

STUDENT GROWTH IN A NINTH GRADE
HOMEMAKING CLASS WHERE
DEMOCRATIC PROCEDURES WERE EMPHASIZED

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By

LUCY MAE MILLS

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APPROVED BY:

Millie V. Pearson

Chairman, Thesis Committee

per Katharine W. Kumber

Nora A. Zabor

Member of the Thesis Committee

Millie Pearson

Head of the Department

per Anna May Johnson

D. G. McIntosh

Dean, Graduate School

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TABLE OF CONTENTS

	Page
Acknowledgement	iii
Introduction	1
Class Organization	6
Behavior Change	23
Conclusions	49
Bibliography	51
Appendix	53

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INTRODUCTION

A study of the meaning of democracy today and the ways in which it may be perpetuated, leads one to accept the belief that the schools must play an important part in this struggle. This point of view further suggests that the purpose of education is to provide the student with learning experiences that will give practice in reflective thinking and opportunity to learn the meaning of democracy, seen as a way of living. Democracy defined as "an intelligent use of cooperative means for the progressive attainment of significant personalities",¹ would seem to be dependent upon intelligent cooperation focused upon concern for the group as well as the individual.

The choice of action which an individual makes is influenced by his reaction to the ever changing social order in which he constantly struggles to gain equilibrium. In order that he may make progressive adjustment to this interactive, interdependent society, he must develop the ability to interpret and evaluate his actions and beliefs in the light of whatever values he cherishes. For the good

1. Otto, Max C., "John Dewey's Philosophy". The Social Frontier, June, 1937, p. 266.

of society in this country today it is important that he be encouraged to appreciate and cherish the ideals upon which the country was founded--namely liberty and justice for all. Obviously, in such a society, the beliefs and ideals of all must influence the course of action accepted by and for the group. To participate effectively in making decisions affecting others as well as himself, the individual must accept responsibility for developing his intelligence to its capacity, as well as for using it to promote common good. Thus, if the school is to make a worthwhile contribution to the democratic society which supports it in this country, it must provide learning experiences that will give opportunity for the individual to think for himself, to learn to direct his own ability, and to work with others towards consciously accepted goals.

This point of view encourages the use of the "group-experience" method as a basis for class organization which "if followed through, not only offers students an opportunity to select their own goals and procedures, to weigh possible courses of action, and to attack a common problem from several different angles, but makes it possible for students to compare and evaluate more than one result of action as well as to measure their personal and group progress."² In other words, besides helping the individual

2. Millie V. Pearson, Group Experiences in Homemaking Classes, College Book Store, Oklahoma Agriculture and Mechanical College, Stillwater, Oklahoma, 1940, p. 10.

to think his way through his difficulties and appreciate the world about him in the light of the past, the school may help the individual to appreciate the meaning of functioning democracy. It is assumed that this can be achieved by providing means for him to assist, according to his ability, in planning class activities; by providing opportunity for participation in cooperative action focused upon concern for the group and/or society in general; and by stimulating self and group evaluation of each experience in terms of accepted goals.

By helping the student to determine his needs, to sense related problems, and to find a satisfactory solution to the same, the school may convert factual material into a tool by means of which the individual may become more intelligent or better able to adjust to and participate in determining his environment.

According to the Educational Policies Commission of the National Education Association:

The ability of a child to take part in a democratic process is conditioned by his maturity and his previous experiences.³

There may be inborn executive capacities but the particular skills needed in a democratic society must be learned from rudiments upward, through years of guided experiences.⁴

3. Educational Policies Commission. Learning the Ways of Democracy. National Education Association of the United States. Washington, D. C., 1940, p. 28.

4. Ibid., p. 29.

While teacher-pupil setting up of problems and solving the same may serve to stimulate the individual to think for himself, the chief reason for providing group experience in the learning situation is to provide practice in cooperative action directed toward group as well as individual benefit. Thus, good group thinking should consciously foster participation for each and every one in the group. The tendency towards rugged individualism which is found in many adolescents may be woven into a pattern of concern for self, developing in a democratic society, by offering opportunity for effective participation in the solving of group problems or the accomplishment of a task for which the group has accepted responsibility.

Furthermore, to carry a maximum educational value, proceedings and results must be appraised by the individual and the group in terms of purposes and values consciously accepted. Lack of the ability to evaluate experiences intelligently promotes a static society and tends to develop a confused and groping individual. Intelligent planning is based upon the ability to recognize the desirable and the undesirable in earlier experiences. Since the individual and the group must constantly adjust to change, constant appraisal of former judgments and values is necessary for the formation of plans adequate to cope with new situations. Through acquiring the ability to evaluate critically, the student develops concepts that will enable him to make progressive adjustment to his every changing society.

Three class room procedures have been assumed as essential to education for democratic living, namely, teacher-pupil planning of goals and procedures, working in cooperative groups, and shared evaluation of personal and group progress. In the light of this assumption an effort was made to organize a ninth grade homemaking class. This type of organization would seem to encourage the homemaking student to appraise his worth as an individual and as a member of his family group.

Goals and problems were determined by pupils-teacher planning together, and the students were urged to approach the problem solving from different angles. They, also, were urged to formulate conclusions in their own words, and to evaluate group and personal progress in terms of opportunity for personal development, opportunity for the use of intelligence, and opportunity for cooperating in the interest of mutual benefit. Probable changes in behavior with respect to the aforesaid principles, inherent in the ideal of democracy, were coded as a device for estimating student growth.⁵ Conferences, teacher observations, and individual and group reports were employed for recording these behavior changes.

5. See Appendix No. 8.

CLASS ORGANIZATION

A first year homemaking class in the Bristow High School was studied for this report. It was composed of eighteen freshmen and three sophomore girls. Half of the girls had attended elementary school in small rural communities and only this year had come into a larger school. During the month of August the teacher visited the homes of the rural girls, and any town girls whom she had not visited the preceding year. The office file contains cumulative records on all the students who had attended the Bristow Junior High. These records contain the following reports on each student: anecdotal notations, personality ratings, memorandums of physical and economic living conditions, achievement and reading tests, reports of health "check-ups", and interest and hobby sheets made by the students. These were studied as a basis for understanding the freshmen members of the class. Prominent reference was made in these records to evidences of timidity, lack of ability to direct self, aggressiveness, and unwillingness to cooperate with others.

The class met for the first period on Tuesday, September 9, 1940. At this time, the girls were encouraged to inspect the department and to get acquainted with each other. The rooms housing the department had been changed during the summer, so old and new girls alike were glad to inspect them. The foods laboratory, formerly consisting of

a series of work tables topped with hot plates and holding small equipment for each of two girls, had been re-modeled into two unit kitchens, built and equipped to resemble kitchens found in the average home. The clothing laboratory had been moved from the far end of the hall on the same floor to a room adjoining the foods room. The new foods laboratory caused a good many expressions of delight. There were, however, a few puzzled looks among the girls who had been in the junior high school homemaking class the year before. Finally, one girl gave expression to her thoughts and said, "Well, it certainly is pretty, but I don't see how we can all cook on two stoves." This statement was used as a means of starting group-work in a class that never before had participated in class planning. In class discussion, it was agreed that the laboratory would necessitate a change in class organization. The suggestion was made that the class try to think of a way in which the laboratory could be used effectively. The group returned to the clothing laboratory when the tour of inspection had been completed, and spent some time discussing ways in which they might get to know each other better. One of the girls suggested that she would like to have each girl tell her name, the school she attended the year before, and her hobbies or interests. This suggestion seemed to meet with favor, so the remainder of the hour was spent in this manner. Many of the girls found it difficult to speak

distinctly and freely of themselves, but the attempted introductions seemed to help establish a friendly feeling toward one another.

