a record of who is selected for various committee responsibilities and the proportion of

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<sup>29</sup>Louis Rath, "The Development of a 'Guess Who' Type of Test," Educational Research Bulletin, XXII (March 17, 1943), 70-72.

votes received, a clue to the acceptability or nonacceptability of students is secured. The number of votes each person received could easily and quickly be recorded on a form similar to Exhibit 18. Such a record of who was selected for what over a period of time should encourage the teacher to discover the reasons for the choices made. Such a record might encourage a more equal distribution of responsibilities.

The social acceptance scale, the relationships survey, the record of committee selections, and other similar instruments have their chief value in pointing the way for further investigation by the teacher. One type of investigation that they encourage is a study of the natural groupings and regroupings of students occurring over a period of years. Their use should promote a research attitude on the part of the teacher.

#### Exhibit 18

#### Record of Committee Selections

Class \_\_\_\_\_

Date	9/9/46	Etc.								
	Type of Responsibility	Class No.	Etc.							
Class Members										
1. Jane Black		12								
2. Mary Daugherty										
3. Betty Farragut		7								
4. Etc.										

Growth in appreciation for the various aspects of homemaking is a goal often set up by homemaking classes. Appreciation involves interest and understanding. Not only does it include liking an activity,



but it also involves a sense of values, a certain amount of knowledge, and the ability to make desirable judgments. Overt acts or verbal responses indicative of appreciation have been classified into seven groups. These are:

Satisfaction in the thing appreciated, desire for more about the thing appreciated, desire to express one's self creatively, identification of one's self with the thing appreciated, desire to clarify one's own thinking with regard to the life problems raised by the thing appreciated, and desire to evaluate the thing appreciated.<sup>30</sup>

Exhibit 19 is a questionnaire which was developed to measure appreciation of clothing. The questions are grouped according to the seven types of behaviors indicative of appreciation. Here for the convenience of the reader, all questions are shown in their specific groupings but when the test is given, group headings should be removed and the questions scrambled.<sup>31</sup> They were left in groups in this report to show how the test was made. Questions under each group should deal with behaviors which are evidences of the aspect of appreciation being checked, should deal with activities common to the students who are to take the test, should ask for information which is easily remembered, and should ask for the types of information which the students will be willing to give honestly. Answers to such questionnaires may be tabulated on a form similar to Exhibit 20. On this summary sheet, the answers to two groups of questions, derives satisfaction from clothing and wants more clothing, are combined under the column headed, "Likes Clothing", because the two types of activities have been found to

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<sup>30</sup>Smith and Tyler, *op. cit.*, pp. 251-252.

<sup>31</sup>For examples of appreciation questionnaire in which the statements have been scattered, see Appendices 10 and 11.

## Exhibit 19

## Questionnaire on Clothing

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

The purpose of this questionnaire is to find out what you think about clothing. Consider each question carefully, and answer it as honestly as you possibly can. There are no "right" answers as such. It is not expected that your feelings about clothing will be exactly like those of anyone else.

If it is at all possible, answer the questions by "Yes" or "No." Mark a question "Uncertain" only when you cannot answer it either "Yes" or "No."

Circle Y if your answer is Yes.

Circle U if your answer is Uncertain.

Circle N if your answer is No.

Please answer all questions.

Note: When using for a test scatter statements.

## Derives Satisfaction from clothing

- Y U N 1. Does wearing clothes that you feel are especially attractive often cause you to feel unusually happy and interested in all activities?
- Y U N 2. When you have a choice, do you select a few well-made clothes rather than a number of more reasonably priced garments?
- Y U N 3. Do you often spend some time in planning what to wear the next day or to different places?
- Y U N 4. Do you usually spend some time in keeping clothes ready to wear?
- Y U N 5. Do you take some responsibility for caring for your clothes?
- Y U N 6. Do you often give considerable thought to what garments go well together or make an attractive outfit?
- Y U N 7. Do you select your own clothes or material and patterns?
- Y U N 8. Do you help select your own clothes?
- Y U N 9. Do you often discuss clothing and fashion with other people?
- Y U N 10. Do you spend considerable time in observing clothing displayed in store windows?

## Wants to have more clothes

- Y U N 1. Do you often wish you had more money to use for clothes?
- Y U N 2. Do you have some particular articles of clothing in mind that you would like to have now?
- Y U N 3. Do you usually select clothes that may be changed so as to look like several different garments?
- Y U N 4. Do you earn money to buy clothes?
- Y U N 5. Do you often give up other things in order to get clothes?

## Exhibit 19 (Continued)

- Y U N 6. Do you ask other people for help in planning so that clothing money will go farther?
- Y U N 7. Do you have a clothing budget in an effort to make clothing money go farther?
- Y U N 8. Do you often ask for money for clothes?
- Y U N 9. Have you considered renovating old clothing?
- Y U N 10. Have you planned to make some garments or have them made in order to make your money buy more clothes?

## Wants to know more about clothes

- Y U N 1. Do you usually read the fashion sections of magazines?
- Y U N 2. Do you read books and articles about clothing other than those read for class?
- Y U N 3. Do you subscribe to or check from the library any clothing magazines?
- Y U N 4. Do you ask clerks questions about clothing?
- Y U N 5. Do you read and study clothing labels?
- Y U N 6. Do you attend fashion shows when you have the opportunity?
- Y U N 7. Do you enjoy the study of clothing in school?
- Y U N 8. Do you study clothing advertisements?
- Y U N 9. Do you often spend time looking through pattern books or clothing catalogues?
- Y U N 10. Do you pay particular attention to clothing worn by others in order to learn what makes it attractive?

## Expresses herself creatively

- Y U N 1. Do you make your own clothes?
- Y U N 2. Do you help make your own clothes?
- Y U N 3. Do you design your own clothes?
- Y U N 4. Do you design clothing for others?
- Y U N 5. Do you design accessories for clothing?
- Y U N 6. Do you make your own accessories?
- Y U N 7. Do you often feel that you would like to improve ready-made clothes that you see?
- Y U N 8. Do you combine different parts of patterns or modify patterns?
- Y U N 9. Have you ever wanted to write articles for the paper about clothing?
- Y U N 10. Can you see renovation possibilities in old garments?

## Identifies herself with things learned about clothes

- Y U N 1. Do you usually imagine how you would look in clothes that you see?
- Y U N 2. Do you enjoy wearing clothes that you have made?
- Y U N 3. Do you ordinarily think of the work involved when you see handmade clothes?
- Y U N 4. Does failure or success in clothing affect you emotionally?
- Y U N 5. When you see inexpensive clothing displayed, do you usually wonder about the wage rates received by the laborers?

## Exhibit 19 (Continued)

- Y U N 6. When you have learned principles related to clothing, do you feel uncomfortable in clothing that does not apply these principles?
- Y U N 7. Have you made changes on some of your clothing as a result of what you have learned about clothing?
- Y U N 8. Have you tried to imitate attractive clothing you have seen?
- Y U N 9. Have you avoided wearing some articles together because of what you have learned about clothing?
- Y U N 10. When you see ready-made clothes, do you consider how much money would be saved by making them?

Desire to clarify one's own thinking with regard to life problems raised by clothing.

