DEVELOPING A STUDENT-TEACHER 
COOPERATIVELY PLANNED CURRICULUM 
FOR ADVANCED HOMEMAKING 

by 
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DEVELOPING A STUDENT-TEACHER
COOPERATIVELY PLANNED CURRICULUM
FOR ADVANCED HOMEMAKING

CHAPTER I

INTRODUCTION

It is an accepted fact in educational circles today that there is a continual need to examine educational practices. Teachers, supervisors and administrators, as well as school patrons, need to examine critically what is being done and to hypothesize creative ways to improve the methods currently being used. Corey says, "The process by which practitioners attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions is what a number of people call action research." (2, p.6)

Traditional and action research differ from each other in several ways. Traditional research assumes that a careful design is planned prior to beginning the research and that this design is adhered to rigidly. Having committed himself to the design the researcher would carry through the experiment.

In action research the initial design may be changed. The definition of the problem, the hypotheses to be tested and the methods to be employed may undergo modifications
as interim results are validated. Action research, then, is an evolving process, the value of which is determined primarily by the extent to which findings lead to the improvement of those involved in the research. Usually the results of action research can be applied only to the situation in which the research takes place. Few, if any, generalizations can be made from such research. The present study is such a piece of research which evolved throughout the school year, 1958-1959.

Importance of Study

The investigator believes that:

1. A curriculum which has meaning for the learner develops as the learner and his teacher work together on the problems and interests of everyday life.

2. A small classroom group is a more natural real-life family situation.

3. Students need the opportunity to practice democratic procedures in the classroom, if they are to be able to practice them in real-life situations.

4. In a four-year Homemaking program basic principles and beliefs are taught in the first two years; therefore, Advanced Homemaking classes should be a proving or testing period for these principles.

5. By the time students are juniors and/or seniors in high school they need to have learned to think through their own problems objectively.
6. If students are allowed to plan cooperatively they will progress further than if the program is totally teacher planned.

7. Students who might hesitate to contribute in a large group will become involved in a smaller group and, therefore, will learn more.

8. Some community resources can be utilized effectively by a smaller group, and that if students are to learn what community resources will help them to become a better homemaker, they must be given opportunities to use these resources.

9. Each individual has a worth and dignity that is unique.

The writer, a Homemaking teacher in senior high school, wished to develop a method of teaching Homemaking that was meaningful and satisfying to all students enrolled in her advanced classes, regardless of their mental ability.

It is the purpose of this study, then, to help students develop:

1. The ability to judge what they need to know in order to assume the role of a homemaker.

2. The ability to recognize what they know and how to apply the principles they have learned previously to new problems and situations.

3. The ability to analyze and to accept their own needs and potentialities.

4. An awareness of the resources in the community that can help them become better homemakers.

5. The ability to take an active part in planning their learning experiences whether these experiences are for a day's work, extend over an entire unit, or include the whole school year.
Limitations of the Study

The study will be limited in that only the three advanced classes of Homemaking in St. Helens Senior High School during the school year, 1958-1959, will be used.

The students in these classes have varied home and educational backgrounds, yet most of them would fit into the large strata of society called middle class.

Methods of Procedure

Prior to the opening of school the teacher had a conference with the administrators to explain the study and to ask permission to use the Advanced Homemaking classes in the study.

It was clearly understood by all, students, teacher and administrators, that this was an experiment to use a different approach in the teaching methods employed. The purpose of the study was explained to and understood by those involved.

It was planned that the first three weeks of the school year the entire class would work cooperatively in setting up the year's work. This plan would include helping the students to realize the importance of Homemaking and the need for transfer of and application of the facts and principles concerning Homemaking that they already knew.
The following illustration shows the class work done during the three-weeks' planning period.
### Illustration 1

**Calendar of Class Work During Initial Planning Period**

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<th>Monday</th>
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<td><strong>Short Period</strong></td>
<td>Students list all problems pertaining to families.</td>
<td>Small groups work on listings under one area.</td>
<td>Teacher explains family groupings.</td>
<td>Each class works on two areas of homemaking to make composite listings of questions after eliminating duplicates. (see p. 29-41)</td>
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<td><strong>Discuss meaning of homemaker, housewife, and families.</strong></td>
<td>Divide into six areas of homemaking education.</td>
<td>Eliminate duplicate questions and add new ones.</td>
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<tr>
<td><strong>Assignment</strong></td>
<td>Think through and discuss at home problems confronting families.</td>
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<td></td>
<td>Students evaluate own abilities and wants.</td>
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<td><strong>Class discussion on meaning of goals, what they had and hoped to achieve.</strong></td>
<td>Small groups work on overall goals for unit.</td>
<td>Brainstorming session on what makes a desirable classroom atmosphere.</td>
<td>Discussion on group actions and interactions for classroom behavior.</td>
<td>Discussion on what makes a good learning experience.</td>
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<td><strong>Students write paper, &quot;What I hope to learn in Homemaking class this year.&quot;</strong></td>
<td>Discuss and evaluate each goal.</td>
<td>Set up classroom standards.</td>
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<td>Students list choices for family groups.</td>
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<td></td>
<td>Make final selection of overall goal for each unit.</td>
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<td>(see p. 45-47)</td>
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ILLUSTRATION 1 (cont.)

Calendar of Class Work During Initial Planning Period

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<td>Reading on the problem-solving method.</td>
<td>Study Sheet on Problem Solving (see p. 58)</td>
<td>Students solve a common problem</td>
<td>Family group-</td>
<td>Family groups planned year's sequence of</td>
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<td></td>
<td></td>
<td>cooperatively.</td>
<td>workings made.</td>
<td>work. (see p. 63-65)</td>
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<td></td>
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<td>Students solve a problem</td>
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<td>individually.</td>
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It was decided by the teacher that the family groups were to work following a basic uniform pattern in planning each unit. A chairman who assumed the role of discussion leader would be chosen. The family group would read unit suggestions carefully and decide what they wanted to accomplish during each unit’s study. Then they would make a unit outline of work for the teacher to approve. When this unit plan was mutually agreed upon each student would make herself a copy and the chairman would make one for the teacher.

Each student would be responsible to keep a record of the reading she had done. For each reference she would give the name of book, author, pages read and any written notes taken from the reference. The chairman would be responsible to prepare a unit summary for the teacher. This summary was to include the work accomplished, reference materials read, evaluations made, and the decisions reached by the entire group.

The teacher gave the minimum basic assignments to each family group and they did as much additional work as they desired.

During class time, as the students worked in their small groups, the teacher circulated among the groups guiding them when needed. She assumed the role of a
resource person, helping the students to find and to effectively use materials.

There was only one family group cooking and one sewing at any given time in so far as was possible in scheduling units. Other family groups were working on the housing and home furnishings, child care and development, management or relationships unit.

The students became very self-directive, learning to solve their own problems through the use of references, community resources, filmstrips and group discussions. Self-evaluation was employed as often as possible and tests unique to each family group were given at the end of each unit of work.

One week was allowed at the end of the year to relate and compare experiences, and to evaluate individual and family group progress.

With this framework of decisions made by the teacher, the teacher was then ready to put her plan of action into practice with her three Advanced Homemaking classes.
CHAPTER II

REVIEW OF LITERATURE

Most educators today would agree with Risk (10) that intelligent self-guidance is one of the primary goals of education. Homemaking educators believe that the Homemaking classroom provides an excellent environment for students to develop this self-guidance. Homemaking education subject matter of applied science, social science and art gives students the opportunity to learn through real-life situations. Learning provides students with generalizations which increase their development as individuals and as worthwhile family members and citizens, rather than just the ability to recite back teacher chosen facts.

Dewey challenges educators to foster this type of learning when he states,

...... his province is rather to provide the materials and the conditions by which organic curiosity will be directed into investigations that have an aim and that produce results in the way of increase of knowledge, and by which social inquisitiveness will be converted into ability to find out things known to others, an ability to ask questions of books as well as of persons. (3, p.40)

Action research which is carried on in an on-going classroom situation may help educators to find the methods which will stimulate the student's curiosity to this level.
Action Research in Education

Because this is a scientific age it would be unwise to assume a complacent air about anything including education. Scientific research is daily improving the materialistic areas of living. There is great concern that these phases of life are advancing too rapidly for people to cope with them. Educators, then, need to be constantly searching for ways to improve educational practices which will help individuals in the sociological and psychological realms of their lives. In recommending ways that the public secondary schools could be improved, Conant states, "I hardly need emphasize the importance of experimentation and the desirability of innovation in all phases of education." (1, p.42)

Action research can be justified according to Corey (2) in that one of its psychological values is that the people who wish to improve their practices are the ones who engage in the research. Generalizations made from action research can usually be extended only vertically--into the future--to serve as guides for decisions and actions involving future students of the teacher in a similar situation. The results of action research can only be used by others to the extent that their situations are similar to the one in which the inquiry was conducted.
The Importance of the Individual

Contrasted to the European philosophy of education the American educational plan may appear to be too broad in scope and to encompass too many people. Some would suggest that only the academically talented should go to high school, whereas others contend that each person should have this privilege as a God-given right. Both Conant and the editors of The "Rockefeller Report" on Education would be in the latter group.

Though generalization about American public education is highly dangerous, I believe it accurate to state that a high school accommodating all the youth of a community is typical of American public education. I think it is safe to say that the comprehensive high school is characteristic of our society and further that it has come into being because of our economic history and our devotion to the ideals of equality of opportunity and equality of status. (1, p.8)

The "Rockefeller Report" on Education takes an even more firm stand.

From time to time one still hears arguments over quantity versus quality education. Behind such arguments is the assumption that a society can choose to educate a few people exceedingly well or to educate a number of people somewhat less well, but that it cannot do both. But a modern society such as ours cannot choose to do one or the other. It has no choice but to do both. Our kind of society calls for the maximum development of individual potentialities at all levels. (11, p.22)
Individual Differences

One does not need to be well-read or to read profound books to realize that individuals differ one from another. Educators need to be particularly cognizant of this fact in planning curricula which will help each individual develop his talents to the maximum. For only by providing each student the opportunity to exercise his best capabilities and inspiring him to do so can the abundance of unused talent in our society be brought to its full potential.

The "Rockefeller Report" on Education supports this viewpoint.

By insisting that equality means an exactly similar exposure to education regardless of the variations in interest and capacity of the student we are in fact inflicting a subtle but serious form of inequality upon our young people. (11, p.22)

People are not born with equal capacities and the democratic way of life does not imply this, rather it ascribes to equality of opportunity. If educators believe this, they must strive to make it a reality in their schools. They must provide different curricula and use different evaluative devices on students of different ability levels.

The "Rockefeller Report" on Education (11) points out that there is no one set scale with which to measure excellence, nor can it be assumed that native capacity is
the sole ingredient in superior performance. Equally important to understand is the realization that judgments of differences in talent are not judgments of differences in human worth.

It is almost impossible to do justice to all students in an ordinary classroom situation where every student reads exactly the same assignment, answers identical questions and memorizes the same generalizations. Jones (6) realized this when he said that education is too often sacrificed for uniformity and precision--"efficiency" as it is apt to be called. Learning the chief function of education is subordinated to teaching. Whereas this may yield a smooth organizational plan it rarely yields the creativity upon which our way of life depends. "Our schools have made far more progress in identifying different levels of talent than in the development of programs for these different levels." (11, p.30)

Educators need to be able to and willing to differentiate ability levels of students and to channel each into its best possible use. Furthermore, they need to keep the public correctly informed on the types of curricula being provided for students. It may be necessary to revise the school's philosophy concerning curriculum content and promotion policies. This viewpoint is substantiated in The "Rockefeller Report" on Education.
The important thing is to rid ourselves of the notion that either a flexible promotion policy or flexible curriculum arrangements are undemocratic in spirit. We cannot escape the fact of individual differences and we cannot escape the necessity for coping with them. Whether we like it or not they are the central fact in any educational system and in any society. The good society is not one that ignores them but one that deals with them wisely and compassionately. (11, p.32)

Teachers need to recognize that what constitutes opportunity for one student may be a stumbling block to another. In order to do justice to the individual, teachers should seek for the student his level of ability and the type of education which will challenge him to the fullest of his potentialities. In Homemaking education this is possible by virtue of its subject matter and through the possibilities of the many methods which can be used to teach that subject matter.