In the Bristow high school, homemaking is one of the three elective subjects offered to freshmen students. So, the girls were asked to bring to class the next day written statements concerning their reasons for choosing homemaking as an elective subject. They were, also, asked to think of a way in which the class could make the best use of the new laboratory. In stating their reasons for choosing homemaking as an elective subject, some of the members of this class said, "I like 4-H club work, so I thought I would like homemaking.", "I don't like general science and mother thought I was too poor a student to take Latin.", "I didn't want to take homemaking, but mother thought Phyllis did so well in it that she said I had to take it.", "I like to sew.". These frank expressions showed that a large number of the girls had not enrolled in homemaking classes with any special interest in activities carried on in the home; nor did many recognize need for learning more about persisting problems arising from living in the home or the family group.

Conflicting class schedules made it necessary for the high school class to start the first semester's work in the clothing laboratory. However, interest in how they were going to use the new foods laboratory persisted strongly; so it was suggested that they exchange ideas on this matter.

The silence that followed this suggestion showed that the girls were not accustomed to forming or expressing ideas on class organization. Such questions as: "How does the family make use of this type of kitchen?" "Could small groups use the kitchen effectively?" brought the suggestion that the class divide into groups and each group take rotating responsibility for preparing, serving, eating, or cleaning up after the meal. This method had been used satisfactorily the year before. One of the other girls who had been in the class the preceding year said that she did not like this method because it put too many people in the kitchen and the others had to wait for them to get out of the way. At this point another from last year's junior high class said, "Well, what about the machines? We had to wait on them last year." The junior high class the year before had had a membership of forty-three girls and the limited number of machines had caused delay. This question directed the discussion to the clothing laboratory which was to be used first. In reply to the above quoted remark, the suggestion was made that perhaps the planning needed to include both laboratories. Most of the above discussion had been carried on by three girls. As the remaining class period was short, it was recommended that they think further about a plan for organizing. The class was asked, also, to make a list of the things they wished to learn about homemaking. One of the girls was heard to say, "I don't know what I want to do." Another one remarked that

all she wanted to do was learn to sew. As leads, for girls like these, it was advised that a few minutes spent in looking over some of the new reference books might help girls in doubt to make up their minds about problems they wished to undertake. It was also suggested that a review of their home responsibilities might help them to discover some things they would like to be able to do better.

The next three class periods were spent in listing and rewording the suggested problems. Most of these as given by the girls sounded as if they had been copied from books. Some suggestions came in the form of topics to be explored rather than problems to be solved. A few problems such as: "I want to learn how I can clear up my complexion", and "I want to learn how to make more friends" caused some of the girls to say that they didn't know homemaking included such topics. An effort was made to get each girl to participate in the discussion. After the class had agreed upon approximately twenty-two problems, of interest to all, the teacher asked four girls to volunteer to combine these problems into a tentative plan for class procedure. Four girls volunteered to do so and agreed to meet after school. Only two showed up for the committee work. These two decided to combine the suggestions into five topical phases of homemaking and recommend to the class the study of clothing construction and selection, foods selection and preparation, health and grooming, getting along with others, and home improvement. The next day one of the members of

the committee, too timid to talk before a large group, read the report to the class. The class discussed the report; and voted to accept it, studying first, problems dealing with clothing selection and construction.

The problems on clothing selection and construction, suggested earlier by the group, were re-listed then on the board. These problems varied all the way from learning how to make a silk dress to learning how to use a sewing machine. A survey of the sewing experience of each girl showed that a simple pinafore was the most complicated construction problem any of these girls had undertaken. Nevertheless, one of the girls from the homemaking class of the year before, given to speaking before she thought, volunteered the opinion that the list of problems seemed a good one. Since the experiment in planning was still in the beginning stages, and the list included many good problems for beginners, final plans for class procedures were postponed, to give time for each to study the suggested problems in relation to her own needs and abilities. It was further recommended that each talk with persons who had made silk dresses to determine what difficulties might be encountered and what skills were needed for such an undertaking. The next day problems were discussed in relation to individual needs and abilities. After a brief discussion led by a few girls, the class voted to center individual and/or group activity around the following clothing problems.

1. To learn to select cotton material both durable and economical.
2. To learn to select a pattern suitable for the individual.
3. To learn to select, use, and care for sewing equipment.
4. To learn to select colors suitable for the individual.
5. To learn to use patterns.
6. To learn to construct a simple garment.
7. To learn to make and select accessories.
8. To learn to select ready made garments.

Attempts to get the girls to consider problems on clothing care and repair were futile. The girls did not seem to recognize need for study of such problems, and several directly opposed considering them. One of the girls expressed her feelings by saying, "We learned all about that last year." In setting up these problems all of the voluntary discussion came from six girls, although when called upon, others made suggestions but volunteered nothing further.

The class members had seated themselves informally at four tables. Therefore, in order to get general participation in the planning, it was suggested that the girls sitting at each table form working groups to list suggested activities for two selected problems. As the girls had never worked under a similar class plan, the instructor recommended that they select two group officers, a chairman to act as general manager of group discussion and to report for the group, and a secretary, to make all written reports for the group. Many of the groups had difficulty in distinguishing between an "experimental or exploratory activity"

and "pertinent though unverified information". The majority of the class was so used to answering questions on the basis of phrases recalled from books or from hear-say that few could tell the difference between a way for attacking a problem and a conclusion. When the group chairmen gave the reports, the class listened carefully and suggested a few changes and additions. Although a demonstration list of activities for one of the problems had been worked out by the class, as a group, to help all know specifically what they were trying to do; on three of the reports activities were confused with theoretical solutions. While the reports did not show much variety or evidences of originality in the activities suggested, they did show that a beginning in group cooperation for the consideration of common problems had been made.

Although at the beginning of the year the class listed five topical phases of homemaking in which there was interest; the time required for introducing a new type of organization and the large number of absences at the end of the first semester made it impossible for the class, as a whole, to cover more than three phases; namely, clothing selection and construction, health and grooming, and food selection and preparation. Many problems from the other two phases of work (getting along with others, and home improvement) were used as a basis for individual projects. Thus, besides the first planning period just described, two other general planning periods were held to set up

respectively the problems and activities for the unit on health and grooming and for the unit on food selection and preparation. Through discussion and group planning the class, also, determined the problems and activities for the second and third units of work.

After the members of the class in committee determined the problems to be attacked by the group at large and listed group by group activities likely to throw light on the solution of specific problems, they discussed the question of how the larger group should sub-divide in order to minimize group interference in a laboratory with such limited facilities. It was agreed, for the time being, to continue to follow the method used in setting up problem by problem activities: namely, divide into sub-groups with special assignments based upon the four to five suggested ways to find problem solutions. One of the girls raised the question, "Would that mean that only one group would get to make a dress?" When it was explained that each would carry on individual construction work although other activities would be rotated from one group of girls to another, the class voted to try the plan. A few skeptics said they would rather have the teacher take charge, give out questions to be answered, and let each work individually. Since most of these skeptics were good students, fears were entertained that the plan had not been presented effectively. However, after a little more class discussion, the plan was worked out in detail.

"How to form groups and to proceed from one set of problems to another?" caused some heated argument. It was interesting to note too, that more girls began to take part in the discussion. Some of the class members wanted to choose their groupings and then remain in the same group all the time. This suggestion came from two of the girls that had been in Bristow Junior High the year before, and was interpreted as a desire to separate their group from the rural girls. This plan was given up when it was pointed out that to share the experiences of others is one good way to learn, and when the same group works together continuously the members of this group have no opportunity to get acquainted with and share in the experiences of other class members. The decision to change group membership was backed by one of the class members who told of her experience at a summer camp. The first summer that she went to camp she had limited her acquaintance to two special friends. As these girls did not like to take part in any of the sports she had not enjoyed these activities. As the special friends did not return to camp the following summer, she made a point of getting acquainted with many girls and took part in more activities.