- Y U N 1. Have you given to the needy those garments which you won't wear or do not need.
- Y U N 2. Have you devised ways of saving money for clothing?
- Y U N 3. Do you ever wear rather ridiculous clothes in order to be in style?
- Y U N 4. Have the war shortages made you aware of clothing extravagances?
- Y U N 5. Have war conditions caused you to take better care of your clothes?
- Y U N 6. Did you enjoy style changes which were made during the war to conserve materials?
- Y U N 7. Have war conditions caused you to increase your appreciation of old textiles?
- Y U N 8. Have you ever modified clothing in order to save materials?
- Y U N 9. Have you worn renovated clothing with satisfaction?
- Y U N 10. When considering whether to buy or make a garment, do you consider the time, money, and skill involved?

Desire to evaluate clothes

- Y U N 1. Have you considered the good and bad points of clothing in your wardrobe?
- Y U N 2. Have you made needed adjustments to make clothes more attractive?
- Y U N 3. When selecting ready-made clothes, do you usually compare different articles as to quality?
- Y U N 4. Do you consider whether or not a garment is worth the money?
- Y U N 5. Do you often think about how a garment would look on you?
- Y U N 6. When you see clothin, do you give thought to its style and art principles?
- Y U N 7. Have you consulted published comments on clothing and fashion?
- Y U N 8. Do you usually have definite feelings about the attractiveness of clothes you see?
- Y U N 9. Have you often thought about whether clothes were representative of fad or fashion?
- Y U N 10. Are you aware of the advantages and disadvantages of different materials?



Exhibit 20

Responses on Clothing Questionnaire<sup>32</sup>

Names	Likes Clothing			Curious			Expresses			Identifies			Life Prob.			Evaluates			Total		
	Y	U	N	Y	U	N	Y	U	N	Y	U	N	Y	U	N	Y	U	N	Y	U	N
(Highest Possible)	20	20	20	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	70	70	70
A	16	0	4	8	2	0	7	1	2	4	2	4	6	1	3	9	0	1	50	6	14
B	12	1	7	7	1	2	2	0	7	2	0	8	2	2	6	3	0	7	29	4	37
C	6	8	6	3	4	3	1	4	5	6	2	2	3	1	6	4	2	5	23	21	26

<sup>32</sup>Adaptation of "Sample Data Sheet", Ibid., p. 259

be closely related.<sup>33</sup> The summary sheet shown has been filled out to show students' scores. A high number of "Yes" responses in relation to the other two types of responses indicates great appreciation in that particular part of the questionnaire. A large number of "Uncertain" responses points to indecision about that particular phase of appreciation. A large number of "No" responses in comparison with the other two types of responses indicates dislike or lack of appreciation.

Simple questions to test appreciation can be developed by the teacher. For example, pictures of a number of sets of dishes of different designs may be mounted and displayed in the class. The students could be asked to select the set which would be the most attractive for the home-making department to have. Many other questions could be planned so that teachers would have a chance to check the quality of judgments made by the students.

Conditions do not have to be artificially set up in order to observe the quality of judgments made by students. Evidences of increased appreciation may be observed by the teacher and students in actual life situations. The student's choice of clothing, choice of recreational activities, relationships with small children, and other actual experiences offer many opportunities for obtaining evidences of greater appreciation. Such evidences may be recorded by the teacher on anecdotal records or by the student on personal progress records. Many evidences of growth in appreciation can be obtained during conferences with students and could be recorded on conference records.

Although single evidences of appreciation or lack of appreciation

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<sup>33</sup> Ibid., p. 258.

are helpful in planning learning experiences, repeated use of the same instrument will supply evidences of the effect of teaching. If growth in appreciation is one of the objectives of the learning experiences planned, it is wise to give appreciation tests preceding and following work in that area. Frequently, growth in appreciations such as consideration for others is the general objective for a considerable length of time, and efforts to stimulate growth in that area may continue throughout the year. In this case, the teacher would want to repeat the evaluation instrument as many as three or four times throughout the year. However, one does not want to repeat the test so many times that students become familiar with it. To avoid this difficulty, the teacher can build similar tests with different questions over the same ideas. In whatever way they are used, whether they are simply used to locate a starting point in teaching or to measure growth, they make both the teacher and the student aware of the kinds of appreciations desired. Awareness of a thing desired always tend to color the learning experiences provided. If the giving of an appreciation test does nothing but make the teacher aware of detailed objectives, it is worthwhile.

The development of desirable attitudes is an objective of all home-making, and progress toward the attainment of this objective can be evaluated in several different ways. Exhibit 21 is an example of one type of attitude test. This particular test deals with relationships among class members. The statements are paired so that opposite viewpoints are given for opinion expressed. In Exhibit 21 odd numbered statements are paired with the even numbered statements immediately following. If the teacher wishes to check on the student's consistency of belief as well as the attitudes that he holds, the statements should

Exhibit 21  
Attitude Test

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

The following statements deal with the problem of relationships among class members. Since this is an unsettled question, the statements are not definitely true or false but are merely opinions. Please express how you feel about each statement.

Circle A if you agree with the statement.

Circle U if you are undecided about it.

Circle D if you disagree with it.

- A U D 1. Students should work in the same group throughout the year.
- A U D 2. Changing the personnel of the groups in a class occasionally throughout the year is desirable.
- A U D 3. Girls from town and girls who have transferred from rural schools should not have to work in the same groups.
- A U D 4. Working in groups with girls who have come from different schools is interesting.
- A U D 5. One should not have to work with people he does not know very well.
- A U D 6. Working with people one does not know is an excellent way to get acquainted.
- A U D 7. One has to know people before he can tell whether or not he likes them.
- A U D 8. One can tell whether or not he likes people as soon as he sees them.
- A U D 9. Girls should always have their choice of the people with whom they want to work.
- A U D 10. Drawing names to see who will be in each group is one interesting way to decide who will work together.
- A U D 11. People whom you do not know often do many interesting things.
- A U D 12. One usually likes one's friends better than other people because they do more interesting things.
- A U D 13. Bright and dull students should not be put in the same groups.
- A U D 14. Students of varying abilities should work together in the same groups.
- A U D 15. Students of varying abilities can work harmoniously together.
- A U D 16. The differences in bright and dull students makes it impossible for them to work together happily.
- A U D 17. People with different types of personalities do not enjoy working together.
- A U D 18. Different types of people can work together happily.
- A U D 19. A high school girl should try to concentrate her interests upon a very few close friends.