The goal of motivating each individual toward self-guidance does not need to be lost even though the directions used to achieve this goal differ.

Homemaking education has a unique opportunity and a great responsibility to provide for individual differences. All people are home members and need the basic training in that area. The challenge is to make Homemaking education provide for the potentialities of each student in the present school system. One way to do this is through emphasis on group work.
Teaching Through Groups

Each individual regardless of his unique individuality lives in and works as a member of several basic groups which vary in size, structure, and purpose. Member roles, then, vary from group to group. According to Homans (5) sociologists refer to a primary group as a number of people who are few enough to communicate without going through a second person.

If this is true an average size class is not a primary group, nor can one assume that the average classroom procedures generally used are conducive to promoting or learning group skills. Grambs (4), points out that it is only while a class is accomplishing a class goal through the effort of subgroups that it can be classified as a genuine group, but that within a given classroom several small units can be easily formed because of mutual need, interest, and propinquity. The identification of the subgroups, as a nucleus for a learning situation, would be a constructive way for a teacher to help students learn group roles and would also facilitate this matter of adjusting the curriculum content to the individual capacity of each student.

Homans (5) in discussing group processes explains that regardless of its structure or purpose, a group must have some discipline, some division of labor, some
leadership and some system of communication if it is to remain a group and be successful as such. Teachers using the group method of instruction, as well as group members, need to be conscious of the group's needs and must find ways to provide for them. It becomes necessary as Grambs (4) points out for a teacher to work with a class much as a symphony director works with the instrumental groups in an orchestra to create unity of effort and orderly learning experiences. Studies done by Miel show that teachers trying to improve their guidance of small groups would do well to keep the following points in mind:

1. In a given situation there must be careful consideration of the purposes which small groups can and cannot serve.

2. Ways of forming effective work groups must be employed.

3. The teacher must give attention to ways of preparing for small-group work, including careful selection of problems, training in group procedures, setting of a reasonable time schedule, and planning for meeting places.

4. The teacher must endeavor to use many ways of helping small groups while at work.

5. Appropriate ways for small groups to communicate with the main group must be found.

6. The teacher and the group must find ways of evaluating procedures and of improving them on succeeding occasions. (7, p.416-417)
In several small groups within a class, group roles can be more easily experienced. The role of leadership which is one of the most difficult to handle well can be held by virtually all the students.

Dewey implies the need for this experience in group roles by stating,

Many of the failures of democratic government (which are used by critics to condemn the whole undertaking) are due to the fact that adults are unable to share in joint conference and consultation on social questions and issues. They can neither contribute intelligently, nor can they follow and judge the contributions of others. The habits set up in their earlier schooling have not fitted them for this enterprise; the habits even stand in the way. (3, p.270-271)

Cooperative Planning as a Method of Learning

Cooperative procedures must be learned by both teachers and students in order to allow the student to participate freely in democratic group living within the classroom. Miel (7) outlines the teacher's role in cooperative planning as five major responsibilities: A clear-out accounting of what he has contributed to the student-teacher planning; firm convictions of what he really believes about cooperative planning; actually giving the students real opportunities for cooperative planning; the opportunity of the group to develop responsibility and self-direction; and to help the individuals experience effective group techniques and to achieve workable plans.
When students are allowed to participate in developing their learning experiences they are gaining a valuable part of their education in decision making.

Richardson (9) cautions teachers to remember that a student has a problem only if it is his.

On the whole, handbooks to help teachers to plan Advanced Homemaking classroom learning experiences are available, but are intended to be used as guides and have fewer rigid plans than are provided for the first years of Homemaking. Also, because the students have a foundation in Homemaking Education, Advanced Homemaking classes provide an ideal place to employ the cooperative planning necessary for successful group work. Groups can be structured to include students with similar backgrounds of experience as well as similar interests and goals. Above all, Advanced Homemaking students have the incentive to do cooperative planning very well. They are ready to recognize their problems because soon they want to be and will be homemakers.

Through the application of the principles learned in Homemaking I and II about clothing, foods, housing, family relationships, child care, and management, the Advanced Homemaking students have an excellent opportunity for furthering their knowledge as they solve real-life problems that they are now, or soon will be confronting as homemakers.
Miel dares teachers to be creative in curriculum planning when she says,

Teachers .... who feel free to take an occasional excursion outside the course-of-study can go far in cooperative planning of learning opportunities. In such situations teachers and pupils are free to deal with problems of school and community living. (7, p.92-93)

Summary

One of the major goals of education today is to help students develop judgments enabling them to attain intelligent self-guidance. A democratic society upholds the ideal of equal opportunity for every individual regardless of race, color, creed, or capabilities.

Conant (1) and The "Rockefeller Report" on Education (11) in their latest research challenge educators to critically and analytically study the curricula and educational practices found in the schools today; and to then improve these curricula and educational practices, if necessary, to provide for each and every individual.

Action research is one good way for educators to study the on-going school programs and to determine what procedures are necessary to improve these programs.

Homemaking education has a unique opportunity and great responsibility to provide for individual differences as all people are home members. Cooperatively planned group work is an excellent way to further Homemaking
knowledge of the students enrolled in Advanced Homemaking classes.

The writer, a Homemaking teacher, decided to accept this challenge to study and to improve her own methods of instruction; therefore, she developed and carried out an action research project with her three Advanced Homemaking classes in St. Helens Senior High School during the school year, 1958-1959.

The remaining chapters of this thesis explain the project and set forth implications and recommendations of the project as the writer sees them.
CHAPTER III

THE HOMEMAKING CLASSES IN ACTION

The Setting

The Locale

St. Helens, a town of about 5000 inhabitants, is located 28 miles northwest of Portland on the Columbia River. It is the county seat of Columbia County. The three mills which are owned and operated by large corporations provide the payroll for most families in St. Helens and its surrounding area. In one of these three mills the boys who are graduated from St. Helens Senior High School can, if they wish, usually secure employment of some kind; therefore, they are financially ready for marriage at an early age. The result is that girls often marry while in high school or immediately following graduation young men who are already out of school. Because the larger percentage of the adult population does not attend college, it is necessary for the high school to prepare students to take their place in adult society.

The School and Students

A follow-up study (8) made of the 1954 graduates of Oregon high schools showed that in Columbia County 69
percent of the girls were married and had children within three years after graduation. High school, then, must help to prepare these girls to become successful homemakers.

St. Helens Senior High School became a three-year school in September, 1958, when a new building was put into use. Enrollment for the school year, 1958-1959, started at 400 and dropped to 375 by June, 1959. Approximately one half of these students were girls.

The Advanced Homemaking classes in high school are composed of junior and senior girls. Because a four-year Homemaking program is offered, the curriculum content is different every other year. Students who are juniors or seniors are allowed to take Advanced Homemaking even though they have not taken Homemaking I or II. Students are also allowed to take one-half year of any class in Homemaking. The Advanced Homemaking classes, then, may range from students with no previous Homemaking classes to students with four or five years if they are transfer students from a school that has an elementary or junior high school Homemaking program.

The following table shows the range of years in Homemaking classes in the 1958-1959 Advanced Homemaking classes at St. Helens Senior High School.
### TABLE 1

**Years of Homemaking Classes in Which the 48 Advanced Homemaking Students Had Enrolled**

<table>
<thead>
<tr>
<th>Years of previous Homemaking classes</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>6</td>
<td>9</td>
<td>18</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>

The teacher had 24 of these students in Homemaking classes the previous year.

One of the three classes started with nine students and ended with 11; the second started with 23 and ended with 20; the third class started with 12 and ended with 14. This shows that 44 students began Advanced Homemaking and 45 students were in the class at the end of the school year. Altogether, 48 different students were enrolled in the class sometime during the school year.

**The Homemaking Department**

The Homemaking department is housed in a multipurpose room (72' by 28') that has been designed to permit conversion to separate clothing and foods areas should the need arise. The foods area houses six identical unit kitchens and a utility area. Major appliances, including a freezer,
a refrigerator, a washer and dryer, and five electric stoves, were purchased new in 1958 on the school replacement plan. The six dinette sets of formica, fiber glass and chrome were also new. It was around these tables where the family groups generally worked. Adequate small equipment was also purchased new at the same time. Each unit kitchen was made as home-like as possible by placing a complete set of cooking and eating equipment and staple groceries in it.

The clothing area had six large cutting tables; eight Singer sewing machines (four different models); a dressing room; and adequate storage space, both individual and department. It is a new attractive room in which the students enjoyed working. Because the students helped to place equipment and reference materials in the department, it was easy for them to locate what they needed to use.

The Community Resources

Agencies in St. Helens to which a homemaker can turn for help with family problems include:

1. The church and pastor of her faith.
2. The public library which has an excellent selection of books on Homemaking.
3. The county agent's office.
4. The county nurse's office.
5. The county welfare department.
6. Columbia District Hospital.
7. Five clothing stores.
8. Numerous grocery stores, including four modern super markets.
9. The Homemaking department in either the junior or senior high school.

There are also many women's clubs; organized classes in basic sewing, tailoring, and wardrobe planning and millinery; and numerous home extension units in the areas surrounding St. Helens.

**The Classes**

The three Advanced Homemaking classes used in the study began their school year knowing that a new method of teaching Homemaking was to be used. The teacher explained that for some of the students this would be their last opportunity to receive help in solving the many problems that confront a homemaker; that each student needed to be able to recognize and accept his own capabilities and limitations; and that the classes were to be as democratic as possible in planning and working throughout the year.

The family group plan was explained to the classes. Before the family groups could begin their work the entire class needed to work together to develop common understandings and to cooperatively outline the year's work.
The Students Working Together

The students in each of the three Advanced Homemaking classes used in the study were asked to list all of the possible problems which confront family members during an entire lifetime. These problems were divided into the six major areas of Homemaking Education (foods and nutrition, clothing, child care and development, management, housing and home furnishings and relationships), and the problems in each area were put on different sheets of paper.

After the papers were collected the class was divided into six groups. Each group selected one area to review all questions written by the students in the class. Duplicate questions were eliminated and other problems were added as any class member thought of them.

Again the papers were collected. This time each of the three classes chose two areas and again reviewed the problems which had been set up in the form of questions. Finally from all three classes emerged a composite listing which was used by each class. These lists were duplicated with a short explanatory paragraph for each class member to use as reference material in planning their units of work. The resulting lists follow
ILLUSTRATION 2

Explanation of the Compilation and Use of Students' Questions

St. Helens Senior High School
Advanced Homemaking, 1958-1959

On the attached sheets are the questions or problems that were stated as possible problems a family would need to solve. You will notice that some are repeated in more than one area. It is difficult to isolate one area from another as Homemaking involves the interrelationship of many problems and activities.

I have made no attempt to group or to arrange the questions in a logical sequence; instead, I have typed the composite listing of them. As many of your papers had the same question (maybe stated somewhat differently), you may not find your exact wording, but I believe all problems have been listed. It is, of course, an incomplete listing of problems that confront the modern homemaker. You may add to the list as you work on each area. Please use this as a guide only.