It was agreed, finally, that each would draw a number to determine the first grouping, and then rotate from one group to another in such formation as to work with different class members and in different types of activities. This plan was used for the first three "rotations" of the unit

on clothing selection and care; but, was discontinued for the fourth, fifth and sixth rotations of this unit. Continuous group membership seemed a better basis on which to plan the different group activities. Thus, from the fourth through the sixth rotation in the first unit of work, the group membership remained the same, but the activities undertaken by the groups changed with each "rotation".¹ The original plan of group rotation (different class members to work in different groups and on different types of activities) was used in practically all of the "rotations" of the second and third units of work.²

The first grouping included: (a) hostess and reading group, (b) exhibit and demonstration group, (c) experimental group, and (d) application group. Activities pertinent to the problems of "selection, care and use of the sewing equipment" and "selection of material" were used as bases for allotting responsibility to each group. A tendency appeared here to divide activities and parcel them out, one to a person. The students evidently had worked so long as individuals that they were still unable to work as group members. After some thoughtful and critical discussion of this tendency, the class decided that better conclusions could be formed if all members of each group either participated in all activities of said group or pooled individual information

1. See Appendix No. 1.

2. See Appendix No. 2.

by compiling group conclusions. As an illustration of the point, one of the problems of the reading group was cited to show how the group could profit if each member of the group were to read from different books and then compile the information gleaned into group conclusions.

It was agreed that the findings of the different groups would be made available to all class members by group reports to be given by the group chairman at the end of each rotation. The completion of the activities and the reports for the first "rotation" required about two weeks. These reports consisted of telling what the group had done. This was accomplished by copying sentences from books, and stating a few conclusions. Only one chairman showed any signs of poise as she gave her report. Two of the girls read so low and fast that it was difficult to hear what was said. The fourth girl read so loud and "sing songy" that it was difficult to pay attention to the content of her report. After giving a report each chairman was asked to lead an open discussion of the same, as given. For the first few "rotations" these discussions consisted of answering questions asked by the teacher in an effort to clear up points or to stimulate a clearer description of group findings. As the group work progressed the students took over these discussions and became quite apt at calling attention to partial conclusions and to material that was presented in vague statements.

At the end of the first "rotation", the question that had caused some of the girls to be skeptical of group work, became apparent. One of the girls asked, "How are you going to tell what grades to give us when we work in groups?" This question showed that grades and competition were still uppermost in the minds of these students. The question of evaluation had not been introduced in the first planning, because no interest had been manifested and the time spent in planning and setting up group work had more than exceeded the interest span of some of the members of the group. Then, too, confusion can follow the simultaneous starting of too many new procedures. Thus the students question, "How are you going to tell what grades to give us when we work in groups?", brought the attention and interest of the class to this next step in planning. In order plans might come from the students, this question was answered by asking another: "How do you think you should be graded?" After some discussion and partial attempts to answer this question, still another inquiry was propounded. "Why do you go to school?" Some of the answers to this question were: "I go to school because my parents make me.", "I go because there is nothing else to do." "We should go to develop ourselves." From this latter statement the discussion was directed to the question, "How can we grow or develop?" At first the discussion dealt with physical growth; but, finally, the girls began to suggest the possibility of directing the growth of personal traits towards

accepted goals. At this point the question came up of setting up some standards for growth and rating self accordingly. The idea appealed to all the girls; so they were asked to list experiences in a homemaking class which might help them to become the person they would like to be. During the making of these temporary plans, one of the girls came to the teacher and said, "I can't think of any way I can grow. Isn't there a book I can use?"

The habit of following the dictates of another rather than thinking independently was brought into prominence by suggestions made when the class attempted to determine what might be evidence of desirable growth. Some very common statements were: "Do everything the teacher says", "Do what is required", and "Do some work for extra credit". In order that the group thinking might be directed away from grades and toward individual growth in intelligence and the development of desirable personal traits, the question was asked, "If you are to grow by always doing what the teacher tells you, what are you going to do when you do not have a teacher to tell you?" "Will you always have some one to tell you what to do?" One of the girls spoke up immediately, "No, that is what is wrong with Germany."

A temporary plan for recognizing desirable change in individual growth was set up by the class, and then referred for revision to a committee of three volunteer members. The committee restated the goals and set them up in a revised

form, later accepted by the class. A typed copy of these goals for evaluating personal growth was given to each member of the class.³

The students were asked if they would not like to keep a weekly record of what they did so that they might know their own progress. For this purpose a copy of the form "Individual Progress Report"⁴ was passed around for examination and the class agreed to try this for a week or two before deciding whether or not they might like to keep such records for the year. At the end of the second "rotation" twelve forms were returned. Another set of forms was passed out at the beginning of the third "rotation", and eight of these were turned in. These first forms contained rather sparse comments on what was done in class, only a very few opinions of results, and little or no record of outside work. At the beginning of the next group "rotation" the class was asked to think through the use that had been made of the progress report and to decide if they were valuable enough to warrant their continued use. Discussion on the progress report was started by the question, "What value has the progress report been to you?" One girl said that it had enabled her to see what she had done for the week. The reports that had been handed in were exhibited, and explanation made that the reports could be of no value unless

3. See Appendix No. 3.

4. See Appendix No. 4 and No. 5.

they were kept more completely. One of the students confessed that she had not kept hers because she always forgot to write it until it was too late to remember what she had done. From this discussion it was decided that the progress records would be kept for class use, but that they would be handed in weekly instead of when the groups rotated. Some of the girls had brought out the idea that they would like to put a grade on their record. Hence, a place for recording, "my evaluation on this week's work", was added to the original form. At first a few of the girls marked themselves higher than their record of progress would seem to warrant. Conferences with these girls brought out the fact that they were still grade conscious. When these girls were able to think of grades in terms of how they had grown, their evaluation of their own work became more critical and hence fairer.

One other instance shows how hard it was for these students to think in terms of growth instead of grades. The question of scoring group participation was discussed along with the plan for recording individual growth. As a result, the class worked out a score card for checking each member of the group on the following points: cooperation, contributions, concentration, courtesy, and responsibility.⁵

5. See Appendix No. 6.

These score cards were filled in by all members at the end of each rotation; but were used for only three "rotations" because of dissatisfaction expressed by the majority of the class. During the class discussion on the use of these score cards, the fact was brought out that, in spite of an attempt to build up respect for fairness, some of the students were using their votes to persuade other students to give them a score that they did not deserve. In place of scoring each other, the class voted to have each girl write an evaluation of all the girls who had participated in the group as well as an evaluation of all the group summaries. These two records were called "Group Evaluation Report".⁶ This helped the students to get away from the grade idea and as the group became less grade conscious, these reports were put into the group folders where all could examine them. Over-heard conversations and expressed concerns for improvement showed real interest in what others thought of the work accomplished. Previous discussions in class had helped emphasize that a single evaluation was important only as it showed more competency than the next earlier evaluation. Thus the girls treated this appraising objectively and did not get angry when someone's rating differed from that which they thought they deserved.