- A U D 20. Rather than have only a few close friends, a high school girl should try to have many friends.
- A U D 21. Girls with different backgrounds have much to offer each other.
- A U D 22. Girls, who do not share common backgrounds, have nothing to give each other.
- A U D 23. Girls with different backgrounds may have much in common with each other.
- A U D 24. Unless girls share the same backgrounds, they have very little or nothing in common.
- A U D 25. In order to get really acquainted with someone, one must share experiences with him.
- A U D 26. One may become well enough acquainted with another person without sharing experiences with him.
- A U D 27. One should always be allowed to work with his best friends.
- A U D 28. One should try to work with people whom he does not know.
- A U D 29. People whom you do not know very well often challenge you to do your best.
- A U D 30. Working with people whom you do not know very well often causes lack of interest in trying to accomplish anything.
- A U D 31. Working with the same people all of the time may cause one to be satisfied with what has already been done.
- A U D 32. Working with the same people all of the time helps one to accomplish more.
- A U D 33. Working with many different people is interesting.
- A U D 34. Trying to work with many different people is boring.
- A U D 35. One can learn more about how to get along with people by working with the same ones all of the time.
- A U D 36. One can learn more about how to get along with people by working with many different ones.
- A U D 37. People must have similar opinions before working together to solve problems.
- A U D 38. People with differing opinions can work together in solving problems.
- A U D 39. Working with people who sometimes question one's suggestions is stimulating.
- A U D 40. It is challenging to work with people who always accept your suggestions.
- A U D 41. Every girl should strive to develop new friendships.
- A U D 42. If a girl already has friends, it is not important that she try to acquire new ones.



be mixed before the test is given.<sup>34</sup> The statements are keyed so that they express either a friendly attitude or a reserved attitude. In this test, a friendly attitude refers to a desire to make new acquaintances, to work with different people, and a respect for individual differences. A reserved attitude refers to a feeling of satisfaction with present friends, little desire to make new acquaintances, a critical attitude toward people who are not known, and hesitancy about working with anyone other than old acquaintances. By tabulating the test responses on a form similar to Exhibit 22, three different types of information about the

#### Exhibit 22

#### Responses on Attitude Test

Students	Friendly*	Reserved*	Uncertain*	Conflicts*

\*Record total number of statements checked in each way.

students' attitudes can be obtained. The direction in which his beliefs point can be located by comparing the number of friendly and reserved responses if the student has not made a high proportionate number of uncertain responses. The student's willingness to commit himself to a definite position is indicated by a comparison of the three types

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<sup>34</sup>For an example of an attitude test in which statements have been scrambled, see Appendix 12.

of responses. This does not necessarily mean that a high proportion of uncertain responses is undesirable. Answering questions as uncertain may indicate desirable caution because of lack of information as well as indecision or inability to understand statements. The third type of information available from this tabulation is the student's consistency in his beliefs. This may be obtained by comparing his answers on the paired statements and indicating the number of conflicts in the column for that purpose. A large number of conflicts may indicate inability to think through questions reflectively or actual conflicts in beliefs. By repeating this instrument several times within the student's school experience, evidences of growth could be secured.

Student attitudes may be discovered without using tests of such length. A few simple statements expressing different attitudes about some question may be given to the student. The teacher may ask each student to check the statement or statements which most nearly coincide with his beliefs. Attitudes may also be discovered by studying student writing. When a student is asked to write on a debatable question, he usually expresses many beliefs and attitudes which he holds.

Some homemaking teachers have helped their students recognize that increased social sensitivity is an objective of primary importance. In this study, the term, social sensitivity, is used in the same sense in which it was used in the Thirty School Experiment. Teachers in the Thirty Schools stated that social sensitivity involved the following:

1. Social thinking; e.g., the ability (a) to get significant meaning from social facts, (b) to apply social facts and generalizations to new problems, (c) to respond critically and discriminatingly to ideas and arguments. . . .
2. Social attitudes, beliefs, and values; e.g., the basic personal positions, feelings, and concerns toward social phenomena, institutions, and issues. . . .

3. Social awareness; that is, the range and quality of factors or elements perceived in a situation. . . .
4. Social interests as revealed by liking to engage in socially significant activities. . . .
5. Social information; that is, familiarity with facts and generalizations relevant to significant social problems. . .
6. Skill in social action, involving familiarity with the techniques of social action as well as ability to use them. . . .<sup>35</sup>

One method of evaluating growth in social sensitivity is through the use of tests to determine the student's ability to apply social facts and generalizations when attempting to solve new problems. Such a test is presented in Exhibit 23. In this test, the student faces a new problem. He has a choice of three courses of action. One represents democratic action; one, undemocratic; and one, compromise. After choosing a course of action, he checks the reasons which he believes support his decision. The teacher will probably be most interested in the type of action chosen by the student and in his ability to select relevant reasons to support his decision. Repeated tests of this kind provide evidences of growth in ability to support decisions as well as evidences of increased social sensitivity.

However, the use of such tests is not necessary in order to be able to observe growth in social sensitivity. Anecdotal records, which have already been described, can be used advantageously for this purpose. Interest check sheets and records of activities which the student carries out voluntarily often give clues to changes in social interests.

Free response tests are a means of indirectly discovering how a student reacts to social situations. An example of this type of

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<sup>35</sup>Smith and Tyler, op. cit., 161.

## Exhibit 23

## Application of Social Facts and Generalizations

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

Millions of people throughout the world are starving to death while Americans are unnecessarily wasting much food. Many parts of the world are dependent upon the United States for their immediate food supply.

What should be done about this problem of food waste?

Check (X) the most acceptable course or courses of action:

- A. \_\_\_\_\_ Individual people in the United States should determine the amount of food they need. Surpluses can be sent to other countries.
- B. \_\_\_\_\_ Government should enforce essential measures for the immediate conservation of scarce and vital foods and should promote educational programs to discourage food waste in general.
- C. \_\_\_\_\_ Educational programs to promote voluntary food conservation should be carried out in all communities.

Check the reasons which support the course or courses of action you selected.

- 1. \_\_\_\_\_ The welfare of people is a major concern of government.
- 2. \_\_\_\_\_ Democratic governments have always done some things in opposition to the will of the people but for their welfare.
- 3. \_\_\_\_\_ Individuals have a right to buy and use as much food as they feel they need.
- 4. \_\_\_\_\_ People can be depended upon voluntarily to conserve food.
- 5. \_\_\_\_\_ People can be forced to carry out activities through certain types of education.
- 6. \_\_\_\_\_ Most people conserve as much food as is humanly possible.
- 7. \_\_\_\_\_ Forcing people in the United States to do without certain foods or to have only limited amounts is unfair.
- 8. \_\_\_\_\_ When crucial international problems arise, the government has a responsibility for assisting the people of other nations.
- 9. \_\_\_\_\_ Educational programs have always been adequate in helping people meet crises.
- 10. \_\_\_\_\_ Since the United States is raising the food, she should be allowed to have all that she wants.
- 11. \_\_\_\_\_ Every person has a right to adequate food.
- 12. \_\_\_\_\_ Since individuals need different amounts of food, no group can wisely determine the amount needed.
- 13. \_\_\_\_\_ When people understand conditions, they are interested in helping in every way possible.
- 14. \_\_\_\_\_ An educational program to conserve food might result in additional nutritional improvements.
- 15. \_\_\_\_\_ People in the United States have earned the right to eat what they feel they need.
- 16. \_\_\_\_\_ The success of any program in a democracy is largely dependent upon the educational level of the people.

test is given in Exhibit 24. The student's responses may be analyzed

#### Exhibit 24

#### Free Response Test

**Problem:** The headlines in the paper stated, "O.N.A. Dies Tonight."

**Directions:** List all of your thoughts about this statement that you think might have social significance. Number them consecutively.

according to whether he sees things only from a personal viewpoint, from a broad personal-social viewpoint, or from an even broader social viewpoint. If he sees things from a personal viewpoint, the statements will be concerned with the way in which the situation affects his own life. If he sees things from a broad personal-social viewpoint, he will be concerned with the effect of the situation upon his family or the immediate group of which he is a member as well as its effect upon himself. But, if he sees things from an even broader social viewpoint, his statements will indicate his concern for many groups of people.