Some of the problems have been studied extensively in Homemaking I or II classes, and others you have learned from out-of-class experiences. Do not dwell on what you already know; rather, meet the new problems and try to find satisfactory solution(s) for them.
Questions Concerning Foods and Nutrition

1. What percentage of one's income is usually spent on food?

2. If we are to have a well-balanced diet, what foods must we eat each day?

3. What determines whether or not we preserve food at home?

4. Is it wise to plan on a garden to produce some of our food?

5. What determines the quantity of food to buy?

6. Who should plan the meals? Do the shopping?

7. What considerations are necessary for one who is on a special diet?

8. How can we determine the quality of food products?

9. What determines how often a young couple usually eats out?

10. Should families eat between meals—if so, what?

11. What foods are included in the invalid's diet? Are special foods bought for a diabetic person?

12. What information does one need to interpret a recipe correctly?

13. How does meal planning for a large family differ from a small family?

14. How do we use frozen foods?

15. What are the precautions necessary to prepare foods?
Questions Concerning Foods and Nutrition

16. How can we plan meals on a small income?
17. What are some ways to stretch the foods dollar?
18. How does one prepare meals for a baby? an invalid? an older person?
19. How do we apportion the food budget on various items—meats, fruits, etc?
20. What foods can we feed to our pets?
21. What determines how often one shops?
22. How can we tell how much food to prepare for our family?
23. What are some interesting ways to use leftovers?
24. What are some ways to serve foods attractively?
25. What is the correct way to set a table?
26. How far ahead should meals be planned?
27. What determines if food is purchased for cash or on a charge account?
28. How does one choose a store in which to buy groceries? How does a supermarket differ from a small store?
Questions Concerning Clothing

1. What factors determine whether or not money is spent each pay-day for clothing?

2. How can one determine if clothes can be laundered or if they need dry cleaning?

3. What does a wedding trousseau include?

4. Should all women make their own clothing? their families' clothing?

5. What, if any, limitations should be placed on a teenager's wardrobe?

6. At what age can children begin to pick out their own clothing?

7. How does one choose the proper clothing for the season, event and individual?

8. How can we make usable clothing from outgrown garments?

9. How can one teach children to take care of their clothes?

10. What determines the amount we should spend on clothes?

11. What do we look for in the selection of clothes? Whose job is this?

12. What determines if we buy a large amount of average quality clothes or a small amount of top quality clothes?

13. What determines quality of clothing?

14. What home care is necessary for the upkeep of clothing?

15. How does one buy men's clothing--sizes, etc?
Questions Concerning Clothing

16. Can men's clothing be made? Is the process different than making women's clothing?

17. Is it possible to determine the fiber of the material from which a garment is made?

18. How can we tell if we buy the correct size?

19. What is the best way to remove stains from clothing?

20. What is meant by a coordinated wardrobe?

21. How do you choose accessories?

22. Is there a correct amount of accessories to wear at one time?
Questions Concerning Child Care and Development

1. How much money does it cost to have a baby and buy it the necessary layette and equipment?

2. What factors need to be considered in raising a child correctly?

3. How much, if any, should one spoil a child?

4. Is it necessary that both parents agree on how and when to discipline a child?

5. How do we plan a diet for an infant?

6. What are some activities that young children enjoy?

7. How should grandparents treat their grandchildren?

8. What indicates that a child is mature enough to make his own decisions and judgments?

9. Should a child receive an allowance? If so, at what age does the allowance begin?

10. What determines whether or not a child should go to college? Should college be financed by parents? Child? Both?

11. At what age should children be allowed to drive the family car?

12. How does one cope with the routine care problems of a baby--clothes, rest and food?

13. What steps should a parent take when a child is lost?

14. What determines whether or not a child should go to public school?

15. How can parents teach a child manners?
Questions Concerning Child Care and Development

16. Should parents give birthday parties for their children?

17. Should a child go to Sunday School? Church?

18. What factors does one consider when planning the size of the family?

19. Who should adopt children? Where and how is this done?

20. How can parents give love and understanding equally to all children in the family?

21. What factors do we consider when we pick a baby-sitter? What age should children be before they are left with a sitter?

22. Should parents influence the choice of their children's friends? If so, how much and in what ways?

23. How is a baby's schedule planned and by whom?

24. How can we teach children to play together? to share?

25. What care does a mother need before her baby is born?

26. What care does the mother need after the birth of a baby?

27. Should children be told of the anticipated birth? If so, how and when?

28. What part can a child play in preparing for the new baby?
Questions Concerning Management

1. How is a budget planned? by whom?

2. What determines the percentage of one's income spent on various items such as food?

3. Who usually handles money matters in a family?

4. In what ways can money be handled?

5. What types of loans are obtainable for homes? cars? emergencies?

6. How much do these loans cost?

7. What type of taxes are paid in Oregon?

8. Do these taxes differ from state to state?

9. What types of vacations and recreation can be planned on a limited budget?

10. Should a family have a special allowance for buying gifts?

11. Should the husband and wife have a joint bank account?

12. What determines how much one saves from his income?

13. Should children be given an allowance? If so, at what age and how is the amount determined?

14. What do we need to consider before changing from one job to another?

15. What determines whether one purchases a new or a used car?

16. What determines the amount of money that is spent on a wedding?
Questions Concerning Management

17. How can one decide whether or not a telephone is essential?

18. How can we learn to manage money so it doesn't manage us?

19. Why must we manage our time wisely?

20. Can one arrange his home to save time and energy?

21. What is meant by motion studies?

22. Why do some people seem to have more time for fun than other people do?
Questions Concerning Housing and Home Furnishings

1. How does one determine whether to buy or rent a house?

2. What determines the size of a house one needs?

3. How will we plan to landscape our yard?

4. How can one finance a home he wishes to buy?

5. What factors need to be considered in decorating a house?

6. What are the characteristics that signify quality in a home?

7. What home accessories such as lampshades can be made? How can one learn to make these?

8. What should be considered in evaluating a floor plan?

9. Can one add on to a home? How much does this cost as compared to building a new home?

10. Are there any problems concerning fire we should be aware of when buying or building a home?

11. What should one know about moving procedures?

12. What are the types of insurances one can obtain on a home? What do these cost?

13. What determines the colors chosen for a home?
Questions Concerning Housing and Home Furnishings

14. What factors should be considered in the purchase of furniture and appliances (new versus used)?

15. How does one remove stains from upholstered furniture or carpeting?

16. Which types of home furnishings are easiest to keep clean?

17. How does one choose curtains and/or draperies?

18. What are the advantages and disadvantages of the different kinds of heating units used in a home?

19. How can one be sure he is obtaining adequate lighting for the home?

20. What type of play area needs to be provided for the child?

21. What percent of our income can (or should) we spend on housing?

22. What are the minimum necessary appliances for a newly married couple to purchase?

23. What repairs can an average homemaker make for herself; and for what repairs should she call in professional help?
ILLUSTRATION 2F

Questions Concerning Family Relationships

1. What is important to me as an individual?

2. Do I consider the family or the individual more important?

3. How often should one have a health check-up?

4. What determines if we have pets in our family?

5. What are some ways a young couple can spend their leisure time? What and who determines how this is spent?

6. What needs to be considered when deciding on discipline for a child?

7. What determines if both parents work?

8. What characteristics make one happy and/or successful?

9. What determines our social behavior?

10. How do we decide where to go on a honeymoon?

11. How can we decide which in-laws to visit on holidays?

12. How do we choose a family doctor? dentist?

13. Who decides, and how do we decide, where to go on vacations?

14. What factors are considered in deciding the size of the family?

15. How do we choose a church?

16. What help should the parents give to a daughter or son who is planning a wedding?
Questions Concerning Family Relationships

17. At what age should children be allowed to date?

18. What determines who (if either) is to be boss in a family?

19. How can a teenager get his family to accept his friends?

20. If discipline includes "grounding", for how long should it be?

21. What steps are necessary in preparing for a wedding?

22. What steps are necessary in preparing for a funeral?

23. Should children have a car of their own? What might help determine this?

24. Should everyone in the family share in household tasks?

25. Should the family have a specific time to get together to discuss their problems?

26. Should families say blessing at the table and teach children to pray at bedtime?

27. What factors need to be considered before seeking a divorce?

28. What are some ways that a family can make friends in a new town?

29. How do I pack a suitcase correctly?

30. What determines the community activities a family will participate in?

31. What does one do when illness strikes in his family?
Questions Concerning Family Relationships

32. How do we decide who chooses the TV programs?

33. What characteristics should one look for in a marriage partner?

34. What factors should be considered when deciding if children should take dancing or music lessons?

35. What adjustments are necessary during the first few months of marriage?

36. How early should a mother start home training for her children in homemaking?
It was agreed by all that these lists were incomplete and could be added to at any time. The lists served as a basis for deciding what the students knew and what they needed to learn.

After a discussion on the meaning of "goals" and "achievement" the class divided into small groups of four or five to work on goals they wished to attain during the year. When the groups had completed their work the entire class listened to, discussed, and evaluated each goal. Finally, the goals that would be overall goals for each unit were selected. These are student goals and, therefore, are not worded as a teacher would word them. The goals chosen in each subject matter area are:

**Foods and Nutrition.** How to prepare some special foods and how to serve them graciously.

**Clothing.** How to keep the family's clothes in good condition.

How to plan a man's and a woman's wardrobe so it is coordinated.

**Child Care and Development.** What care is necessary for mother and child before and after the birth of the baby.

What part does heredity in a child's life play.

**Management.** How to handle money so it gives us the greatest satisfaction from its use.

**Housing.** What are the complexities of planning for or building a home.

How to determine if an article is worthy of repair.
The procedure for repairing and/or refinishing the article.

Relationships. How to plan for our own future so that we achieve the greatest possible satisfaction from our life.

The next step was to set up classroom standards and operating procedures. Here the students were asked to "brainstorm" to obtain everyone's opinion as to what makes a desirable classroom atmosphere. The need for self-discipline was stressed over and over again by the students. Each of the three classes had lively discussions on this subject. Lists for each class (different in wording and structuring, but similar in content) were made. These were duplicated for each student and were referred to frequently throughout the year. The following three illustrations are the resulting lists.
ILLUSTRATION 3A

Our Ten Commandments to Classroom Behavior

Advanced Homemaking
Second Period

We agree that:

1. Class begins when the bell rings.
2. We will avoid unnecessary talking.
3. We will avoid unnecessary moving around.
4. We will be responsible to keep our work up to date.
5. We will cooperate with the teacher and with other students.
6. We will treat all equipment as our own.
7. We will accomplish as much as possible each period.
8. There will be grooming in the dressing room only.
9. We will leave the room clean and orderly.
10. We will leave the room only when absolutely necessary.
ILLUSTRATION 3B

Guide-posts to Learning

Advanced Homemaking
Third Period

We agree that:

1. We will begin work when the bell rings.

2. We will keep order in the class when teacher is helping another group.

3. We will keep our own things in the proper place in order.

4. We will share responsibilities.

5. We will take care of all equipment and appliances.

6. We will avoid talk that interferes with class work.

7. We will read instructions and directions carefully before asking for help.

8. We must work efficiently and budget our time wisely.

9. We will use preplanning so we know what we are to do each day.

10. We will avoid unnecessary wandering around.

11. Grooming should be done in the dressing room only.

12. Things will be borrowed from another kitchen only with the permission of the teacher.
ILLUSTRATION 3C

Work's the Thing
Advanced Homemaking
Fourth Period

We agree that:

1. Work starts promptly when the bell rings.

2. There will be no gum chewing.

3. We will avoid unnecessary wandering around.

4. When talking is necessary we will use a normal tone of voice.

5. Leaving the room will be the exception, but if necessary, we will return promptly.

6. Work areas should be kept clean and orderly.

7. We will use all equipment properly.

8. Grooming will be in the dressing room only.

9. It is the student's responsibility to check on make-up work and then to hand it in within the time specified by mutual agreement of student and teacher.
During this week the teacher spent a great amount of time to set up the framework of work for each unit, using the students' list of questions, their overall goals as they had stated them, and the state curriculum guide. This planning was done by the teacher to insure a uniform basic plan of operation and to be sure that all students would get the minimum learning experiences as set up by the state planned curriculum guide. Illustrations 4A, 4B, 4C, 4D, 4E, and 4F show the rough plans she gave to the students as a spring-board for their planning together in their family groups.
ILLUSTRATION 4A

Framework for Planning Unit Block

Advanced Homemaking

Area: Foods and Nutrition.