6. See Appendix No. 7.

BEHAVIOR CHANGE

The class organization previously described, was designed to offer opportunity for the student to participate in planning of class goals and procedures, to work in cooperative groups, and to participate as individuals and/or groups in evaluating individual progress. To secure suggestions for estimating the growth of students encouraged to participate in the three phases of class organization suggested above (selected because of their basic importance in democratic living), a study was made of the reports from a college class¹ and several high school classes² which had been organized under similar plans. These studies suggest that the following behavior changes are likely to appear among students working under the above plan of class organization:

(1) Increased ability to see and formulate problems in terms of needs; (2) greater resourcefulness in planning activities for solving problems; (3) more enthusiasm for solving problems, as evidenced by industry, attitude changes, readings and investigations; (4) greater carry over of class work into the home and the community; (5) increased ability to cooperate with a group; or improved ability to make social adjustments and to be tolerant of the opinions of others; (6) clearer evidence of a recognition and of acceptance of the responsibility to make effective contribution to the group (frequently shown by making efficient use of time and equipment, and by developing the ability to formulate group

1. Millie V. Pearson, op. cit.

2. Clarice Watson. "A Study of Student Growth in an Experimental Home Economics Education Class at Oklahoma Agricultural and Mechanical College." (unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. 1940.)

conclusions); (7) increased ability and increased desire to make fair appraisal of progress of self and others toward accepted goals; (8) more ability to recognize pertinent facts and to make application of information to new problem.

From these behavior changes, a system of coding was developed to help in discovering the results of this experiment in teacher-pupil planning, in working in groups, and in learning to appraise the value of an experience.³

This code was used for checking student progress reports, records of teacher observation, and individual and group summaries. Findings which came to light in the checking of these records are reported here. Of the twenty girls who started in the group at the beginning of the year only seventeen remained in the class for the entire term. Two of the girls moved to another school, one girl married, and a change in schedules at the end of the first semester, made further variation in the class membership. Thus, in order that the report might have some continuity, observations were kept on the behavior of the seventeen girls in the continuous group. The progress reports were kept for a period of twenty three weeks. Six weeks had elapsed before the forms were introduced to the class and three reports were made when the groups rotated instead of weekly. Too, during the latter part of the first semester bad roads and contagious disease so affected attendance that the class voted to discontinue the group plan for that period.

3. See Appendix No. 8.

During this time make-up classes were held in order that garments might be completed. Three of the class members handed in twenty-three progress reports. The average number turned in for all students was eighteen; only one student turned in as few as twelve.

It is assumed that pupil-teacher planning provides opportunity for the student to grow in the ability to see and formulate problems in terms of accepted objectives as they relate to the individual. In addition to three specific planning periods during which the class members determined the problems to be attacked, the students were constantly urged to appraise their action and re-plan procedures to discover ways in which as individuals or as members of the class groups they might become more effective individuals. Planning was tentative and activities were added as the need became apparent to the group. For example, during the unit on health and grooming, several of the girls said that they would improve their personal grooming if they were able to buy needed creams, shampoos, and deodorants. However, because of limited funds, this was impossible. Class discussion brought out the fact that for many girls, careless spending and the wasteful use of such less needed grooming aids as finger nail polish, rouge, and lipstick had made the purchase of the more important aids such as soap and cold cream impossible. Simple inexpensive creams, shampoos, and deodorants were made in class and inexpensive essential grooming aids were exhibited. Accounts were kept on

spending-money, and analyzed for possible funds that could be saved for the purchase of needed supplies.

Another class interest which grew out of a recognized need focused group effort on table etiquette. The problems and activities selected as guides for foods work, included practically nothing about learning good table manners. At the end of the serving of the second meal, one of the students brought the following problem to the attention of the group. During the serving of the meal, a visitor had come to the laboratory and several of the girls were embarrassed because they did not know how to act. Accordingly, plans were made to offer students the opportunity to practice table etiquette among themselves.

Again it became obvious that lack of skill in the management of time and equipment while preparing a meal definitely handicapped groups and individuals. The first group to prepare a meal was quite confident of the ability of its members and was reluctant to do careful planning. The outcome was a meal so haphazardly prepared that it took inordinate time and energy to restore order to the laboratory. As one of the girls expressed it afterwards, "I never did do so much work." This group suggested the addition of "check-up" to the activities planned so that they might practice at checking themselves for wasted steps and for the use of unnecessary utensils. This helped the class members to sense the fact that there is a scientific way to do things which saves time and energy for the homemaker.

A study of the progress records of the first few weeks shows that most of the girls recognized few limitations. Some typical quotations from these earlier records are: "I think everyone should know how to select sewing equipment.", and "Everyone should know how to alter a pattern." As the year progressed the girls became more conscious of their own needs both as individuals and as members of a group. Some of the typical statements from the later growth records are: "I thought the Consumer-Guide-bulletin-board exhibit was very good. I didn't realize it was so important to eat the correct food. I'm going to see that I get a balanced diet", and "Our group is working too slow, we need to make better plans."

Many of the girls became aware of individual problems. One girl who had difficulty in getting anything accomplished expressed this reason for choosing her home experience. "I do not get enough done. I am going to keep a time schedule and see where my time goes. It doesn't seem like I ever get anything done at home or school." Another girl who had taken the planning and preparing of a simple Thanksgiving dinner as a home experience expressed herself in this manner, "I didn't do so well. I didn't realize there was so much work to getting a meal by yourself. I'm going to prepare a Sunday dinner and see if I can improve."

An improvement in the ability to sense problems and to formulate them in terms of needs was also noted in the problems that were suggested for the last two units of class

study. Whereas the problems that were suggested for the clothing unit gave evidence of having been copied from books or were stated as topics to be studied rather than problems to be solved, those stated by the students for the second and third planning periods, reflected interests and needs. Typical examples of the entire group of objectives listed follow. "To learn to plan meals for persons who are underweight." "To learn to select our lunch at a restaurant." "To learn to make attractive salads."

Greater resourcefulness in the planning of activities became evident in connection with teacher-pupil program planning as the year progressed. Every year there are many girls who waste time in sewing classes because they seem unable to direct their activity into "next step" without immediate help from the teacher. This year the girls were urged to assume responsibility for self-direction. The following typical quotations are taken from student progress records:

I was having trouble with the neck line of my dress. But, I studied my pattern guide and found that the directions were plain when carefully read.

I have been reading in books on how to put in a zipper. Last night I looked at one in a ready-made dress and I think I know how to fix mine now.

I am learning each day to work without asking so many questions. I didn't have to ask any today.

After having worked as librarian in the hostess group, I think I have learned how to look up things in books.

A lot can be accomplished if you make up your mind to accomplish some one thing each day.

Activities, too, for the solving of problems were often the outgrowth of class or group discussion. One discussion period prompted a survey of incomes of the local families and of grocery bills of the local families as a basis for determining how much money to allow for daily meals. Two other interesting surveys were planned and carried out by different groups: namely, "How the Bristow High School Girls Care for Their Hair" and "How the Bristow High School Girls Care for Their Complexion."⁴

This continuous planning together of the class and teacher naturally led to increased use of local and community facilities. Dry goods stores were visited to study information given on labels, to compare costs of articles of clothing needed in the high school girl's wardrobe, and to find the cost and kind of piece goods available for school costumes. Group trips were made to two of the local dairies to observe the handling of milk and to ascertain the kinds and corresponding prices of milk offered for sale. Trips were made to grocery stores to buy supplies needed for the preparation of meals, to make comparative studies of costs of different foods and to observe kinds and costs of products that were in season. A field trip was made to one of the cotton gins to observe the process used in the cleaning and ginning of the raw product. Group and individual trips were made to the three beauty parlors in the town to

4. See Appendix No. 9 and No. 10.

observe methods for giving manicures and to secure pamphlets suggesting new hair arrangements.