An analysis of students' writing offers many clues to students' beliefs and many opportunities of securing evidences of growth in social sensitivity and other equally important areas of learning. In fact, almost any type of growth can be seen to some extent in students' writing. A review of the topics that a student voluntarily writes about may give clues to changes in his interests and to his increased insight into activities.

Students' writing may indicate how they think and what they believe as well as their knowledge of the subject. For instance, a group of homemaking II girls were asked to write what they thought about the following remark made by a high school girl, "Mother is a good cook, and she doesn't use recipes and doesn't cook vegetables and stuff by



these new fangled methods. She hasn't even heard of the seven basic food groups." Each girl's response indicates some of her beliefs and the extent to which she sees the weaknesses in the statement. Some of the responses were as follows:

My mother is a good cook, but she doesn't try to get us to eat our daily amount of vitamins or minerals and I don't think that is very important.

It may be an accident that she had enough vitamins in the food that she cooked.

Mom has heard of the basic food groups and uses no recipes and cooks some delicious foods. It really isn't right but we do.

Surely she has heard of or read about the seven basic food groups, and the reason she doesn't use a recipe is because she has used the recipe so often that she just about remembers the exact amount to use.

She might be a good cook, but she would be a better one if she followed these new fangled methods and if she had heard of the seven basic food groups.

She may cook good food but probably doesn't serve an adequate supply of the seven basic food groups.

She could make many good dishes without a recipe, but she should know how to cook vegetables and stuff correctly to save the vitamins and minerals in the food. She should know what her family needs in food each day.

Each girl looked at the problem from a viewpoint which was exclusively her own. Some refused to accept the conditions stated in the problem; some defended their own mothers; some explained why the conditions could be true; and others analyzed the problem from several different angles. However, no student came out pointedly and said that experience and a general understanding of foods likely would make it possible for the mother to provide an adequate diet for the family or that it was unnecessary for families to continuously talk about the foods which they eat. Only one girl seems to have clearly thought through the fact that new methods of preparation retain food value.

Throughout the various statements, the students have tended to say that what they like is what they want and that they are not concerned about the nutritive value of foods. Their own personal food habits have colored their remarks.

The teacher receiving such remarks as these should make a definite effort to help youngsters understand the preparation procedures which retain food values and to help them form the habit of wanting an adequate diet. The first challenge facing the teacher would be that of selling the students on the desirability of eating an adequate diet consisting of foods which are correctly prepared. If, after making an effort to guide the students toward a realization of the necessity of an adequate diet and an understanding of acceptable methods of food preparation, the teacher again asks the students to write comments on a remark similar to the one used at the beginning of the study, and the students indicate that they are sold on correct methods of preparation and want to eat an adequate diet, then the teacher can feel that she has been successful in teaching. Such remarks as the following would be encouraging evidence of progress made. Near the end of the school year, one girl said, "I have been trying to eat foods from the seven basic food groups every day. Mother tacked the food chart that I got up on the kitchen cabinet door where we can see it. I haven't had a cold now for a long time. I don't know whether this is the reason or not."

Of course, conferences and home visits are invaluable sources of information about students, their problems and their growth. To attempt to discuss their merits as vital parts of teaching would be beyond the scope of this study. However, some suggestions for recording information

learned from these two methods are discussed later when methods of summarizing evidences of growth are suggested.

Although evaluation is a continuous process, certain types can be used at the end of a concentrated attack upon any problem to measure the students' ability to apply the principles which have been learned. Exhibit 25 exemplifies one type of application of principles test.<sup>36</sup> A new problem is presented to the student. He selects one of three courses of action and checks the principles which support the action selected. The key shown in Exhibit 26 indicates the type of reasons which are included in the 16 statements in the test and the number supporting each course of action. Responses on the test indicate the student's ability to make wise decisions involving learned principles when faced with a new situation, his ability to justify his decisions, the kinds of reasons he uses to support his decision, and his ability to discriminate between acceptable and unacceptable reasons.

A simpler form of this same kind of testing is the use of questions which require the application of principles. For example, the teacher could mount pictures of three different dresses along with a sample of dress material and place them on the bulletin board. Each girl could be given this question:

Mary (a member of the class) is going to make a new dress for school and is trying to decide which of these three patterns to use. Indicate the pattern which you think would be best for her by placing an (X) in the proper blank.

Dress A \_\_\_\_\_ Dress B \_\_\_\_\_ Dress C \_\_\_\_\_

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<sup>36</sup>Other examples of application of principles tests are shown in Appendices 13 and 14.

## Exhibit 25

## Application of Principles

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

Mary was visiting Jane when she accidentally grabbed the blade of a knife. There was a deep gash just at the base of her thumb. It was bleeding badly. Fortunately there was a well supplied first-aid kit handy. What should Jane do?

Place a check (X) in the space in front of the action which you think Jane should take.

- A.  Jane could call to see that the doctor was in his office and take Mary there as quickly as possible.
- B.  Jane could run water over Mary's hand, apply a disinfectant and wrap loosely with a sterile bandage.
- C.  Jane could press a sterile compress against the cut, wrap Mary's hand tightly, and take her to the doctor if the bleeding failed to stop.

Place a check in front of the facts which would influence your decision most.

1.  When someone is injured, most people rush him to the doctor immediately.
2.  The first rule of first-aid is to get the injured person to a doctor as soon as possible.
3.  Bandages can be made sterile by heating with a hot iron or holding over a flame.
4.  Since germs do not like crowded areas, they will leave a wound that is tightly bound.
5.  All cuts should be thoroughly cleaned with water before administering first aid.
6.  Applying pressure to a wound is one method of stopping bleeding.
7.  Any person who has studied first aid would know to wrap a cut.
8.  Severe bleeding can be fatal within a short time and should be stopped as soon as possible.
9.  By applying a sterile bandage and taking Jane to the doctor, Mary can feel sure that Jane's injury will receive the best of care.
10.  Just as caps are put on oil wells to stop the flow of oil, so are compresses pressed against cuts to stop the flow of blood.
11.  Cuts should be wrapped loosely so that air can help the blood to clot.
12.  Just as clean packages keep germs from food, sterile bandages protect wounds.
13.  Unless the blood is coming in spurts, there is no immediate danger.
14.  Doctors recommend that proper first aid be given after an accident since results might be serious by the time a doctor

## Exhibit 25 (Continued)

- arrives.
15. \_\_\_\_\_ Any compress or bandage placed next to a wound should be free from germs if at all possible.
16. \_\_\_\_\_ Industrial workers have found that bleeding can be slowed down by wrapping a cut.



## Exhibit 26

## Key to Application of Principles Test

C is the most desirable course of action.