Unit: Meals for Special Occasions.

A thought to ponder:

"The proof of the pudding is in the eating."

Time: 7-8 weeks.

What we need to learn:

How to prepare some special foods and how to serve them graciously.

Some suggested ways we could learn this:

1. Reading books and magazines.
2. Observing a person whom we believe is a gracious hostess.
3. Find recipes for and prepare various special foods.
4. Prepare some foreign specialties.
5. Build a recipe file of favorite recipes.
6. Make a guest book of menus, recipes, table settings, etc.
7. Study china and silver services.

Where can we find this information?

1. McDermott, Trilling and Nicholas, Food for Better Living.
5. File in Homemaking room.
6. Others.
ILLUSTRATION 4B

Framework for Planning Unit Block
Advanced Homemaking

Area: Clothing (8-9 weeks total time).

Unit: Care, Repair, and Renovation of a Family's Clothes.

A thought to ponder:

"A well dressed girl is a beauty to behold."

Time: 3 weeks.

What we need to learn:

How to keep the family's clothes in good condition.

Some suggested ways we could learn this:

1. Darning a sock.
2. Mending a three-corner tear.
3. Reweaving a tear.
4. Letting down or taking up a hemline.
5. Letting out or taking in seams.
6. Turning the collar and cuffs on a shirt.
7. Changing the length of trousers.
8. Sewing on buttons.
9. Remodeling a garment for self or a child.

Unit: Selecting and Constructing a Costume.

Time: 5-6 weeks.

What we need to learn:

How to plan a man's and a woman's wardrobe so that it is coordinated.
ILLUSTRATION 4B (cont.)

Framework for Planning Unit Block

Advanced Homemaking

Some suggested ways we could learn this:

1. Reading in books and magazines.
2. Observation of someone who always appears well dressed.
3. Visits to stores that sell clothing.
4. Actually planning a wardrobe for a man and/or woman within a given budget.
5. Constructing a garment that fits into our wardrobe, then planning the accessories for it.

Where can we find this information?

1. Lewis, Bowers, and Kettunen, Wardrobe Planning and Garment Construction.
2. Carson, How You Look and Dress.
3. Pattern books and guides.
4. Magazines such as Seventeen, Glamour, Charm.
5. Files in Homemaking room.
6. Others.
ILLUSTRATION 4C

Framework for Planning Unit Block

Advanced Homemaking

Area: Child Care and Development.

Unit: Care of Mother and the Infant.

A thought to ponder:

"The hand that rocks the cradle rules the world."

Time: 3-4 weeks.

What we need to learn:

1. What care is necessary for mother and child before and after the birth of the baby.
2. What part does heredity play in a child's life.

Some suggested ways we could learn this:

1. Reading.
2. Discussion with mother, doctor, nurse, friend who has a baby.
3. Observation in home where there is a baby.
4. Practice in bathing a baby, dressing a baby, preparing formula and foods for a baby.
5. Displays of children's clothes, layettes, equipment, etc.

Where can we find this information?

1. Spock, Infant and Baby Care.
2. Children's Bureau, Prenatal Care.
3. Children's Bureau, Infant Care.
4. Goodspeed, Mason, and Johnson, Care and Guidance of Children.
5. Strain, Being Born.
6. Other magazines and books.
7. Files in Homemaking room.
8. Others.
Framework for Planning Unit Block

Advanced Homemaking

Area: Management.

Unit: Planning Family Finances.

A thought to ponder:

"Many people have an independent income--one they can't do a thing with."

Time: 4 weeks.

What we need to learn:

How to handle our money so that it gives us the greatest satisfaction from its use.

Some suggested ways we could learn this:

1. Reading.
2. Planning and using a personal budget.
3. Studying theoretical or actual family budgets.
4. Learning how to judge quality in clothes, foods, and home equipment.
5. Film strips on money management.
6. Interviewing a member of a bank or an investment office.
7. Checking into various kinds of insurance, taxes, savings accounts, loan companies, etc.
8. Discussion with older people.

Where can we find this information?

1. Justin and Rust, Today's Home Living.
2. Trilling and Nicholas, You and Your Money.
4. Landis and Landis, Personal Adjustment, Marriage and Family Living.
5. Consumer Union Reports Yearbooks.
6. Files in Homemaking room.
7. Others.
ILLUSTRATION 4E

Framework for Planning Unit Block
Advanced Homemaking

Area: Housing and Home Furnishing (5 weeks total).

Unit: Functional House Planning.

A thought to ponder:
"Don't imitate, initiate."

Time: 2-3 weeks.

What we need to learn:
What are the complexities of planning for or building a home.

Some suggested ways we could learn this:

1. Reading books and magazines.
2. Field trips to a home being built.
3. Studying floor plans of homes--either actual or pictures.
4. Studying color combinations, furniture styles and arrangements.
5. Visiting a furniture store.
6. Interviewing a contractor or a person building a home.

Unit: Care and Repair of Home Equipment and Furnishings.

Time: 2-3 weeks.

What we need to learn:
How to determine if an article is worthy of repair. The procedure for repairing and/or refinishing the article.
ILLUSTRATION 4E (cont.)

Framework for Planning Unit Block

Advanced Homemaking

Some suggested ways we could learn this:

1. Reading.
2. Repairing an electrical cord.
3. Repacking a faucet.
4. Replacing a hinge.
5. Repairing a window shade.
6. Retouching a paint job.
7. Refinishing an article with a wooden surface.
8. Slipcovering or upholstering a chair.
9. Sharpening some knives.

Where can we find this information?

1. Craig and Bush, Homes with Characters.
3. Justin and Rust, Today’s Home Living.
6. Files in Homemaking room.
8. Extension Office Bulletins.
ILLUSTRATION 4F

Framework for Planning Unit Block
Advanced Homemaking

Area: Relationships.

Unit: Planning for the Future.

A thought to ponder:

"Three corners of a house rest upon the wife--the four upon the husband." Slovakian Proverb.

Time: 4 weeks.

What we need to know:

How to plan for our own future so that we achieve the greatest possible satisfaction from our life.

Some suggested ways we could learn this:

1. Reading in books, magazines and papers.
2. Discussion with older people--parents, ministers or priests.
3. Observations of families that are outstanding in community and church work.
4. Study biographies of famous people whom we admire.
5. Watching programs on TV that depict family life such as "Father Knows Best," "Bachelor Father," "The Donna Reed Show," etc.
6. Films or film-strips on family problems.
7. Visits to stores where bridal consultant services are given.
8. Plan a prenuptial shower.
10. Study various careers that interest you.

Where can we find this information?

1. Landis and Landis, Personal Adjustment, Marriage and Family Living.
2. Pierce, Youth Comes of Age.
3. Moore and Leahy, You and Your Family.
4. Justin and Rust, Today's Home Living.
5. Life Adjustment Pamphlets.
6. Files in Homemaking room.
7. Others.
This student-teacher and teacher planning took approximately two weeks to do. During this time the students had an opportunity to become acquainted and to work with all other class members. On about the third day of school the teacher had explained the family groupings and had suggested that the students be thinking about which other students they felt they could work with best.

Toward the end of the second week a discussion of group actions and interactions took place. Students shared experiences of committee work they had done. They determined what made for good group relations. Each student made a list of these to put into her notebook. These lists contained things such as, a definite plan of action, a common knowledge that this plan may need to be modified, a good leader, cooperative followers, friendly atmosphere, feelings of responsibility, some definite time limits and determination to succeed on the project or problem undertaken.

Next they discussed what made for a good learning experience. This list, also copied into each student's notebook, contained items such as working with someone who has a similar background of knowledge and experiences, similar abilities, similar likes and dislikes, a democratic atmosphere, shared sense of responsibility, and willingness to learn.
In light of these two lists the students were told to relate themselves to each class member as potential family group members, in relation to their own working habits, experiences, and abilities; and to list three or four choices of working partners. They were asked to list also those girls' names with whom they believed they could not work with effectively. These lists were confidential between each student and the teacher.

Using a sociogram the teacher made the family groupings from these lists. Although two days had been spent studying and discussing why certain groups function better than others, it was apparent to the teacher that friends tended to choose friends, even though their abilities and experiences were not similar. Because they had been given an opportunity to choose their working partners, the teacher made the groups accordingly. It is the belief of the teacher that the next time she might be less democratic.

The next three days were spent learning the problem-solving approach to the classwork. The following study-work sheet was used with reference books.
ILLUSTRATION 5
Problem Solving

Have you ever been dissatisfied with the way that you did something—a dress you purchased, or a decision you made? We all have; but some of us are more often unhappy with our decisions than we are satisfied. WHY? Could it be that we are not solving our problems intelligently? That our decisions are made with too much haste?

Authorities agree that there are certain basic steps one must follow if one is to solve problems intelligently. Today we are going to study these steps to see what they offer us as an answer to make wise decisions.

Read through this simple problem. It has been made simple to help you learn the steps. Today the process is the more important thing.

"Jane, a transfer student from Rainier, has been invited to the first game and dance this fall, and she would really like to go. She told her friends she would think about it, as she is not sure what to wear."

Now think through the following steps—one at a time—and write your thoughts in the blanks provided. Do only steps 1, 2, 3, and 4 at this time.

Step 1. What is her problem?

Step 2. What may be an obstacle to her decision?

Step 3. What factors may be useful to Jane?

Step 4. How could she solve her problem?

We will work together on steps 5 and 6

Step 5. What will be the consequence of each solution?

Step 6. What is the best solution in this case?
Each student solved this problem with the group and then each solved another one independently to become familiar with and to gain competence in using the problem-solving method. Only two of the 44 students had heard of these six steps in problem solving before this classroom experience with them.

Periodically throughout the year the entire class met together. During the first week that the family groups worked together, five to 10 minutes were used daily to discuss problems concerning all family groups. For the next several months it was necessary for the entire class to meet jointly about every two weeks. As family groups became more competent in their working procedures, these meetings were held less often.

Just as every homemaker is called upon occasionally to help with a community project, on several occasions the family groups had to work cooperatively on a banquet, tea, or other hostessing job. These activities provided some opportunity for the students to work with students in other family groups.
Dividing into Family Groups

On Thursday of the third week the classes were divided into family groups. As in a real-life situation, the family size varied from two to six members. It was impossible to group them differently from their listing of names. It is interesting to note that due to transferring students and drop outs, we had families increase and decrease during the year, but that the beginning enrollment was 44 as compared to the 45 enrolled when the classes finished. The following table shows the family size at the beginning and end of each semester.
TABLE 2

Fluctuation in Sizes of Family Groups of the Advanced Homemaking Classes

<table>
<thead>
<tr>
<th>Class</th>
<th>Family</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Began with</td>
<td>Ended with</td>
</tr>
<tr>
<td>II</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td>3</td>
<td>4</td>
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<td>3</td>
<td>2</td>
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<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
Developing the Yearly Plan

Each family group set up a tentative plan of work for itself. Because it seemed wiser to have only one group sewing or cooking at a time, it was decided by the teacher that the year's block would pivot around the group's plan for sewing. For example, those who planned on formals for the Junior Prom would have priority to the time immediately preceding that event, graduation suits would have priority to late April and early May, whereas winter clothing would be made early in the fall.

Each family's yearly plan was superimposed on the others in the class and changes were made where necessary to avoid conflicts in the kitchen and clothing room. Some families chose to split their clothing unit into two sections, a six-week block for wardrobe planning and actual construction and a three-week block for care and repair of clothing. Other families split their foods unit. The remaining four units, child care and development, housing and home furnishings, relationships and management, were placed around the foods and clothing units.