When the class was first organized, there was little evidence of enthusiasm over the problem, "How to be a good hostess?" As some of the girls expressed it, "it's too much the same old thing." An attempt was made, however, to take the "same old thing" out of the hostess job through the simple device of making each hostess group responsible for different and new activities. The hostess groups took great pride in doing things to improve the appearance of the class room and in learning how to do routine things in a different way. Attractive bulletin boards were introduced, and various arrangements of the furniture were tried out. Attractive centers of interest were created by grouping pottery, flowers, and other colorful articles. Such special clean-up jobs as cleaning and defrosting the ice box, cleaning and waxing the tables, cleaning the cabinets, and cleaning the stoves were scheduled so that no one group carried all the responsibility for the same. A tendency to increase the number and kind of activities listed as helps for solving problems showed developing resourcefulness. The possible activities suggested for solving problems in the food units totaled forty-three. Some of the typical and varied activities were: "Visit the nursery school to see what food is given to the children at noon.", "Experiment with different methods of cooking vegetables.",

"Prepare an attractive lunch box.", "Visit the cafeteria to observe the type of noon-day meal served."

Moreover, pupil-teacher planning would seem to have stimulated interest which continued as long as the problem was in the process of being solved. Evidence of this increased enthusiasm appears on the progress reports both in comments by the girls and in the increased amount of work reported. Early progress reports show such statements as: "I sewed the end of the collar and turned it", and "We looked in various books about how to introduce people". The statement, "I looked for a pattern", appeared on some of the records for three to four days. The following statements are typical of those that appear on later reports. "I listened to the demonstration of group two on biscuits. I helped make out the market order and check the groceries. I helped check the work sheet. We decided what each person could do outside of class." "Made cocoa mix, helped clean the ice box, looked for the utensils and dishes that we would need for our meal." The following quotations taken from the student progress reports are interpreted as evidence that the enthusiasm of these girls persisted because they felt they were accomplishing something worthwhile.

I got a lot out of our egg experiment. I didn't know there could be so much difference in the way an egg was cooked.

We cleaned the cabinets and washed all the white woodwork today. We think we did a real nice job.

I thought the demonstration was good. I believe it will be easier for me to make biscuits.

Our hostess group did the laundry this week and I learned how to iron table linen.

At first I didn't want to be in the hostess group, but I think it has been fun to plan bulletin board exhibits and to think of ways to improve our room.

I like to check menus. I think I am learning how to plan better menus for my family.

I learned several things that I can do to gain weight.

It's a lot of fun to plan meals when you know how to do it.

I learned what is wrong with my posture. I'm going to try and correct it.

We took the stove apart and cleaned all the burners. It wasn't as hard a job as I thought it would be and I learned a lot.

I like to plan our work. I think it is a good way to find out what each girl is interested in.

Readings were not required in this class except as the individuals accepted responsibility to read for group reports or to find out something for which they felt a need. Even so, the reading was much more extensive than usual in Bristow classes in homemaking on this level. When the bulletin file was re-checked at the end of the year, it was noted that bulletins which had been in the file for several years and which had been used but little at the beginning of the year, now showed definite signs of use. A check of progress reports for outside reading shows that three girls reported independent reading from the very beginning. Reports of other class members show that there was a decided

ADMINISTRATIVE & MECHANICAL COLLEGE
LIBRARY
OCT 8 1941

increase from the third to the ninth report in the number of students who were reading outside of class. From the ninth week on, all but two of the records show consistent readings outside of class.

Volunteer group meetings held outside class time for the purpose of completing work scheduled by the group and for seeing that reports were accurate and in good form also indicated the enthusiasm of this class. The laboratory was usually open by eight in the morning, and it was not at all unusual to see groups of girls working as though they were in class. On one such morning a girl who had been in the department the preceeding year made a visit to the laboratory. She walked into the foods room and then back to the office to comment, "Looks like you had a bad class yesterday. Guess it does them good to stay in. They seem to be getting things done in there now." Contrary to the opinion that was expressed by this student the group was not "staying in" by teacher request, but was working to complete their report for the class.

The increase in the number of persons contributing to class discussion, also, helped to prove that the girls were interested in the things that they were doing. Review of the progress reports shows that from the seventh week on, all but one girl consistently made contribution to class-planning and to discussion. The following statements taken from some of the progress reports are evidence of this increased participation. "I thought the class discussion

.....

over Janet's and Mary Ann's menus was very good, and most of the class contributed toward it." "I did a lot better today, I took more part in the class discussion." "I took part in the discussion on calories and meal patterns." "I contributed to the class by telling about the market prices of three foods." "I took part in the class discussion of work schedules." Further evidence that these girls were interested in their class room activities was found in continuous contributions of newspaper and magazine clippings on subjects that had been or that were being studied; and such suggestions for new sources of information as special radio talks, exhibits, reference books, and magazines.

Changed attitude in regard to the importance of planning was evident in some of the progress reports. Resentment concerning time for any group or class planning was shown by the following quotation, "We talked for half an hour and got our work planned. I sewed only two seams on the machine. I didn't get much done today, because we planned too long." A later quotation from this same student's paper shows that her attitude on planning had changed, "We made out a chart of what we are going to do in our group. If we follow it exactly, we will come out on time." Another student expressed her changed attitude in this manner, "I thought that my grooming problems were few, but when the class combined their problems and they were all stated I knew that I needed to learn about many of them." Still another girl who had had difficulty adjusting herself to any class

undertaking made this statement in regard to the foods planning period. "I put my mind on the class work today and I got more out of it."

Attitude change also was evidenced in regard to the type of activity set-up by the group. One girl was very much opposed to learning the steps in cleaning and oiling the sewing machines, and when this activity was included in her group work she undertook the task reluctantly. Later the girl remarked, "I oiled and cleaned my mother's machine and it runs better now." Still another girl made the remark, at the beginning of the year, that she would like to take a subject where she didn't have to read, that she never could learn anything that way. A later statement which appears on her progress report shows that several experiences in the hostess group had developed a changed attitude. The remark which indicates this change was, "I find that one can learn more by reading than practically any other way. The more I read the more I learn."

Furthermore the planning together of pupils and teacher gave opportunity to emphasize the possibility of extending class work in homemaking, beyond the immediate class room. The progress reports of nine girls showed continuous application, at home, of information and generalizations gleaned from class room experience. Carry over of application seemed to be reflected in defrosting the ice box and keeping it clean, cleaning and oiling of the sewing machine, cleaning the stove burners, and washing the woodwork. Ability

to apply principles learned at school was reflected in buying groceries or ready to wear clothing; in helping to plan and prepare meals; and in compounding such beauty preparations as deodorants and creams.

All but one girl in the group of seventeen undertook to solve individual problems independently at home. This year home projects or home experiences were not required; so it was interesting to note that from one to four home projects were completed by all but one girl. Thirteen of the girls completed or carried to a fair degree of satisfaction two projects. Moreover progress reports show that the work on these home experiences was carried on consistently, reflected careful planning, and continued over a long period of time. Some of the comments of mothers and girls show that these projects were undertaken because of a need discovered as a result of school activity and that careful teacher-pupil planning had resulted in a quality of achievement that gave satisfaction to the individual and her family. One mother speaking of her daughter's home project on "The Budgeting of Time" says, "Lenora's project has helped her to do more work around the home and to improve in her lessons and personal appearance." Still another mother says, "Mable's project on diet and care of complexion has improved her face and she is not as self conscious as she once was." Other quotations from some of the mothers are: "Hazel has always been very slow and this project has helped her to make better use of her time." "I think my daughter

has improved a lot in her ability to get along with others at home and has made more friends." "This project has helped Mary Ann to do things for herself." Some of the comments made by the girls in regard to their home projects are: "My clothes feel better when they are cleaned and fixed." "I think my complexion has improved and mother says she is certainly glad." "I was proud of my meal and mother said it was colorful and appetizing." "I am sweeping, making beds, and doing the dishes before I come to school. I find I can take time to do some things at home regularly."