## Reasons:

1. Unacceptable common practice--supports A
2. Wrong principle--supports A
3. True--irrelevant
4. Teleology
5. Wrong principle--supports B
6. Right principle--supports C
7. Ridicule--
8. Right principle--supports C
9. Assuming conclusion
10. Acceptable analogy--supports C
11. Wrong principle--supports B
12. Unacceptable analogy
13. Wrong principle--supports A
14. Acceptable authority--supports C
15. Right principle--supports C
16. Unacceptable authority

Check (X) the reason or reasons below which cause you to believe that dress you choose is best for her.

- 1. Fullness tends to soften the lines of the dress and to add some width.
- 2. Horizontal lines tend to add width.
- 3. Vertical lines tend to make the person appear taller.
- 4. Wide belts of a contrasting color tend to make the person appear shorter.
- 5. Skirts which flare from the hips down usually make the hips appear slenderer.

Without the particular patterns, material, and girl in mind, it is difficult to formulate correct answers to such a test. However, answers on the actual test can be based upon the specific examples being used. The dresses selected by students and the reasons used are specific evidences of the extent to which principles studied in clothing have been understood and accepted by the group especially if the test is purposely made to emphasize such principles. There is no reason for giving application of principles tests unless they emphasize principles brought out in teaching.

No detailed explanation of how to make and use application of principles tests is included in this study because such information on this subject has been written by specialists in the field of evaluation. It would be presumptive for one who is trying to learn how to evaluate on a small scale to attempt to describe instruments which are explained in detail by evaluation experts.<sup>37</sup>

This type of testing measures the application of principles rather than their acquisition. Strictly information tests have value because thinking cannot be done unless it is based upon knowledge. Laboratory tests, used to measure skill acquired, can be used advantageously.

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<sup>37</sup>Smith and Tyler, op. cit., pp. 77-111.

Both information and laboratory tests for use in homemaking classes are discussed by Clara M. Brown.<sup>38</sup>

All of the evaluation instruments described in this report have value only if they provide the teacher and students with information that can be and is used in making further plans for learning. In order for this information to be usable, some method of summarizing what is learned about each student needs to be developed. These summaries should be so planned that they give the teacher quick access to information needed in understanding students, information helpful with guidance, and information indicative of the stage of development of the student. In order for summaries to achieve these purposes, they need to be based on the objectives being stressed, need to describe rather than to rate, need to be written in understandable terms and need to be simple enough that teachers will have time to develop and use them.

Student summaries help the student think through what he has done and the progress he has made and give the teacher a concept of what the student feels is important. If personal progress records have been kept throughout the year, students can review their own records and summarize the progress that they, themselves, have seen. A summary as simple as the one in Exhibit 27 could be used to briefly record these evidences of progress noticed throughout the semester or year.

Another type of student summary emphasizes class experiences and suggestions for further class problems. The information which could be secured through the use of such a form shown in Exhibit 28 would help the students and teachers plan objectives and experiences based

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<sup>38</sup>Brown, op. cit., pp. 68-85, 94-104, 164-171.

## Exhibit 27

## Student Summary

My thinking has changed because:

I used to think this:

I now think this:

My behavior has changed because:

I now do these:

I used to do these things:

Exhibit 28

Summary and Suggestions for Class Work

What we have done in class	What I enjoyed most	What I learned the most from	What I feel we need to learn more about



upon real needs.

The teacher should be responsible for getting into some usable form all of the information, whether it comes from the students or from her own observations. A few methods of accomplishing this are suggested here. Many teachers keep all of the information gathered about each student in one folder and have these folders filed in alphabetical order. Often, however, finding time to pull out and file back the various forms as they are used is a problem. Since certain forms in the folders are used repeatedly, and others are seldom used, those requiring constant use might be kept in a more accessible spot. The writer feels that home information sheets, anecdotal record sheets, home visit records, and conference records are used most often. If these record sheets were placed in a loose leaf notebook in alphabetical order according to the students' names, they could be available on the teacher's desk at all times for jotting down pertinent information. Some teachers might prefer to use files of cards rather than the notebook. A map of students' homes could be placed in the front of the notebook so that much of the information needed when making home visits would be available from one source. The home information sheet and anecdotal record form previously suggested are planned so that they could be used in this notebook. A form for recording home visits and student conferences is shown in Exhibit 29. This form is planned so that it combines two closely related sources of worthwhile information. Regardless of how briefly this kind of a record is kept, it will be valuable to the teacher in recalling items which should be a part of the summarized year's report. This same notebook could contain a form for recording mileage traveled by the teacher in carrying out work.

## Exhibit 29

## Conferences and Home Visits

Name \_\_\_\_\_ Class \_\_\_\_\_

Date	H.V.* Mi.	Conf*	Problem	Comments
			(Teacher may indicate the problem discussed, reason for student contact, etc.)	(Teacher may include further plans made, contacts she needs to make or materials she needs to get to be of further help to the student, needs for further conferences, etc.)

\*Indicate whether this was a home visit or conference by checking (X) in appropriate column. The number of miles traveled in visiting the home may be used instead of a check to indicate home visits.

Throughout the year when reading any student records or writings, the teacher could underline or mark in some way the pertinent facts disclosed and the values expressed. Symbols could be worked out so that information relating to different objectives or phases could be easily identified. Later this information could be summarized and studied for evidences of student growth without reading everything a second time.

The teacher could work out a summary sheet for recording a few significant evidences of growth toward the major objectives stressed during the year. A simple summary sheet is suggested in Exhibit 30.

Again the writer wishes to call the reader's attention to the fact that she does not claim to be an expert in evaluation. Rather, an attempt has been made to gain some understanding of the field of evaluation and of some of the procedures used. This study suggests simple instruments which have been developed, and in many instances used, by the writer and others in homemaking classes in Oklahoma. It is not proposed that any one teacher make use of all the instruments presented but that the suggestions included in this thesis be used to stimulate thinking and to encourage the preparation and use of simple evaluation instruments.

The instruments suggested have not been tested for validity and may even prove upon repeated use to be unreliable examples of the types studied. However, after studying recent evaluation literature, the writer has attempted to present examples of the types of instruments which teachers inexperienced in evaluation could use and to cite the results which they might expect to secure.

As a result of this study, the writer has reached the following conclusions:

Simple methods of evaluation provide much information of value in planning learning experiences.



The fact that teachers are not experts in evaluation need not prevent the use of simple but effective evaluation procedures.

Better teaching is done when teachers seriously think through the question of evaluation and develop evaluation procedures as an integral part of their teaching.

When evaluation is an integral part of teaching, little if any additional time is required in planning and carrying out learning experiences.

Many of the simple evaluation instruments used in the Thirty School Experiment suggest procedures which can be used in homemaking classes.

Simple methods which provide specific information about the student and his home seem to have more immediate use than instruments which require more study and interpretation.

Simple evaluation instruments which students help make seem to be more usable and practical than complex instruments proposed by others removed from the local situation because they are planned, developed, and used as an integral part of learning experiences.

Securing evidences of progress vitalizes learning because it calls attention to major objectives and desired behaviors, acts as a stimulus toward more activity by pointing up the progress already made, and furnishes a sound basis for further planning by the teacher and students.

Evidences of growth collected from many different sources, when summarized, help both the teacher and student get a clearer picture of the student as an individual and as a member of a group.