The following three illustrations show the sequence of units for each family in each of the three classes of Advanced Homemaking.
**ILLUSTRATION 6A**

**Year's Plan for Class Period II**

<table>
<thead>
<tr>
<th>Family Group</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 15 22 29 6 13 20 27 3 10 17 24</td>
<td>1 8 15 22 5 12 19 26 3 9 16 23 2 9 16 23 30 6 13 20 27 4 11 16 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Housing</td>
<td>Clothing</td>
<td>Management</td>
<td>Foods</td>
<td>Child Care</td>
<td>Clothing</td>
<td>Foods</td>
<td>Family Relations</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Child Care</td>
<td>Family Relations</td>
<td>Foods</td>
<td>Clothing</td>
<td>Management</td>
<td>Foods</td>
<td>Clothing</td>
<td>Housing</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Clothing</td>
<td>Housing</td>
<td>Foods</td>
<td>Management</td>
<td>Clothing</td>
<td>Child Care</td>
<td>Family Relations</td>
<td>Foods</td>
</tr>
</tbody>
</table>
### Illustration 6B

#### Year's Plan for Class Period III

<table>
<thead>
<tr>
<th>Family Group</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Family Relations</td>
<td>Foods</td>
<td>Clothing</td>
<td>Foods</td>
<td>Clothing</td>
<td>Management</td>
<td>Housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Family Relations</td>
<td>Foods</td>
<td>Management</td>
<td>Clothing</td>
<td>Housing</td>
<td>Foods</td>
<td>Clothing</td>
<td>Family Relations</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Clothing</td>
<td>Housing</td>
<td>Foods</td>
<td>Clothing</td>
<td>Family Relations</td>
<td>Child Care</td>
<td>Foods</td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Clothing</td>
<td>Child Care</td>
<td>Family Relations</td>
<td>Clothing</td>
<td>Management</td>
<td>Housing</td>
<td>Foods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Management</td>
<td>Foods</td>
<td>Clothing</td>
<td>Housing</td>
<td>Family Relations</td>
<td>Clothing</td>
<td>Child Care</td>
<td>Foods</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Child Care</td>
<td>Family Relations</td>
<td>Housing</td>
<td>Foods</td>
<td>Clothing</td>
<td>Foods</td>
<td>Management</td>
<td>Clothing</td>
<td></td>
</tr>
</tbody>
</table>
**ILLUSTRATION 6C**

*Year's Plan for Class Period IV*

<table>
<thead>
<tr>
<th>Family Group</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Child Care</td>
<td>Housing</td>
<td>Clothing</td>
<td>Management</td>
<td>Foods</td>
<td>Family Relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Clothing</td>
<td>Child Care</td>
<td>Management</td>
<td>Foods</td>
<td>Housing</td>
<td>Clothing</td>
<td>Family Relations</td>
<td>Foods</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Family Relations</td>
<td>Foods</td>
<td>Child Care</td>
<td>Clothing</td>
<td>Housing</td>
<td>Clothing</td>
<td>Management</td>
<td></td>
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<table>
<thead>
<tr>
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<th>15</th>
<th>22</th>
<th>29</th>
<th>6</th>
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<tbody>
<tr>
<td>2</td>
<td>13</td>
<td>20</td>
<td>27</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>1</td>
<td>8</td>
<td>15</td>
<td>22</td>
</tr>
</tbody>
</table>

- Child Care
- Housing
- Clothing
- Management
- Foods
- Family Relations
Developing Unit Blocks

The students were given a duplicated "Framework for Planning Unit Blocks" (Illustrations 4A, 4B, 4C, 4D, 4E and 4F) for the unit they were to begin to study, with the following sheet of instructions. These instructions were read and thoroughly discussed before the family groups began to work independently.
ILLUSTRATION 7

Developing Your Unit Plans

This material is given you as a suggestion of what to include in each unit of work this year. It is based on the questions you asked in our preplanning sessions. Before beginning to work on each unit do the following things:

1. Choose a chairman. She should assume the responsibility of a discussion leader.
2. Read unit suggestions carefully.
3. Decide what you hope to accomplish during the unit and decide upon your plan of study. Use the list of questions compiled by the class members.
4. Make an outline block of the unit.
5. Check unit block with the teacher.

The chairman is responsible to give the teacher:

1. A copy of the unit block at the beginning of the unit.
2. A report or summary of work accomplished at the end of the unit.
3. Reports on group's progress on report days.

Each girl is responsible for:

1. Her own outline of the unit plan.
2. A record of the reading she has done:
   b. Author.
   c. Pages.
   d. Any notes taken.
3. Cooperation at all times with chairman and other group members.
4. The ability to become chairman if the chairman is ill or absent for any reason.
5. Two out-of-class projects during the year. These must be preplanned with the teacher.

The teacher will give you a reading assignment on each unit.
It was decided that the chairmanship would rotate with each unit studied, thus giving every student an opportunity to be a leader as well as a follower.

The families operated in about this manner. For each unit, they went through the compiled list of questions eliminating those they had previously studied. The remaining ones were given priority to time according to the desires of the family members. Goals for their family's work on the unit were formulated and a block of work outlined for day-by-day study. This block was evaluated by the teacher and the suggested changes were discussed, accepted or rejected by the family group. As the year progressed it became less necessary for the teacher to suggest changes in their plans. Each student made a copy of the unit for her own notebook and the chairman made a copy for the teacher's file. Illustration 8 shows a unit block plan made by one family group for their housing and home furnishings unit.
# ILLUSTRATION 8

## A Unit Plan for Housing and Home Furnishings

### Advanced Homemaking

**What we need to learn:**

1. To choose decorations and be able to decorate a whole house.
2. To choose pleasing color combinations for the home.
3. The simple repairs a housewife can do for herself.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Plan</td>
<td>Plan</td>
<td>Read and discuss how to choose a home.</td>
<td>Read and discuss the information necessary to know in planning a home.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>24</th>
<th>25</th>
<th>26</th>
<th>27</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and discuss color in the home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read and discuss furniture styles and how to choose.</td>
<td></td>
<td></td>
<td></td>
<td>Thanksgiving Vacation</td>
<td></td>
</tr>
</tbody>
</table>
**ILLUSTRATION 8 (cont.)**

**A Unit Plan for Housing and Home Furnishings**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Study appliances for the home. Make reports on different appliances.</td>
<td>Plan field trip to a furniture store.</td>
<td>Field trip to Vaughn's.</td>
<td>Evaluate and summarize field trip.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Plan a complete home--choose floor plan, furniture styles and colors from magazines and catalogues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Demonstration on repairing a light cord.</td>
<td>Demonstration on sharpening knives.</td>
<td>Summary and review of the unit.</td>
<td>Test over unit.</td>
<td></td>
</tr>
<tr>
<td>Repair a light cord.</td>
<td>Sharpen knives in unit kitchens.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Role of the Student

Independent Study

The teacher assigned minimum readings for each unit after she had received the unit block plan. These differed from family to family depending on the goals of and the ability as well as experiences of the family members. The reading was geared slightly above the average student. Better than average students were expected to do additional reference work. Study sheets of guide questions, like Illustration 9, were available for each assigned reading.

In some cases, the chairman made additional assignments, and each student could do as much additional reading as she had the time, need and/or desire to do.

The chairman assumed role of discussion leader. Questions were posed and discussed by the group. A list of questions that needed further investigation or the teacher's opinion was kept by her also.

The students were shown a method of keeping organized reading notes and were encouraged to write down only key phrases or principles rather than to outline all work read. Here much individuality was apparent. Individuals in families and the various families did work differently.
As we want to obtain maximum livability with minimum cost we need to understand some basic principles of floor plans. To help you better understand these principles, answer the following questions:

1. What are two general needs of families that a house must provide?

2. Compare the structure of a home of 50 years ago to one of today.

3. What rules or guides can you find that will help you determine if a floor plan is well planned and adequate for your needs?

4. What is meant by an expandable house? What advantages might it have for a young couple?

5. Are the following words part of your vocabulary? If not, let's learn them.
   a. Blueprints
   b. Perspective drawings
   c. Story
   d. Scale
   e. Floor plans
   f. Elevation
   g. Vertical section
   h. Detailed drawing
   i. Landscape drawing
   j. Symbols
   k. Specifications

6. Check the questions on page 59, Homes With Characters.
The teacher rotated from family to family, sitting in, but directing only when asked to do so or when it was apparent that the family group had reached a stalemate.

The chairman was required to submit to the teacher a summary of the family group's work at the end of each unit. These were to show the work accomplished and a list of the readings done by the entire group.

The following summary was made by one chairman of one family group which had planned and carried out their unit on Family Relationships.
Summary of Our Unit on Family Relationships

Advanced Homemaking

Family: 3
Class period: 4
Chairman: Sharon

The first week we chose careers that interested each of us and gave reports on them. From these reports we learned the importance of personal relationships in holding any job.

The second week we studied a booklet on planning a wedding. We then proceeded to plan a wedding, learning the many details that need to be considered. I also assigned a report on what we expect from married life and what traits we want in a husband. I thought that from these reports that the girls would stop to think seriously of marriage and what kind of a man they really wanted to marry. I think that the next few days that followed when we read references on what to consider before marrying helped us a great deal.

We next went into the study of teenagers and their relationship with their parents. I believe we all understand our parents better since we read these articles. We finished the third week by studying the discipline of children. This study brought about a great difference of opinions but we felt it was very worthwhile.

The fourth and last week we studied family members' obligations toward each other. This study went into what is necessary for making of a successful happy family atmosphere rather than any set rules that each individual in a family must abide by. From this we went into the planning of a bridal shower. We also answered all the questions given out on Family Relations by giving an example of each.
Summary of Our Unit on Family Relationships

The last day we reviewed and each member told what she had learned from the study of family relationships.

We feel we learned these things:

1. Weddings do not need to be elaborate or expensive to be nice.

2. The girl's family pays most of the wedding expenses.

3. A girl shouldn't wear her engagement ring until her engagement is announced.

4. Wedding invitations should be sent four weeks before the wedding.

5. Teenagers have many difficult adjustments to make.

6. Our parents are human beings after all.

7. Good personal relationships are necessary to hold almost any job.

8. We need to consider all aspects of marriage and all the personal traits of a boy before we get married.

9. Every family member has to cooperate with one another and respect the rights of the others.
ILLUSTRATION 10 (cont.)

Summary of Our Unit on Family Relationships

References We All Read

<table>
<thead>
<tr>
<th>Book</th>
<th>Author</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today's Home Living</td>
<td>Justin and Rust</td>
<td>19-29</td>
</tr>
<tr>
<td>Building Your Life</td>
<td>Landis and Landis</td>
<td>215-221</td>
</tr>
<tr>
<td>You and Your Family</td>
<td>Moore and Leahy</td>
<td>248-307</td>
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<td>Personal Adjustment, Marriage and Family</td>
<td>Landis and Landis</td>
<td>148-230</td>
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<tr>
<td>Living</td>
<td>Keesake Diamond</td>
<td>Entire</td>
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<tr>
<td>Heading For A Wedding</td>
<td>pamphlet</td>
<td>pamphlet</td>
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<td>Your Family Today and Tomorrow</td>
<td>Force</td>
<td>18-36</td>
</tr>
<tr>
<td>Keeping Up With Teenagers</td>
<td>Duvall</td>
<td>128-146</td>
</tr>
<tr>
<td>Child Care and Guidance</td>
<td>Goodspeed and Mason</td>
<td>246-260</td>
</tr>
<tr>
<td>Baby and Child Care</td>
<td>Spook</td>
<td>253-260</td>
</tr>
<tr>
<td>Good Habits for Children</td>
<td>Metropolitan Life</td>
<td>8-11</td>
</tr>
<tr>
<td>Insurance pamphlet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using Resources

Files. Family groups were encouraged to use resources in the department. The files became well "dog-eared" and were not always left in perfect order, but they were used. Textbooks, per se, were scorned but as references they became invaluable.