In February the class, then studying the general theme Health and Personality, was called upon to make some Red Cross garments. In the fall only two of this same group had volunteered when asked to help fix a homemaking window for American Education Week. The reluctance to help was traced to the fact that they were not permitted to use class time for their work. This time, seven of the girls volunteered to take the dresses and do them at home. One of the girls was heard to remark, "I have enjoyed doing my Red Cross dress. I feel like I have done something for someone who needed it."

In general group experience provides opportunity for the student to grow in ability to cooperate, as well as opportunity to learn to make social adjustment and become tolerant of the opinions of others. The fact that seven of the class choose individual projects dealing with some one phase of personality improvement can perhaps be interpreted

as a reflection of becoming aware of the need for acquiring sure characteristics. Two of these projects were direct outgrowth of group reports evaluating a group experience. Some of the statements which pointed to short comings are: "She primps too much in class and doesn't do any of the group work.", and "She is a poor group member. She doesn't help with group activities." These statements caused this girl to undertake a project on personality improvement with special stress on self-direction and better use of time. Along toward the end of the semester, she was rewarded for her effort by statements from the group with which she was then working; as for example, "She made some good contributions to our group." Her sister also reported that she was improving in her relationships with family members. Early evaluations of one of the other girls work indicated that the group considered her "too bossy". One statement said, "She tries to do everything and won't give the others a chance." This girl was a very conscientious student and worked hard to correct this fault. Later evaluation of her group work suggested that she was learning to be more cooperative in her relationships with group members.

An incident that happened one morning during the preparation of a breakfast is typical of the ways in which these girls were constantly given an opportunity to practice tolerance. One of the class had been absent the previous day and although she was not too well prepared on correct table setting, she made a desperate effort in her slip shod

way, to complete this task. Another one of the group members who was very particular noticed that the table was carelessly set and made several suggestions for improvement. Seeing that her group mate was failing to follow her suggestion, she quickly moved the glasses to the proper place and remarked, "Don't you know anything about setting a table?" This caused harsh words from the first girl who refused to do more. After a short conference, both girls decided that they would try to be more considerate of each other and the meal progressed. The personal progress report of the second girl contains this comment, "I realize now that I must try not to always want it done my way."

Another evidence of growth in tolerance came from one of the class members who had developed the habit of making comments under her breath, about those who were trying to recite or talk before the group. In group work, she became so enthusiastic about good reports that she suggested summaries could be improved if all members of the class would be courteous to the speaker.

The following "opinion of results"⁵ show some gains in ability to act cooperatively. "Our group gave a report of the activities they had planned to the class. We received good suggestions that we hadn't had before." "I learned more about the care of the feet, because the other girls had read different books than I had." "We read our group re-

5. See Appendix No. 4.

port and discussed it with the class. It helped us to discuss the report. We got the class' opinion." "Today we made our group summary and each person took part. By cooperating we got a lot done."

As the group work progressed, increased friendliness was shown by willingness to work and to cooperate with any and all group members. The rural students were no longer set apart, but occupied important places in class organization and discussion. Through common interests the members of the class had become familiar with the abilities and limitations of each other and valued each other as individuals regardless of the geographical location of their homes. On one occasion the class was called upon to send a representative to the student council meeting. The meeting was considered a very important one so the representative was chosen with corresponding care. After the girls selected a rural girl as their representative, one of the city girls was heard to remark, "June used to be so timid and shy but I think she has changed for the better more than any of us. She knows how to get things done and she isn't bossy."

Furthermore students seemed continuously to recognize more readily the need for individual acceptance of a share of group responsibility if the group is to fulfill its accepted purpose. This growth was specifically studied in relation to the number of voluntary effective contributions each girl made to the groups of which she was a member. As early as the eighth progress reports four girls reported

having worked outside of class for the group. All girls made from one to nine voluntary contributions outside of class hours. The average for the seventeen members was four each. These contributions consisted of extra group meetings to complete plans for reports or demonstrations, field trips which had to be taken outside of school hours, and typing or re-writing of group reports. The rotation charts show that responsibility of group leadership was well distributed among the group members. Each girl acted as group chairman or group secretary at least once during the year. However, two girls were selected to act in one or the other of these capacities as many as five times.

Other evidence of individual acceptance of responsibility within the group is shown by the following quotations taken from progress reports. One girl speaking of the preparation of the group summary says, "I increased my knowledge by taking part of the responsibility upon myself." Another student, telling of her individual work preparatory to the making of the group summary, says, "I read on digestion again so that I would be able to explain it better." Three timid girls gave evidence of growth in group responsibility by these casual comments, made with an air of great satisfaction and pride, "I acted as hostess for our group meal.", "Giving the group report made me more confident of myself.", "I gave the demonstration on the proper care of the complexion."

At first the groups were not efficient in their management of time and equipment as shown by their failure to complete work on schedule. Later reports show more work completed on time. Progress reports carry such conclusive evidence of this fact as: "Our group has been starting to work as soon as we come into the laboratory and we are getting more accomplished.", "We planned what each person could do at night and that way we are better prepared and can get more done in class.", "All of our group have learned to cooperate and so we were able to complete our work on time." "All members of our group agreed to do some summarizing over the week end so our report will be finished as planned."

Growth of class members in the ability to formulate group conclusions was shown by the difference in statements taken from the reports of the first few "rotations" and those taken from the later reports. The early group conclusions were detailed explanations of what was done rather than simple statements of results. An example of these first reports follows: "We went window shopping and looked through the pattern books to learn the fashions that are to be in style for fall and winter. Bishop sleeves and straight skirts with a little flair are in style. We looked in Baxter and Latzke to find out about the cotton fibers and their weaves and uses. We mounted fifteen cotton materials and fixed two posters on fall fashions of cotton wear." Later reports show improved ability to formulate

conclusions. A part of one of these is: "Planning enables us to save time and to pick garments that fit into our wardrobe and that look good on us. Shrink cotton material before cutting your garment because after the dress is washed it may be too little if the material was not shrunk. The pattern guide shows us how to lay the pattern on the material and how to pin the pattern together."

Evidence that the responsibility for making group conclusions was divided among the group members is given by some typical statements from progress reports. "We all worked on the group report. I gave about six suggestions and helped write all the suggestions into generalizations." "I contributed some generalizations to our summary and helped think over some more so they would sound better." Speaking of the gains to be had from helping to write the group summaries some of the class members give the following comments. "I get to thinking about what I learned and I find out more about it." "From acting as group secretary I got practice in stating things that the group talked about." "By contributing to the writing of group reports, I learned more about what I had done." "I have a better understanding of what we did and the results when I take time to write it so that someone else can understand it."

Self and group evaluation affords an opportunity for the individual to grow in ability to make a fair appraisal of the offerings of self and others. Evidence that most of the members of this class were not in the habit of making

any evaluation of their work is seen by the lack of comments on some reports and by the type of comments that appeared on the first progress records. Some of these early comments on "opinion of results" are: "I know what the color harmonies are and what each one means.", "I learned the kind of colors suitable to the person wearing it.", "I learned the parts of the machine." Later progress reports show by the completeness with which they are filled in and the fairness in judgments expressed, that many of the class members had grown in the ability to analyze their work and to evaluate it in terms of values gained. Typical quotations from these latter reports are: "I learned that there was something good for the complexion that I'd never of thought of being good for it.", "I need to learn how to baste better. I didn't get my facing sewed straight because it wasn't basted straight.", "I found that very little of the food I ate contained vitamin C.", "I didn't get too much done because I had to take out a lot, but I think I learned the importance of knowing what to do before trying to do it."

Another way in which the evidence of growth in ability to evaluate self was made apparent was the discontinued use of letter ratings on progress reports. When this method was presented to the class it seemed to receive general favor. Progress records showed that it was little used after the first four or five times and in the case of most students was finally discontinued. The last progress

reports show that only four girls were still using this method consistently. The girls who used this more frequently had difficulty in adjusting themselves to the point of view that one should work for self improvement rather than for grades.