The more information teachers are able to acquire in regard to the way in which people think and act, the more insight they have in preparing and using simple evaluation instruments.



The improvement of relationships and the development of attitudes necessary for life in an intercultural world, which is based upon democratic ideals, make it imperative that teachers have a sound knowledge of people, their needs and interests.

Whenever evaluation is attempted, it should be primarily concerned with the few major objectives being emphasized at that time.

One cannot hope to evaluate every change desired in student behavior simultaneously.

The types of evaluation instruments used should be changed as time, progress made, and changes in objectives indicate.

Continued use and study of evaluation procedures should suggest more uses for the instruments proposed and should result in the development of both new instruments and new procedures.

Teachers cannot know that their teaching is effective and students cannot know the extent of their learning unless they have evidences of the results obtained.

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APPENDICES



## Appendix 1

Clothing Questions Asked  
by a Homemaking II Class

How should I fix my hair?  
What color is my skin?  
How do you get rid of pimples?  
What color is my hair?  
What shape is my face?  
Why won't my hair curl well?  
What makes me fat?  
Why am I so white?  
What makes pimples?  
Why are my feet so wide?  
What shade of lipstick should I wear?  
What makes your teeth bleed when you wash them?  
Should I wear rouge?  
Should I wear my clothes below my knees?  
Why are my legs so hairy?  
Should I arch my eyebrows?  
Do I have cat eyes?  
How old do I look?  
Are my height and weight about right?  
Should I weigh more than 105 pounds?  
Do my clothes look nice on me?  
Do I keep my fingernails neat?  
Should I wear dark or light lipstick?  
What color of lipstick should I wear?  
Are my teeth pretty?  
Would I look better if I wore a girdle?  
Am I in proportion?  
Do I have good posture?  
Do I have a pleasing walk?  
Do I have a thick neck?  
Would it look all right if I had my ears pierced?  
Are my eyes shiny?  
How can I make my feet look small?  
What would make me more attractive?  
Do I talk too much?  
How can I learn to hold my temper?  
Should I pluck my eyebrows?  
What can I do to quit biting my fingernails?  
Do I look better with or without glasses?  
Should I wear tight clothes?  
What makes you lack an appetite?  
Why don't my fingernails grow faster?  
Does my hair look better short or long?  
What makes me get mad so easy?  
How could I improve my teeth?  
Why are my legs always spotted?  
Why do I have such a purple tint to my skin so often?  
What foods should I eat to make me gain weight?

How can I make my feet look longer and narrower?  
How could I reduce in weight?  
What makes my hair break off at the ends?  
Do I act silly?  
What should I improve in?  
Should I wear hose?  
What shade of powder should I use?  
Are my eyes pretty?  
Is my complexion pretty?  
Do I look good in slacks?  
Do I look good in pleated skirts?  
Do I look happy all of the time?  
Are my fingernails pretty?  
Are my hands pretty?  
Does my hair look better in curls or just fuzzed?  
Do I need a brassiere?  
Do I have a high forehead?  
Do I have a receding chin?  
Should I wear ear bobs?  
How long should my dress be?  
Should my lipstick be worn in a curved or straight line?  
Am I too little?  
Are my feet too fat?  
Are my teeth too big?  
Is my mouth too big?  
Are my hands too big?  
Do I wear attractive clothes?  
Am I too slim?  
Are my legs straight?  
Do I have a thick neck?  
Does my chin stick out?  
Are my ears too big?  
What is the color of my eyes?  
Are my hips too big?  
Should you shave your legs?

## Appendix 2

## Recreation Interests

The purpose of this check sheet is to determine the types of recreation which you enjoy most, the number of times each type of recreation was enjoyed, and the approximate amount of time used for each type of recreation.

Recreation Enjoyed	Number of times this was enjoyed last week	Approximate total time spent doing this during the week

## Appendix 3

## Favorite Radio Programs

The purpose of this check sheet is to determine which radio programs you like best and why you like them. Please list all of the programs that you especially enjoy. You may not have any listed under some types.

Programs I like best	Why I like them
Drama and stories	
Music	
Comedy	
News	
Religious	
Sports	
Others	

## Appendix A

## Radio Interests

The purpose of this check sheet is to determine which radio programs you enjoy most. Please list your favorite radio programs in the appropriate columns.

Drama and Stories	Music	Comedy	News	Religious	Sports	Others



## Appendix 5

## Weekly Record of Radio Listening

The purpose of this record is to determine the radio programs you listen to, why you enjoy them, and how much time you spend listening to the radio. Please include all of the programs to which you listen during the week.

Program	Why I enjoy it	Time Spent Listening

Appendix 6

My Plan for Growth

Name \_\_\_\_\_ Class \_\_\_\_\_

Date	Problems I need to do something about	Why I should work on this problem	What I might do	When	Where I might get help



## Appendix G

## WEEKLY EVALUATION SHEET

Prepared by Annette Carlton

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

What I have learned about child care and development	How this information differs from what I used to believe	How the things learned will aid me in understanding myself and others

Appendix 9

WEEKLY EVALUATION SHEET

Prepared by Lucille Hodger

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

How did my yard look?	What improvements did I make?	Why did I make these improvements?



## Appendix 10

## QUESTIONNAIRE ON CHILD CARE AND DEVELOPMENT

Prepared by Annette Carlton

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Class \_\_\_\_\_ Teacher \_\_\_\_\_

## Directions to the Student:

The purpose of this questionnaire is to discover what you really think about small children. Consider each question carefully and answer it as honestly and as frankly as you possibly can. There are no "right" answers as such. It is not expected that your own thoughts or feelings or activities about small children should be like those of anyone else. There are three ways to answer the questions—Yes, No, and Uncertain. If it is at all possible, answer the questions by Yes or No. You should mark a question Uncertain (U) only if you are unable to answer either Yes or No. Please answer every question.

- \_\_\_\_\_ 1. Do you enjoy being with small children?
- \_\_\_\_\_ 2. When children ask to help can you find sufficient tasks for them?
- \_\_\_\_\_ 3. Do you enjoy sponsoring a party for younger children?
- \_\_\_\_\_ 4. Do you resent other people teasing children?
- \_\_\_\_\_ 5. Do you like to read about children?
- \_\_\_\_\_ 6. Would you enjoy helping a mother plan for a new baby?
- \_\_\_\_\_ 7. Can you show real appreciation when a child gives you a worthless gift?
- \_\_\_\_\_ 8. When you see others correcting small children do you have a desire to change their methods?
- \_\_\_\_\_ 9. Are you interested in newer techniques of working with children?
- \_\_\_\_\_ 10. When you see small children having fun do you wish you were young again?
- \_\_\_\_\_ 11. Do you like to make garments for small children?
- \_\_\_\_\_ 12. Are you curious about what children like to do and say?
- \_\_\_\_\_ 13. Is it unusual for you, of your own accord, to act as a "baby sitter" for an evening?
- \_\_\_\_\_ 14. Do you make a point to show love to children?
- \_\_\_\_\_ 15. Would you want to work in a nursery school?
- \_\_\_\_\_ 16. Do you help small children when they are having difficulty?
- \_\_\_\_\_ 17. Do you care for smaller brothers and sisters on your own accord?
- \_\_\_\_\_ 18. At Christmas time, do you always visit the toy departments?
- \_\_\_\_\_ 19. Do you enjoy making gifts for small children?
- \_\_\_\_\_ 20. Has your attitude toward foreign countries changed since you have seen pictures of their suffering children?
- \_\_\_\_\_ 21. When you see a playground do you judge it as good or poor?
- \_\_\_\_\_ 22. Do you believe children should be seen, not heard?
- \_\_\_\_\_ 23. When you have an opportunity do you hold babies?
- \_\_\_\_\_ 24. Do you make an effort to hear child care specialists speak?
- \_\_\_\_\_ 25. Do you often prepare play materials for children?