Field Trips. After a teacher conference with the principal it was decided that the students could take field trips without a teacher or another adult as a family group, provided the field trips were well planned and organized. The students decided it would be good to have a form to use for planning the field trips. After much discussion the following contract, as it was called, was decided upon.
ILLUSTRATION 11

Field Trip Contract

Names of Family Group Members:

Date:

Class Period:

Purpose of Field Trip:

Place of Field Trip:

Mode of Transportation:

Signature (of person to be visited):

Signature (of teacher):
This contract was filled out three days before a field trip was to be taken and the chairman had it signed by a representative of the business firm or agency, or by the homemaker they were visiting. Then it was returned to the teacher who filed it in the principal's office.

This contract tended to create good public relations between the business men and the school, as well as serving as a check on the family group's planning.

Questions to be asked on the field trip were formulated in class on the day before the trip. They were discussed and it was decided who would ask each question. On the day following the trip an oral evaluation served as a summary of the field trip and showed the teacher its value.

Some family groups found it helpful to have a study guide sheet with them when they went on a field trip but others were able to do without this aid. These study guides were formulated by the family group with the assistance of the teacher, and then were typed up by the chairman or the teacher for each family member.

Most family groups were thoughtful enough to want to send a thank-you note after a field trip, others needed a suggestion to do this. School stationery was used to make the thank-you more official.

**Guest Speakers.** Each family was able to invite guest speakers to help them better understand a problem that they
were studying. Ministers, nurses, insurance men, real estate salesmen, and homemakers were invited as guests. These people were asked by the chairman several days in advance and were briefed on the issue(s) to be discussed. The chairman assumed the role of hostess to the guest, introducing her to the teacher and other members of the family. One or more other family groups could be invited to share a speaker. The invited family group(s) had the privilege to decline or accept the invitations.

Film-strips. It did not seem judicious to use films for classes organized in this fashion because of the expense and scheduling problems in having them available at the time they were needed. Film-strips, however, were used extensively. The teacher set up the projector and then a student would turn to each frame and read the script. For each film-strip used a sheet of teacher-made guide questions like the following illustration was available.
1. In choosing a particular quality item at the store, what points need to be considered?

2. A well organized shopping list is an aid. Describe how a shopping list can help you.

3. How can a newspaper help you to become a wise shopper?

4. Discuss the advantages and disadvantages of a "cash and carry" store and a "charge and deliver" store.
These guides could be used when the students in a family group found it difficult to follow and/or discuss the film-strip by themselves.

**Money.** Management of time, energy, equipment, and money were constantly stressed. As the department was on a limited budget each family group was allowed only $25 for food purchasing.

An organized market list was given the teacher two days before the food was needed. Students were required to check supplies on hand to figure out the exact poundage or size of can that they needed. Leftovers had to be incorporated into their foods unit unless another family group wanted to use them.

**Teacher.** When a family group believed that they would benefit from a teacher demonstration they asked two days in advance for this. These teacher demonstrations rarely lasted an entire period, but when they were to take most of the period, the teacher first checked the other family groups to be sure they were prepared for the day and could be self-directive.

If a family group needed a teacher when she was with another group they could interrupt only for emergencies; otherwise, they were to list their problem and wait until the teacher was free to help them.

**Evaluating Learning.** Self-evaluations were used frequently to help students and teacher to evaluate progress. The following form, "What's Your DIQ About Color?" is an
ILLUSTRATION 13

What's Your DIQ* About Color?

Shown on the flannel board are color combination cards. Match the best color combination to each of the following rooms according to the exposure the room has. When you have finished, check your answers with the number on the back of each color combination card.

___ 1. West living room.
___ 2. East bedroom.
___ 3. West kitchen.
___ 4. Southwest bedroom.
___ 5. Southeast family room.
___ 7. Northeast bedroom.
___ 8. East living room.
___ 9. South kitchen.
___ 10. West bathroom.

Score yourself:

9-10  Your judgment is superior.
7-8  Your judgment is good.
5-6  Your judgment is fair; better read some more.
1-4  Your judgment needs a brush-up. Read chapters 3 and 4, unit 4, in Homes With Character; then try again.

*Decorator's Intelligence Quotient.
example of a self-evaluation used with a group studying the use of color during their home furnishings unit.

The students liked to evaluate themselves and frequently asked for a device on which they could do this.

Tests were made by the teacher for each family group at the end of each unit. These tests differed from family group to family group to reduce the temptation to borrow a test from a member of a family group who had already studied this unit. Some questions requiring different application of information were used over, but most questions needed to be unique for the family group.

**Evaluation of the year's work** was made the last week of the school year. All family groups met together to share experiences, progress and to evaluate the family group plan for learning. Before group discussions were held the students were asked to fill out two evaluative devices. The checklist, "Where Am I?" (Illustration 14) was used mainly to help the students to evaluate their own capabilities concerning homemaking skills. After checking themselves on the sheet the students were asked to check the papers they had written the first of the year, "What I hope to learn in homemaking this year," to see if they had accomplished their goals.
**ILLUSTRATION 14**

**Where Am I?**

**Name:** ___________________________________________

**Year in school:** ___________________________________

**Number of years in Homemaking:** ________________

Place a check in the column under the word that, in your opinion, best describes your present ability regarding the following Homemaking goals. Be fair to yourself.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Degree of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Optimum</td>
</tr>
<tr>
<td>1. Ability to plan a well balanced diet for yourself.</td>
<td>2</td>
</tr>
<tr>
<td>2. Ability to serve a meal with ease to family.</td>
<td>2</td>
</tr>
<tr>
<td>3. Ability to prepare these foods if given a recipe:</td>
<td></td>
</tr>
<tr>
<td>Breakfast cereals</td>
<td>6</td>
</tr>
<tr>
<td>Egg cookery</td>
<td>3</td>
</tr>
<tr>
<td>Milk cookery</td>
<td>3</td>
</tr>
<tr>
<td>Meat cookery</td>
<td>3</td>
</tr>
<tr>
<td>Vegetable cookery</td>
<td>1</td>
</tr>
<tr>
<td>Bread making</td>
<td>2</td>
</tr>
<tr>
<td>Biscuit making</td>
<td>20</td>
</tr>
<tr>
<td>Pie making</td>
<td>6</td>
</tr>
<tr>
<td>Cake baking</td>
<td>9</td>
</tr>
<tr>
<td>Salad cookery</td>
<td>4</td>
</tr>
<tr>
<td>Dessert cookery</td>
<td>3</td>
</tr>
<tr>
<td>Sugar cookery</td>
<td>1</td>
</tr>
<tr>
<td>Foreign cookery</td>
<td>1</td>
</tr>
<tr>
<td>4. Ability to can food.</td>
<td></td>
</tr>
<tr>
<td>5. Ability to freeze food.</td>
<td>2</td>
</tr>
<tr>
<td>6. Ability to make jelly.</td>
<td>1</td>
</tr>
<tr>
<td>7. Awareness of what constitutes a happy marriage.</td>
<td>4</td>
</tr>
<tr>
<td>8. Knowledge of the qualities necessary and Judgment to choose a marriage partner</td>
<td>12</td>
</tr>
<tr>
<td>9. Realization of your role as a family member:</td>
<td></td>
</tr>
<tr>
<td>Now</td>
<td>4</td>
</tr>
<tr>
<td>Future</td>
<td>2</td>
</tr>
<tr>
<td>10. Realization of your role as a wife in the future.</td>
<td>4</td>
</tr>
</tbody>
</table>
ILLUSTRATION 14 (cont.)

Where Am I?

<table>
<thead>
<tr>
<th>Goals</th>
<th>Degree of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Optimum</td>
</tr>
<tr>
<td>11. Awareness of mother's responsibility to child.</td>
<td>7</td>
</tr>
<tr>
<td>12. Ability to bathe a baby correctly.</td>
<td>2</td>
</tr>
<tr>
<td>13. Knowledge of what to do for a child in case of illness.</td>
<td>22</td>
</tr>
<tr>
<td>14. Understanding of children's diseases.</td>
<td>10</td>
</tr>
<tr>
<td>15. Understanding of the advantages of planning how to manage one's</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>3</td>
</tr>
<tr>
<td>Energy</td>
<td>3</td>
</tr>
<tr>
<td>Finances</td>
<td>1</td>
</tr>
<tr>
<td>16. Knowledge of taxation in St. Helens</td>
<td>3</td>
</tr>
<tr>
<td>Oregon</td>
<td>1</td>
</tr>
<tr>
<td>United States</td>
<td>2</td>
</tr>
<tr>
<td>17. Ability to use community resources available in St. Helens.</td>
<td>1</td>
</tr>
<tr>
<td>18. Ability to plan a budget for a family.</td>
<td>18</td>
</tr>
<tr>
<td>19. Knowledge of the common can sizes.</td>
<td>10</td>
</tr>
<tr>
<td>20. Ability to choose wisely when buying foods.</td>
<td>23</td>
</tr>
<tr>
<td>21. Understanding of world affairs as they relate to the homemaker.</td>
<td>8</td>
</tr>
<tr>
<td>22. Ability to and understanding of how to solve everyday problems.</td>
<td>1</td>
</tr>
<tr>
<td>23. Knowledge of insurances available; the value of and comparable costs of each.</td>
<td>8</td>
</tr>
</tbody>
</table>
Where Am I?

<table>
<thead>
<tr>
<th>Goals</th>
<th>Degree of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Optimum</td>
</tr>
<tr>
<td>24. Ability to do the family laundry:</td>
<td></td>
</tr>
<tr>
<td>Washing</td>
<td>8</td>
</tr>
<tr>
<td>Ironing</td>
<td>9</td>
</tr>
<tr>
<td>25. Ability to choose becoming clothes for yourself.</td>
<td>6</td>
</tr>
<tr>
<td>26. Ability to be well groomed.</td>
<td>5</td>
</tr>
<tr>
<td>27. Ability to construct a garment for yourself:</td>
<td></td>
</tr>
<tr>
<td>Cut out garment</td>
<td>9</td>
</tr>
<tr>
<td>Stay stitch</td>
<td>7</td>
</tr>
<tr>
<td>Make darts</td>
<td>8</td>
</tr>
<tr>
<td>Make seams--</td>
<td></td>
</tr>
<tr>
<td>Plain</td>
<td>8</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
</tr>
<tr>
<td>Flat felled</td>
<td>1</td>
</tr>
<tr>
<td>Lap</td>
<td>1</td>
</tr>
<tr>
<td>Make a collar</td>
<td>1</td>
</tr>
<tr>
<td>Put in sleeves</td>
<td>28</td>
</tr>
<tr>
<td>Put on facings--</td>
<td></td>
</tr>
<tr>
<td>Bias</td>
<td>1</td>
</tr>
<tr>
<td>Fitted</td>
<td>1</td>
</tr>
<tr>
<td>Collar</td>
<td>1</td>
</tr>
<tr>
<td>Neckline</td>
<td>1</td>
</tr>
<tr>
<td>Front</td>
<td>1</td>
</tr>
<tr>
<td>Skirt placket</td>
<td>11</td>
</tr>
<tr>
<td>Insert a zipper--</td>
<td></td>
</tr>
<tr>
<td>Side skirt</td>
<td>1</td>
</tr>
<tr>
<td>Back skirt</td>
<td>3</td>
</tr>
<tr>
<td>Make buttonholes--</td>
<td></td>
</tr>
<tr>
<td>Hand worked</td>
<td>8</td>
</tr>
<tr>
<td>Machine made</td>
<td>3</td>
</tr>
<tr>
<td>Bound</td>
<td>8</td>
</tr>
<tr>
<td>Sew on snaps or hooks and eyes</td>
<td>1</td>
</tr>
<tr>
<td>Put in a hem--</td>
<td></td>
</tr>
<tr>
<td>With tape</td>
<td>4</td>
</tr>
<tr>
<td>Catch stitched</td>
<td>20</td>
</tr>
<tr>
<td>Slip stitched</td>
<td>1</td>
</tr>
<tr>
<td>Using machine blind hemmer</td>
<td>6</td>
</tr>
</tbody>
</table>
**ILLUSTRATION 14 (cont.)**