That the student showed ability to react favorably to evaluations made by others is noted in the following quotations. "I do see where I could improve in giving a summary." Another girl speaking of the evaluation report said, "I think it's a good idea, because you can see your mistakes and see how to improve." Still another girl made this comment, "I wrote my menu on the board and Allene analyzed it and corrected it. It helped me quite a lot to have this correction."

The first group evaluation method used by this class was a score card through the use of which each member of the group was given a rating representing group opinion of the worth of her contribution to group undertakings. At that time this class was too grade conscious to use the score card justly. Instead of a device for setting a fair value on individual effort, the score card tended to establish a "you give me and I'll give you" attitude resulting in the same score for all members of the group. With the discontinuance of the rating cards and the use of written evaluations, the students grew in their ability to make fairer analyses of other's contributions. For example: "I think Jean did fairly well in our group. She was good to bring

things she could for the demonstration and she came prepared to contribute to group discussion. Sometimes she wanted to talk about other things and this took group time.", "Mary could have talked more in our group discussion but she was good about bringing articles for the bulletin board and helping with the hostess duties."

Evaluation of group reports also showed that these class members recognized the importance of evaluating in terms of the desirable and the undesirable. Such comments appear as:

I think group four's summary was well prepared and well given. They went right through with the report and we understood what they meant. I think they could have given us a little more about the new refrigerator.

I got a lot out of group three's report but it was mainly through the discussion. They had used too many big words in their generalizations and they hadn't explained them.

Group two had an excellent report. It showed that the group had done a lot of reading and careful work, and it made the report interesting to the rest of us. They knew what they were going to say and they had authority to back their statements.

Group one gave a good demonstration but they took too long. At times they didn't explain their thoughts thoroughly.

It is assumed that the act of appraising the value of an experience in relation to the individual or the group provides opportunity for the student to grow in ability to evaluate ideas, facts, and beliefs pertinent to new problems. Evidence of growth in this direction was sought in reviewing the progress reports. One girl reports having learned from

group discussion that a short stout person should not wear fussy clothing. She comments, "I guess I won't get that angory sweater that I wanted." Another girl reports that the food costs which she obtained at a country store were higher than those which the other girls got from the town stores. She said that she was going to get the family to try to reduce the food bill by making only occasional purchases at the rural store. One who had difficulty in cutting her pajamas because she didn't get enough cloth for the pattern chosen, later reported, "I have learned that it does not pay to buy your material before your pattern." During the second semester she made a dress as a part of her home project. When asked if she bought her pattern before she bought the cloth this time she replied, "You bet I did."

Two thirds of the class records show that the students were able to evaluate progress, to find where they needed to focus their efforts to improve, and to make application of this information. An example of such comment is found in : "I find that it is easier to work when I'm not talking so much to my neighbor." This comment was followed several days later by, "We haven't been talking about other things in class and we're getting our work done." Another student when reporting the outcome of attempting to prepare a meal says, "We did everything wrong practically, I'm going to see that we make complete plans next time." Reports from group work two weeks later show that this student had

made application of her former information. She says, "All of our group cooperated and we were able to complete our work as planned."

CONCLUSIONS

After a careful consideration of evidence in this study of behavior change, the following conclusions are drawn.

Pupil-teacher planning helps the individual student to become more self-reliant and to develop increased ability for directing self.

Increased enthusiasm and interest in work is apparent in the amount of reading and outside investigation done by the student who participates in the planning of his work.

The recognition of personal needs and possibilities for solving needs stimulates the individual to continue his work outside the class room.

Student participation in planning results in greater satisfaction in work done.

Cooperative planning by students and teacher results in the use of more and varied experience in solving individual and group problems.

Individual participation in class and group work increases when the problems for study are selected by the combined efforts of the teacher and pupil.

Increased appreciation and tolerance for the opinions and beliefs of others is developed through group experiences.

Group activity helps the student to learn from others and to look for common interests.

Through sharing in group work the individual student increases his ability to assume responsibility for determining the course and the result of group action.

Group participation helps the individual to grow in the ability to make satisfactory social adjustment and to sense a need for the development of specific personality traits.

Group experience helps the individual to develop the ability to work with others and to be concerned with the welfare of the group.

Practice in the evaluation of procedures and results in terms of established criteria helps the individual to grow in ability to think for himself and to make effective decisions.

Careful self and/or group analysis stimulates the individual and/or the group to select purposes and procedures more carefully.

Through self and group evaluation the student learns to assume responsibility for self improvement and to rely less on grades.

Group and individual reports prepared by the members of this class, suggest that these students have very poor mastery of English and need opportunity to develop further the ability to express themselves clearly and correctly.

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APPENDIX NO. 1

Rotation Chart

Unit	CLOTHING CONSTRUCTION AND SELECTION					
Rotation	Rotation I	Rotation II	Rotation III	Rotation IV	Rotation V	Rotation VI
Dates	Sept.20-Oct.3	Oct.8-Oct.22	Oct.24-Nov.13	Nov.18-Nov.27	Dec.2-Dec.13	Dec.16-Jan.2
Group I	Livesay	Hodge	Sparks	Wadley		
	Irons	Clayton	Cearley	Parish		
	Hennings	Hill	Blasch	Uyrick	—————>	—————>
	Hart	Back	Hennings	Frederick		
	Herman	Paston		Hill		
Group II	Hodge	Livesay	Uyrick	Irons		
	Brown	Herman	Wadley	Hennings		
	Clayton	Echols	Paston	Blasch	—————>	—————>
	Cearley	Hurt	Parish	Back		
	Fenton	Frederick	Hill			
	Sparks		Hart			
Group III	Back	Hennings	Livesay			
	Paston	Irons	Brown			
	Wadley	Hart	Herman	—————>	—————>	—————>
	Blasch	Parish	Echols			
	Frederick	Uyrick	Hurt			
		Sparks	Fenton			
Group IV	Parish	Brown	Irons	Paston		
	Echols	Cearley	Frederick	Hurt		
	Uyrick	Fenton	Hodge	Sparks	—————>	—————>
	Hill	Blasch	Clayton	Hodge		
	Hurt	Wadley	Back	Cearley		

APPENDIX NO. 2

Rotation Chart

Units	GROOMING AND HEALTH			FOOD SELECTION AND PREPARATION			
	Rotation I	Rotation II	Rotation I	Rotation II	Rotation III	Rotation IV	
Dates	Feb.3-Feb.14	Feb.18-Mar.5	Mar.25-Apr.9	Apr.14-Apr.23	Apr.24-May 6	May 7-May 16	
Group I	Parish	Frederick	Sparks	Blasch	Echols	Hart	
Hostess & Reading	Echols	Sparks	Fugate	Parish	Fenton	Back	
	Hurt	Blasch	Wood	Fugate	Bishop	Paston	
	Brown	Paston	Brown	Hodge	Livesay	Irons	
	Bishop	Livesay	Hurt	Hart	Herman	Brown	
Group II	Hill	Hodge	Echols				
Applica- tion	Fenton	Hart	Frederick				
	Irons	Bishop	Blasch				
	Back	Echols	Hart				
	Uyrick	Brown	Herman				
Group III	Hennings	Parish	Back	Hill	Woods	Blasch	
Demonstra- tion & Planning	Blasch	Hart	Paston	Irons	Sparks	Frederick	
	Frederick	Fenton	Livesay	Hennings	Hurt	Livesay	
	Fugate	Herman	Bishop	Herman	Fugate	Hodge	
	Livesay	Back	Fenton	Brown	Parish	Hennings	
Group IV	Hodge	Hennings	Parish	Woods	Blasch	Echols	
Research	Sparks	Hill	Irons	Sparks	Frederick	Bishop	
	Herman	Fugate	Hill	Hurt	Hart	Herman	
	Paston	Irons	Hurt	Echols	Back	Fenton	
	Hart		Hodge	Frederick	Paston	Hill	

APPENDIX NO. 3

Goals for Evaluating Personal Growth
(Homemaking I, 1st Hour)

Minimum	Average	Excellent
1. Make contributions to group and class work.	1. Do additional readings and investigation on group problems.	1. Apply what we learn in our class experiences to our daily living.
2. Be responsible for taking care of equipment and for keeping it in order.	2. Assume the responsibility for group leadership.	2. Plan and carry out extra homemaking experiences.
3. Make wise use of class time.	3. Give demonstrations or reports to class.	3. Do special committee work for class.
4. Be courteous to class members.	4. Make original contributions to class or group work.	
5. Maintain a good attitude toward your work.	5. Make use of home and community to gain new homemaking experiences.	
6. Do at least one reading for each class topic.		
7. Cooperate with class and teacher.		
8. Show interest in class or group work by paying attention.		