## Appendix 10 (Continuation)

26. When you read of accidents happening to small children do you often feel sad and depressed?
27. Would you like for children to have more advantages than you had as a child?
28. When you see children's clothing do you think of its aid to self dressing?
29. When reading magazines do you read stories about children first?
30. Do you often read to small children?
31. Do you always look at baby clothes on display in a store?
32. Do you enjoy dressing little children to look cute?
33. When you see poor, dirty little children would you like to take them and care for them?
34. Have you helped repair broken toys for children?
35. When you see children playing in the street do you think critically of their mothers?

## Appendix 11

## APPRECIATION TEST

Prepared by Lucille Hedger

Directions: The purpose of this questionnaire is to discover what you think about attractive flower arrangements in the yard to bring beauty to the home.

Consider each question carefully and answer it as honestly and as frankly as you possibly can. There are no right answers as such. It is not expected that your thoughts or feelings or activities should be like those of anyone else.

Please answer each question by placing Yes, No, or Uncertain in the blank to the right of the question.

Questions

- \_\_\_\_\_ 1. Do you spend any time planting flowers in the yard?
- \_\_\_\_\_ 2. Do you read books or pamphlets on yard beautification?
- \_\_\_\_\_ 3. Are you uncomfortable when there are no flowers or shrubs in the yard?
- \_\_\_\_\_ 4. Do you study the type of soil best suited to the plants you wish to grow?
- \_\_\_\_\_ 5. Have you planned any original planting arrangements for the yard?
- \_\_\_\_\_ 6. Do you know the cost of your yard beautification efforts?
- \_\_\_\_\_ 7. Is hard work necessary to make a yard beautiful?
- \_\_\_\_\_ 8. Has yard beautification improved the value of the property?
- \_\_\_\_\_ 9. Do you enjoy trying out color arrangements in the yard?
- \_\_\_\_\_ 10. Would you be unhappy if your yard was bare?
- \_\_\_\_\_ 11. Do you enjoy trying to improve your yard?
- \_\_\_\_\_ 12. Are you interested in learning how plants are propagated?
- \_\_\_\_\_ 13. Do you try out unusual color combinations with shrubs and flowers in the yard?
- \_\_\_\_\_ 14. Does a whole family gain by working together to improve the yard?
- \_\_\_\_\_ 15. Do you feel that the time spent in your yard is time well spent?
- \_\_\_\_\_ 16. Does each group of plantings form a balanced picture?
- \_\_\_\_\_ 17. Is your yard in keeping with the rest of the neighborhood?
- \_\_\_\_\_ 18. Does it bother you to see an unkept yard?
- \_\_\_\_\_ 19. When you neglect your plants, do you feel that you have mistreated friends?
- \_\_\_\_\_ 20. Is it worth while to try to overcome climatic conditions by watering, sunsheddng or other means?
- \_\_\_\_\_ 21. Do you ever ask your friends for cuttings of unusual plants and shrubs?
- \_\_\_\_\_ 22. Do you ever experiment with plant propagation?
- \_\_\_\_\_ 23. Do you ever buy a magazine just for the articles on yard beautification?
- \_\_\_\_\_ 24. Do you use new seed for planting flowers in your yard?

## Exhibit 11 (Continued)

25. Does your yard make a balanced picture with the surroundings?
26. Have you any desire to try cross pollination to see what you could do with flowers?
27. Do you spend most of your free time tending your plants and shrubs?
28. Do you try to find out the type of insects most harmful to your plants and shrubs?
29. Have you had any future plans for improving the planting arrangement in your yard?
30. Have you ever helped a friend plan a new flower bed?
31. Are you happy when a friend offers you some of her prized plants or shrubs?
32. Have you found out the best seasons for planting, transplanting or moving plants or shrubs grown in your locality?
33. Have you ever written a paper on or talked about your plantings?
34. Have you ever tried to change the appearance or the shape of your yard through the arrangements of plants and shrubs?
35. Do you think the effect of a beautiful yard is good enough to justify time and money necessary to keep it free of insects?
36. Is it better to buy plants at the greenhouse than to try to start your own from seedlings?
37. Do you ever prune your shrubs to create an unusual effect?
38. Do you become calm and rested sitting in a beautiful yard?
39. Do you try to learn which are the more sturdy plants and which the delicate ones?
40. Do you continuously look for new and different plants and shrubs?
41. Do you always clean up whatever mess you make in a beautiful park?
42. Do you choose and arrange your plantings so you will have continuous bloomings of flowers and shrubs?
43. Do you think of your plants as your friends?
44. Do plants require much care?
45. Do you enjoy showing the results of your work in the yard to your friends?
46. Do you think your time spent in planting flowers or shrubs on rented property is time well spent?
47. Do you plant rose cuttings in your yard?
48. Do you make an effort to have plants in the house?
49. Have you ever made an effort to improve the roadside along highways?
50. Do you try to plant flowers in the season of the year for which they are best suited?
51. Do you take pride in showing others your plants?
52. Do you know what plants grow best in the shade?
53. Do you know the history of any of your plants?
54. Do you have a feeling of real loss when one of your plants or shrubs dies?
55. Is it a waste of time to prepare seed beds in advance?
56. Have you ever asked anyone else to view and criticize your yard?
57. Have you ever made an effort to beautify an alley?
58. Do you ever buy an unusual plant for your yard?
59. Do you try to create certain effects with your flower arrangement?
60. Do you refuse to cut across people's beautiful lawns?



## Appendix 12

## ATTITUDES TOWARD PETTING

Prepared by Annette Carlton

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

The purpose of this test is to get a picture of your beliefs regarding petting. You will find listed a number of statements implying different attitudes. Read these statements carefully and indicate by a check (X) those which you feel most nearly express your beliefs.