**Where Am I?**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Degree of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Optimum</td>
</tr>
<tr>
<td>Use of machine attachments</td>
<td></td>
</tr>
<tr>
<td>Hemmer</td>
<td>7</td>
</tr>
<tr>
<td>Binder</td>
<td>8</td>
</tr>
<tr>
<td>Buttonhole maker</td>
<td>3</td>
</tr>
<tr>
<td>Zigzagger</td>
<td>13</td>
</tr>
<tr>
<td>Zipper foot</td>
<td>5</td>
</tr>
<tr>
<td>Ruffler</td>
<td>8</td>
</tr>
<tr>
<td>Blind hemmer</td>
<td>6</td>
</tr>
<tr>
<td>Reweave a woolen garment</td>
<td>4</td>
</tr>
<tr>
<td>Mend a sweater</td>
<td>6</td>
</tr>
<tr>
<td>Darn a sock</td>
<td>2</td>
</tr>
<tr>
<td>Turn collar and cuffs on shirt</td>
<td></td>
</tr>
<tr>
<td>Make a hemmed patch on cotton</td>
<td></td>
</tr>
</tbody>
</table>

28. Understanding of the art principles. 3 8 19 8 7
29. Ability to reupholster a chair. 6 9 10 20
30. Ability to slip cover a chair. 6 8 11 20
31. Ability to refinish a piece of wooden furniture. 9 8 20 8
32. Ability to repair a light cord. 2 10 6 14 13
33. Ability to fix the spring on a window shade. 1 8 3 9
34. Ability to sharpen a knife. 1 25 14 4 1
35. Ability to repack a faucet. 1 7 8 29
36. Understanding of blueprints for a home. 2 15 9 16 3
37. Recognition of a good floor plan. 2 11 18 12 2
38. Knowledge of the use of color in our homes. 4 22 12 6 1

(Adapted from goals found in the units of Homemaking Education in Oregon Secondary Schools, State Department of Education, 1952)
The numbers found in Illustration 14 represent the number of girls who checked each goal in that particular place.

It was felt by the teacher as she analyzed each of these papers in relation to the student that the students had been exceptionally cognizant of their own capabilities. Students tended to place themselves on the scale in approximately the same place that the teacher would place them.

Goals that were checked by many of the students in the "little" or "no" columns were listed. On a test, the students were asked to name the agency in St. Helens to which they would go to receive information about each of these. In answering, there was only one and a half percent error which would indicate that the students are aware of the community resources that can help them with their problems.

Another device, "Do You Agree or Disagree?" (Illustration 15) had to do with group relationships. The items on this device represented the goals of the teacher in furthering each student's growth as an individual and as a member of a group.
### Name: ____________________________

### Year in school: ____________________

### Number of years in Homemaking: ________________

Below are listed statements pertaining to the work in your family groups. If you agree with the statement, check in Column A; if you disagree, check in Column D; and if undecided, check in Column U.

<table>
<thead>
<tr>
<th>Statement</th>
<th>A</th>
<th>U</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn to accept other people as individuals.</td>
<td>39</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>2. Become more tolerant toward others.</td>
<td>29</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>3. Appreciate opinions that differ from mine.</td>
<td>39</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>4. Express my own opinions more freely.</td>
<td>31</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>5. Give me clearer insight into my own thoughts and opinions.</td>
<td>17</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>6. Feel more responsible for my own work.</td>
<td>33</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>7. Feel less responsible for my own work.</td>
<td>0</td>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td>8. Become more aware of time management.</td>
<td>36</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9. Realize the importance of planning ahead.</td>
<td>41</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>10. Learn to think through problems more carefully.</td>
<td>29</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>11. Realize that individuals differ in their reactions to a given stimulus.</td>
<td>32</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>12. Realize that individuals learn at different rates of speed.</td>
<td>41</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>13. Become more conscious of the use of text and reference materials.</td>
<td>29</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>14. Realize that homemaking is a worthwhile career that requires skill.</td>
<td>40</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>15. Become more conscious of the individual's responsibility to a group project.</td>
<td>33</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>16. Become more aware of the individual's responsibility to society.</td>
<td>22</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>17. Become more aware of the personal satisfaction gained from group participation.</td>
<td>26</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>18. Realize what community resources are available in St. Helens for the homemaker.</td>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>19. Realize how to use past knowledge to solve new problems.</td>
<td>32</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>20. Evaluate myself and others objectively.</td>
<td>24</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>21. Realize my strengths and weaknesses.</td>
<td>28</td>
<td>14</td>
<td>3</td>
</tr>
</tbody>
</table>

List any other advantages or disadvantages to your year's work in groups.

(The figures represent the summary of the students' reactions to this checklist.)
Ten statements were checked by more than one third of the class in the "Disagree" or "Undecided" column, but with one exception the greater number of checks appeared in the "Undecided" column. Items 6 and 7 are the opposite of each other; in other words, Item 7 (feel less responsible for my work) had to be checked in the "Disagree" column if learning had been done. Sixteen students checked that they were "Undecided" or "Disagreed" with "became more tolerant toward others" (Item 2) but only six checked being "Undecided" (and none disagreed) about learning "to accept other people as individuals" (Item 1).

There were several statements on which the teacher questioned the checking. It was proven by checking the "Book-Loan" notebook that the students had borrowed a greater number of books this year than they had last year. The use of the files would also indicate more use of references; but 19 students marked "became more conscious of the use of text and reference materials" (Item 13) in the "Undecided" or "Disagree" columns.

Because community resources had played a major part in the year's work, it surprised the teacher that 10 marked the "Disagree" and 15 marked the "Undecided" column of "realize what community resources are available in St. Helens for the homemaker" (Item 18).
Discussion of the chart brought to light some rather significant factors which explained to the teacher, in part at least, the high number of checks in the "Undecided" column. Several students said, for example, "We were always aware of the use we could make of reference materials, but we didn't use them as much." This comment leads the teacher to believe that when students help to plan their own activities they will do more reading and research into a problem than if it is entirely teacher planned. The writer feels also that structuring the goals differently would have resulted in a different response. For example, Item 13, "become more conscious of the use of text and reference materials" should possibly have said, "make better use of text and reference materials." In the latter context it more clearly defines the teacher's goal in the words that the students might use.

The following comments were made by students when they were asked the advantages and disadvantages to their year's work in groups.
Advantages of Year's Work in Groups by the Students

"I got to know other people's character and personality better."

"I got acquainted with all different kinds of kitchen utensils and a different way of sewing." (This was from an American Field Service exchange student.)

"I learned that others think differently on certain questions, that time is a very important factor in homemaking, and that working together can save you time and money."

"I've learned to talk to the teacher more freely, and working in a group has helped me work better and keep up."

"We learned more and covered more ground, and we got to know individuals better."

"It gives us more responsibility."

"When working in our family group we learned, or I have learned, to become more responsible for doing the work because I want to do it not because it will count against my grade if I don't do it."

"It helps you do things on your own."

"You had to do your own work, you were able to know each other better, and I believe we learned more in a small group than when the whole class did it together."

"You were able to work much faster and easier with a small group than you would have with a large group."

"It helps each person to go at her own speed and you can branch out and do more if you want to. It leaves you with more responsibility for your own work and more pride when you accomplish something that is well done."
ILLUSTRATION 16 (cont.)

Advantages of Year's Work in Groups by the Students

It gives you a chance to do a variety of things not just what the whole class wants to do. It is more individual. It also helps provide better facilities because the whole class is not using the same materials at the same time."

"It was easier to express your ideas to someone your own age and it was easier to discuss."

"Working in a small group is like working with the family at home."

"There were not so many to have to agree on a thing so we could get more done within a group."

"It helped me learn to accept other people's opinions."

"I learned to be kind and understanding with people who are behind in understanding a problem, to help others and it gives you a chance to see what you're really like and others too."

"You can choose what you want to study in a certain field."

"It helps you to learn to do things on your own."

"Working in a group has helped me to discuss and face issues with an open mind, without prejudices."

"It helped me to have a better chance to know where the equipment goes."

"It helps you to get along with other people."
Advantages of Year's Work in Groups by the Students

"It helps you learn to be yourself, to feel more at ease around people, and to co-operate willingly."

"You can get to know the ones you work with better, and you can get their opinions as well as your own."
ILLUSTRATION 17
Disadvantages of Year’s Work in Groups by the Students

"You can’t always depend on your group and you take it for granted others can do the work."

"You get used to only one group and you may get snobby or quiet around others in the class, and you don’t know all the girls in the class."

"I got more dependent on others for work done."

"I think we don’t do as much in groups as we do in one big group."

"Some work fast, some work slow, some don’t follow the basic rules always."

"I like working in a small group but we didn’t have much opportunity to work with other class members."

"I think we talked too much sometimes (since we didn’t have a teacher with us all the time) and so neglected our work."

"It seemed harder to work and easier to talk and waste time occasionally. I suppose because there is less supervision."

"No class participation."

"Have the opportunity to talk instead of work and one person does most of the work."
Role of the Teacher

It may appear to anyone entering the classroom of this family-group teaching-plan that the teacher does not have much to do. This would seem so because the students come into the room, get out their supplies and/or materials and begin to work. Roll call was easily done by the teacher by looking to see if each family group was complete.

What, then, did the teacher do?

First, before the class met in the fall, the teacher had to have a tentative plan for the year's work. This plan had to be explained to and accepted by the school administrators.

The teacher needed to know what materials, equipment, and references were available in the department. Further, it was necessary to know what information the reference books and pamphlets contained so that guide questions could be accurately formulated and references assigned without undue delay. The teacher needed to be ready at all times to present a problem or question to be discussed or solved by a family group; therefore, she needed to know that the answer could be found.

The department files had to be organized and up-to-date so that students would become interested in and could use them easily and efficiently. The teacher had to be
aware of the resources in the community that were available to help homemakers solve their problems; and the policies of these agencies concerning field trips made by a group of students. Equally important was knowing and understanding school policies so that students could be guided into following these policies correctly; for example, in St. Helens Senior High School, students, as a group, are allowed in the library only if the teacher has prearranged the visit with the librarian.

Although the students usually kept themselves constructively busy there were some occasions when this was not so. The teacher needed to plan ahead for such times and to be ready with "fill-ins" when the group appeared to lose grasp of their goal(s). Hypothetical problems, study sheets, case problems, or an additional reference needed to be ready to be used at a moment's notice. There were also times when a family group had an activity planned that required participation of all family members and only one or two were present. Decisions needed to be made concerning what to do for the day's work. Two girls' absences from a family of three presents a different problem than two girls' absences from a class of 23, if the day's activity calls for group work as, for example, preparing a family meal.
Self-evaluative devices needed to be used frequently. The preparation of these was the teacher's job, as was administering and reviewing the results. Unit, semester, and yearly tests needed to be prepared in a way that were unique for each family group.

The teacher kept a file on each family group. In this file was kept the paper, "What I hope to learn in Homemaking this year," written by each student; the unit blocks; the summary of each unit; and a copy of any evaluation done by the family group.

Each Friday the teacher prepared a chart of all the family groups' activities for the following week. On this chart were listed the activities as found on each family group's unit plan and the appropriate "fill-ins" which could be used if necessary. This chart provided the teacher an overall view of each day's work and made it possible to see that the needed study guides, evaluations and/or examinations were ready. It also was a help when discussing the family group's progress with them.