APPENDIX NO. 4

Individual Progress Report

Name _____

Name of Group ResearchDates April 14, 15, 16, 18, 19

<u>What I Did</u>	<u>My Opinion of Results</u>
<p><u>Monday</u> Two of the girls read their individual summaries. I listened to these and helped to point out one correction. We changed groups. My group made out a plan of work, and decided on the charts that we would use for judging our weekly meals.</p>	<p>The summaries helped to review in my mind the work that we did last week. I joined in the discussion on plans for our group.</p>
<p><u>Tuesday</u> We worked over our food charts and then we read in the bulletins and books on the buying of fruits. We discussed the things that we read.</p>	<p>I think that the food charts that we have chosen are going to be hard to fill out. By discussing the things that we learned in our readings we will know what to look for when we go to the market.</p>
<p><u>Wednesday</u> I checked over the evaluation reports. We got books and read on the cooking of eggs. We worked out a plan for our egg experiment. We discussed the things that we had found out about fresh fruits. We started a fruit chart.</p>	<p>I think it is a good thing to check over your evaluation reports. You see your mistakes and you can improve. I learned some good buying practices.</p>
<p><u>Thursday</u> Two of the girls in group one gave a demonstration on the making of muffins. While the muffins were baking, I helped my group to finish the chart on fruits. We worked on our weekly meal charts.</p>	<p>The girls were not as well prepared for their demonstration as they should have been. I learned several things about the making of muffins. Some of the girls said the muffins were too sweet, but I thought they were good. They raised nicely and were light.</p>
<p><u>Friday</u> Betty and I cooked the eggs. I fixed the one that was to be cooked at a low temperature. We all tasted of the eggs after they were cooked. We worked on our meal charts.</p>	<p>I like to do experiments. When you can taste the difference it helps you to remember it. The egg that was boiled had a tough white.</p>

APPENDIX NO. 5

Individual Progress Report (Continued)

 What I Did Outside of Class

Monday evening I typed the chart that the group has chosen to use for judging our weekly meals. I used carbon paper so we could hectograph a number of copies.

I kept a daily record of all the food that I have eaten this week. I worked on my food chart.

I read--Lanman McKay & Zuill, The Family's Food
 pages 111-115 On buying fresh fruits
 pages 177-180 Kinds of baking powder
 page 150 Cooking of eggs

Harris & Lacey, Everyday Foods
 page 13 Buying and caring for fruit
 page 61 Egg cookery

Made a trip to the Safeway to find fresh fruits that were in season and cost of same.

My evaluation of this weeks work 4

APPENDIX NO. 6

Evaluation of Group Work

Name of group _____ Application _____
 Chairman _____
 Secretary _____

	Girl No. 1	Girl No. 2	Girl No. 3	Girl No. 4	Girl No. 5
Make worthwhile contributions to the group work.	3	3	3	3	3
Cooperate with group members.	3	3	3	3	3
Concentrates on work while in class.	3	3	3	3	3
Is courteous to all group members.	3	3	3	3	3
Helps to assume responsibility for the care and replacement of equipment used by the group.	4	4	4	4	4
Is responsible for helping the group to complete work on schedule.	3	3	3	3	3

Key

- 4 - Excellent
- 3 - Good
- 2 - Fair
- 1 - Poor

APPENDIX NO. 7

Name _____
 Name of Group Research

Group Evaluation Report

I. Evaluation of the work of each member in group 4.

Girl No. 1 was the secretary of our group and she did a nice job of writing all the charts and report. She prepared all of her outside work with the exception of the food chart. She contributed to all of the group discussions and helped the group to use their class time for work.

Girl No. 2 got all of her group work that was assigned to be done outside of class. She helped Betty type the group report and she hectographed the food charts. In class she worked most of the time once in a while she took some time off to talk to Fearn.

Girl No. 3 did all of her outside work on time. She was always ready to contribute to discussion and she gave the group a nice report about her trip to the market. I think she found out more about baking powders than any of the rest of the group. She wasted some class time by talking to Mable.

Girl No. 4 did more outside work than the rest of the members. The only fault I find with Hazel is that she wants to do all of the work instead of letting the other group members help. She gave a lot of real good statements for the summary.

II. Evaluation of group work as shown in reports.

Group I gave a very interesting report of their meal. All of the group members were able to answer the questions that were asked by the class. Their summary was complete and ready to be given on time.

Group II summary was not quite complete and the class had to ask questions to find out about their plans for their meal. I was interested in the information that they gave us on the calories and vitamins that were to be found in the meal they had planned.

Group III The chairman of this group did not do a very good job of presenting the summary. I think the chairman should read the report over before she tries to give it to the class.

Group IV report was complete except we didn't find the cost per serving of some of our fruit. There weren't many questions asked and all of the group cooperated in answering those that were.

APPENDIX NO. 8

Code Used for Checking Behavior Changes

Purposes Basis of Activities	Behavior Changes
I. Teacher-pupil planning.	A. Ability to see and formulate problems in terms of needs. B. Resourcefulness in planning activities. C. Enthusiasm continued throughout the problem. (1) Attitude changes (2) Industry D. Carry over in home and outside experiences.
II. Group experiences.	E. Cooperation-ability to work with a group. (1) Social adjustment (2) Tolerance F. Responsibility-contributions of each to group. (1) Efficiency in use of time and equipment. (2) Ability to formulate group conclusions
III. Self and group evaluation	G. Fair evaluation of self and others. H. Judgment-ability to evaluate pertinent facts. (1) Application of information to new problem.

APPENDIX NO. 9

A Survey on the Care of the Hair

1. Do you brush your hair at night? _____
2. Do you wash your brush and comb as often as you wash your hair? _____
3. Do you use other peoples combs? _____
4. What shampoo do you use on your hair? _____
5. What do you rinse your hair with if anything? _____
6. Do you shampoo your own hair or do you have it done at the beauty parlor? _____
7. Are you bothered with falling hair or excessive dandruff? _____
8. What do you do to get rid of your dandruff if you have any? _____
9. How long do you take to fix your hair each day? _____
10. How often do you get a permanent? _____

Remarks: _____

APPENDIX NO. 10

How the Bristow High School
Girls Care for Their Complexion

Name of person taking survey _____

Questions	Results
1. What kind of soap do you use for your complexion?	
2. What care do you give your complexion before retiring?	
3. Do you use any cosmetics, if so, which ones?	
4. What kind of cream or softening lotion do you use on your face?	
5. What equipment do you use to wash your face?	
6. How often do you wash your face with soap and water?	
7. If you have any blemishes or skin disorders, what do you use to correct them?	
8. Have you ever taken any treatments for your complexion? What were the results?	

Observations of person making survey _____

Typist: Margaret Franklin