- \_\_\_\_\_ 1. Things which are hard to obtain often have much less value than that which is easy to get.
- \_\_\_\_\_ 2. The girl who refuses to pet seldom has a date.
- \_\_\_\_\_ 3. It doesn't matter what the public thinks as long as I'm happy.
- \_\_\_\_\_ 4. Society holds parents responsible for the conduct and morals of teen age boys and girls.
- \_\_\_\_\_ 5. Boys prefer wives who are not over-experienced in love making.
- \_\_\_\_\_ 6. The way in which one is accepted by the public determines his happiness.
- \_\_\_\_\_ 7. Girls should hold higher moral standards than boys.
- \_\_\_\_\_ 8. Boys and girls are free agents and should be permitted to act as they please.
- \_\_\_\_\_ 9. The unpopularity which results from engaging in socially disapproved conduct is only temporary.
- \_\_\_\_\_ 10. Things difficult to secure are highly prized.
- \_\_\_\_\_ 11. The girl who pets never wants for beaux.
- \_\_\_\_\_ 12. Physical attraction is the most important factor determining happy marriages.
- \_\_\_\_\_ 13. Boys often lose interest in a girl who allows excessive petting.
- \_\_\_\_\_ 14. Parents who disapprove of petting are "old fashioned" and should be ignored.
- \_\_\_\_\_ 15. Boys and girls should talk over their points of view with their parents and parents should discuss their views with their children.
- \_\_\_\_\_ 16. Some girls violate the moral standards of society and seem to suffer little damage.
- \_\_\_\_\_ 17. Girls can stop petting whenever they want to.
- \_\_\_\_\_ 18. It is a disgrace to pet.
- \_\_\_\_\_ 19. Only cheap immoral women allow men to caress them.
- \_\_\_\_\_ 20. Adolescents who have received affection as children do not feel a need for petting.
- \_\_\_\_\_ 21. Girls should not let boys kiss them until after they are married.
- \_\_\_\_\_ 22. Petting is the only way to show appreciation for a good time.
- \_\_\_\_\_ 23. Excessive petting is indicative of a girl's true affection.
- \_\_\_\_\_ 24. Petting should not be done in public places.
- \_\_\_\_\_ 25. Occasional kissing is an approved way of showing affection.
- \_\_\_\_\_ 26. Compatibility and similarity of interests assure happy marriages.



## Appendix 12 (Continued)

- \_\_\_ 27. For lasting popularity individuals should conduct themselves in socially approved manner.
- \_\_\_ 28. Once petting has aroused a girl's emotions she will probably lose self-control.
- \_\_\_ 29. Girls who hold a boy's interest permit excessive petting.
- \_\_\_ 30. Parents' opinions regarding petting are valuable and should be respected.
- \_\_\_ 31. Parents have not advanced with the times and cannot help children to formulate opinions.
- \_\_\_ 32. Petting is an approved way of showing affection.
- \_\_\_ 33. Individuals cannot violate the moral standards of society without sooner or later paying for it.
- \_\_\_ 34. Girls with high moral standards often pet on a date.
- \_\_\_ 35. The general public accepts petting as morally all right. It is better not to try to hide things from the public; they will find out some way.
- \_\_\_ 36. Petting is a means of fulfilling a need for affection.
- \_\_\_ 37. Many persons indulge in heavy courting with individuals for whom they have no real affection.
- \_\_\_ 38. There are many ways of showing appreciation for special kindness and good times.
- \_\_\_ 39. Boys usually marry girls who are experienced petters.
- \_\_\_ 40. The moral standards for men and women should be the same.

## Appendix 13

## APPLICATION OF PRINCIPLES TEST

Prepared by Annette Carlton

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Class \_\_\_\_\_ Teacher \_\_\_\_\_

## Situation

After six weeks of School Jim came home and threw his books down saying, "I hate school, I tell you." His father replied in his usual tone of voice, "Sure, Jim, I have days at the office when things don't do well. Say, isn't this the week-end the gang is going camping?"

Directions: Check in this list the facts that would have influenced Jim's father's decision the most:

1. Washing children's mouths with soap will teach them not to say, "I hate."
2. Parents can help children develop unbiased attitudes toward school and teacher.
3. There should be harmony and close fellowship between teachers and the families of the community.
4. Unpleasant situations can often be forgotten if recognized and replaced with pleasant ones.
5. It is quite natural for boys to dislike school.
6. The mother's attitude toward school before a child is born influences his ability in school.
7. All teachers are not remembered by children; usually the first, the best and the worst.
8. Most children have unpleasant days at school.
9. Jim's dislike for school may be caused by physical defects.
10. All of the tax money goes to support schools.
11. Parents should not listen to children's dislikes for school but should force them to attend.
12. Changing schools for Jim is the only common sense thing to do.
13. Children should be taught early that there are some unpleasant activities for all people.
14. Boys have unpleasant days just as girls do.
15. Some teachers are less qualified because of the granting of war emergency certificates.
16. The teacher is usually to blame for school difficulties.
17. Children's attitudes and values are molded by the parents.
18. Psychologists say pleasant situations are remembered longer than unpleasant situations.
19. Children who understand the purpose of school will usually like it.
20. The best way for Jim's father to show that he loves him is to go to school and defend him.

## Appendix 14

## APPLICATION OF PRINCIPLES TEST

Prepared by Lucille Hedger

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

Directions: In the following exercise you will find a situation described and a question asked about its cause. Following the description there are two lists of statements. The first list contains possible answers to the question. Read these answers carefully and place an X in the blank before the number of the statement which you think answers the question correctly.

The second list of statements contains possible reasons for the answer given. Read each reason carefully and place an X in the blank before those you believe support the answer you selected.

Situation:

Water sometimes collects on cement floors in basement rooms during summer days, if windows are open. Why?

- \_\_\_\_\_ 1. The warm air from outside cools off when it reaches the basement floor.
- \_\_\_\_\_ 2. The ground is usually more moist during the summer than during the winter.
- \_\_\_\_\_ 3. The basement room gets warmer than usual and the heat causes condensation.
- \_\_\_\_\_ 4. The relative humidity of the air is decreased when it enters the cool basement room.

Reasons:

- \_\_\_\_\_ 1. Difference in temperature causes the condensation of the moisture of the warm air on the cool cement floor.
- \_\_\_\_\_ 2. Water seeps through the cement into the basement floor.
- \_\_\_\_\_ 3. In the summer basement rooms become so hot that water condenses on cement floors.
- \_\_\_\_\_ 4. Lowering the temperature of air causes condensation of moisture.
- \_\_\_\_\_ 5. Just as water is evaporated by heat so does warm air condense by cooling.
- \_\_\_\_\_ 6. Summer weather causes basement floors to sweat.
- \_\_\_\_\_ 7. Still air has lower relative humidity than moving air.
- \_\_\_\_\_ 8. Excess moisture in the ground during the summer months goes through the cement and collects on the basement floor.
- \_\_\_\_\_ 9. When the basement becomes hot, moisture in the air condenses on the floor.
- \_\_\_\_\_ 10. Heavy rainfall in summer causes seepage of water in basements.



## Appendix 14 (Continued)

11. Everyone knows warm air condenses when it hits a cold surface.
12. Condensation of moisture in air takes place on objects when they are cooler than air.
13. It is absurd to think warm air entering a cool basement would condense on the floor.
14. Rapid change in temperature of air always causes condensation.
15. During heavy summer rains water runs through the basement windows and collects on the floor.
16. When the Dew Point is reached condensation of moisture in the air takes place.
17. Air on the inside of the basement will not hold as much moisture as air on the outside of the basement.
18. Ground water rises through cement floors.
19. The point at which the water in the air condenses is the Dew Point.
20. The cool floor causes the temperature of the air to drop until the Dew Point is reached.

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100 100  
2 1/2 1/2 1/2 1/2

Typist, Thelma Pauline Pickens