Illustration 18 shows the activities for the week of March 9th - 13th, 1959
<table>
<thead>
<tr>
<th>Family Groups</th>
<th>Monday, 9th</th>
<th>Tuesday, 10th</th>
<th>Wednesday, 11th</th>
<th>Thursday, 12th</th>
<th>Friday, 13th</th>
<th>Fill-ins</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Short afternoons)</td>
<td>(Regular)</td>
<td>(Short mornings)</td>
<td>(Short afternoons)</td>
<td>(Regular)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Verne, ch. Jan, Barbara Phyllis</td>
<td>Read and discuss <em>A Child is Born</em></td>
<td>Take notes on prenatal care</td>
<td>Read and discuss routine activities of an infant</td>
<td>Study guides: Prenatal care or Children’s habits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Betty, Wyvonne Nancy, Riitta</td>
<td>Finish renovation of garments</td>
<td>Study of new textiles</td>
<td>Experiment with stain removal</td>
<td>Textile Study Sheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Betty, ch. Lela</td>
<td>Make work schedules for week</td>
<td>Make yeast dough</td>
<td>Roast a heel of round to use for planned overs</td>
<td>Quiz on stain removal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wanda</td>
<td>Make work schedules for week</td>
<td>Shape tea rings</td>
<td>Prepare meals from leftover beef</td>
<td>Reference on yeast rolls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sylvia, ch. JoAnn, Irene Carol K.</td>
<td>Plan for two field trips</td>
<td>Penney store field trip on purchasing clothes</td>
<td>Thomas store field trip on purchasing food</td>
<td>Study Sheet on beef carcasses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Charity, ch. Carole O, Sandee, 88-102, 43-76 Discuss Geraldine</td>
<td>Read in Child Care and Guidance, p. 3-22, See film on <em>Feeding a Baby</em></td>
<td>Read and discuss p. 216-221, 222-234</td>
<td>Plan diet for baby’s first year</td>
<td>Study Sheet on food habits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eleanor, ch. Rachel, Lois, Thais, Carol W.</td>
<td>Plan work schedules for week</td>
<td>Prepare Spanish rice and Mexican tea cakes</td>
<td>Review foods unit</td>
<td>Unit test Reports on Spanish and Mexican home life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kathy, ch. Joan, Jean, Sharon</td>
<td>Knit</td>
<td>Teacher demonstration</td>
<td>Knit</td>
<td>Quiz on knitting stitches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dorothy</td>
<td>Cut out garments</td>
<td>Mark and stay stitch</td>
<td>Basic seams</td>
<td>Wardrobe planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Garlene, ch. Nancy, Sharon T, Linda S, Linda B.</td>
<td>Plan trip to cleaners</td>
<td>Go to Seawright’s on field trip</td>
<td>Evaluate field trip</td>
<td>Turn collar and cuffs on shirt Stain removal experiment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Joyce, ch. Dorothy Marilyn</td>
<td>Read on cake making</td>
<td>Make butter cakes</td>
<td>Frost cakes and decorate</td>
<td>Fill tarts, serve to class Study Sheet on cakes or pies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pat, ch. Sharon B, Carol, Inventory Gayle, Sharon K, present wardrobe Mary Ann</td>
<td>Plan work schedule</td>
<td>Plan for what activities clothes are needed</td>
<td>Decide on personal factors influencing needs</td>
<td>Choose clothes to be added. Explain reasons for choices Hypothetical problem of a wardrobe for a teenage girl</td>
<td></td>
</tr>
</tbody>
</table>
The teacher needed to devise ways to present suggestions to the family group so that the suggestion could be accepted or declined, and yet be conscious of when an authoritative decision was needed.

It was necessary on two occasions during the year for the teacher to act as arbitrator to a family disagreement. One of these was settled by having a private conference with the student who was obviously causing friction. She was given a choice of remaining with the family group and conforming to group plans or joining another family group. She chose to stay and became an active group member.

The other one was more difficult to settle, as it seemed to affect all family members and the teacher could not get insight into the "why" of the trouble. Attempts to talk to individual family members were futile. The following questionnaire (Illustration 19) finally proved helpful in this case.
ILLUSTRATION 19

Getting Back on the Track

Although this sheet is not for credit I would like you to answer thoughtfully and honestly the following questions. This will be strictly confidential.

I have felt for the past few weeks you have been having a family problem. Yet I haven't been able to put my finger on what the trouble is or what is causing it. Will you help me so that I can help you get back to that good old relationship which made you "tick" as one of the best family groups?

1. What, in your opinion, is causing the tiff?

2. What have you done to try to lessen the tensions that are building up?

3. What can you do to help?

4. What can I do to help?

5. Do you feel that we (all five of you and me) should have a discussion of this to talk out everyone's opinion?

6. Would individual conferences be a better solution? If you answer this "yes," indicate a time (morning or noon) that you would personally like to come in to talk.
The device shown in Illustration 19 helped the teacher have a basis for getting this family group to think through a teenage problem which had arisen outside of class.

Except for these two instances, the students were able to settle their differences by talking them out and then reaching a consensus of opinions.

At the beginning of each class period the teacher checked with each family group to be sure they were ready to do the day's work. Then she went from group to group sitting in, but contributing only when asked to or when it became obvious that the group had reached a stalemate. These contributions were more often in the form of a question than a statement. For example, when asked, "Why don't we have to pay a sales tax here in Oregon as they do in Washington?" the teacher countered with, "You've been studying the uses that our taxes are put to; what state tax do we have which might take the place of a sales tax?" Sometimes, however, it was necessary for the teacher to give a definite answer, especially when it was apparent that the family members had been seeking the answer unsuccessfully for a long period of time and/or the teacher could not refer them to a definite reference.

The writer believes that it would take a certain type of person to teach in this manner. There were many times
when the teacher wanted to tell the students all about something whether or not the students appeared interested or were in need of this added information.

The teacher must be interested in and understand each student as an individual and believe that each individual has a worth and dignity unique to him. Further, the teacher must be able and willing to distinguish the differences in ability. The teacher must be flexible in accepting various ways of doing a task, realizing that the final outcome is more important than the method used to secure the outcome. Adequate command of homemaking knowledge, as well as some practical experience in many phases of homemaking, is a prerequisite to family group teaching. A person teaching in this manner needs to be organized in thinking and methods of working so that she can be prepared to supervise all family groups. Finally, patience is a prime factor in this method of teaching because each family group and individuals within the group work in a different manner.
CHAPTER IV

IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to develop a student-teacher cooperatively planned curriculum which would enable the students to co-direct their activities in Advanced Homemaking classes. The investigator, a Homemaking teacher in high school wishing to improve her own methods of instruction, planned a tentative outline of action and secured administrative approval for using an action research project in her Advanced Homemaking classes in St. Helens Senior High School.

The project provided the students, as a class unit, the opportunity to help with planning the goals and problems for the entire year's work; and, then, as a member of a family group (the membership of which was chosen mutually by its members) to plan their unit blocks for each of the six areas in Homemaking education as they were ready to study that area. Finally, the students in family groups developed each day's activity so that it provided for the needs of their family group in furthering their knowledge of Homemaking education. The teacher helped the students to develop self-guidance by stepping into the background but not withdrawing from group membership.
altogether. When asked for, or when it became apparent that the students had reached a stalemate in their planning, the teacher gave counsel.

Conclusions

It appears to the investigator who used this plan with her three Advanced Homemaking classes during the school year, 1958-1959, that the following conclusions can be made:

1. Students in Advanced Homemaking classes are ready and willing to help plan their own activities and that if students are allowed to help plan their learning experiences, these experiences become more meaningful to the students than if the experiences are entirely teacher planned. The eagerness and degree of skill displayed by these three classes in planning their own work gives evidence to this, as do the comments made by the participating students when they evaluated their experience of working in their family groups.

2. If the teacher can refrain from being over-directive or under-directive, Advanced Homemaking students can intelligently develop and guide their own learning experiences.
Observations made by the investigator (and others who visited the department while these classes were in session) give rise to this conclusion. Students, as they learned their goal as a family group member, developed the ability to and did assume the responsibility to use their time constructively. On several occasions, when the teacher forgot her role and reverted back to undemocratic authoritative measures, group progress was temporarily slowed down.

The writer believes that her goal "to help students develop the ability and judgments necessary to plan and to direct their own learning experiences through cooperative planning" was accomplished to this extent:

1. The students were able to anticipate the problems that a homemaker will need to face.

2. The students displayed good judgment throughout the year in analyzing their own strengths and weaknesses and at the end of the year in determining the degree of learning they possessed.

3. The students assumed initiative in making good use of reference materials and community resources.
4. The students did participate actively in planning and directing their own family group learning experiences.

The investigator believes the project was unsuccessful to the extent that in a few cases students did not develop to their optimum potential capabilities. This, she believes, was due mostly to the fact that they chose to be in groups with students of lesser capabilities than they themselves possessed, and they did not want to appear "smarter" because they feared peer disapproval. Students who obviously felt more secure in their peer relationships did display initiative and individuality freely.

If the investigator were returning to the same school next year she would use the same basic outline of work in developing learning experiences with her Advanced Home-making classes, but she would implement the following changes:

1. The teacher would try to structure the classes in such a way so that all students would study the same two or three areas of Homemaking during the first semester and the remaining areas during the second semester. Such scheduling would allow the students to change family-group membership at the mid-year break, if necessary, and/or desirable to do so. It would also facilitate
adding the new members who might join the class at this time.

2. The teacher would be less democratic in making family-group membership assignments, but would not assume full responsibility for this herself. She would use a sociogram, but would tell the class that group membership was not dependent entirely upon this device. The writer believes that the students who participated as juniors this year would display good judgment in their choice of working partners because of the comments made by them in evaluating their work. The students who would be participating for the first time may not fully understand the reasons why it is wiser to work with others of like capabilities.

Implications

From this action research project the writer draws these implications for its application to other situations.

Various Ways Classes Could Be Structured

The writer believes that the following are some of the other ways a class could be structured to provide for group work.
1. All the family groups could study the same unit, but develop it independently.

2. All the family groups could cover the same units each semester, but not necessarily at the same time.

3. Some units could be done as an entire class and others done independently by family groups.

4. A special block of time could be set aside toward the end of the school year when students would be allowed to develop an individual or a group project covering an area of Homemaking on which they think they need special help.

Role of the Student

Because many of the students thought it made them feel more responsible for their own work and more conscious of time management, the writer believes that high school juniors and seniors want more opportunities to learn self-guidance. Furthermore, high school students need these experiences if they are to be ready to accept the privileges and obligations that accompany adulthood. The opportunities offered in this study which could be extended to other Homemaking classes, in a more or less degree, are:
1. The Experience of Cooperative Planning. The writer would caution teachers trying cooperative planning for the first time to introduce it gradually and to be positive that the chance for cooperation is suitable to the maturity and experience background of the individuals involved. Further, she would stress that ample time needs to be allowed for planning, as this type of planning is slower than when the teacher does it alone.

2. The Experience of Group Work. The writer would suggest that teachers wishing to experiment with and/or evaluate group work as a method of learning begin with small projects. Several groups could work independently, using the same procedures to solve an identical problem; then, using different methods to solve a similar problem, and finally to solving different problems in an area of work. Such a teaching procedure would introduce group work gradually to the students and enable them to gain skill in group processes before undertaking a complete semester or year's plan.

3. The Experience of Leadership. As students work within any given class situation many opportunities arise for leadership experiences.
In Homemaking classes students can assume leadership for a class discussion, in preparing a special report, in constructing a bulletin board, in giving a demonstration, in acting as hostess and/or guide for a visitor, or in assisting the teacher in routine activities such as roll call. Future Homemakers of America offers many excellent opportunities for leadership experiences as officers and committee chairmen.

4. The Experience of Self-evaluation. Through the frequent use of self-evaluative devices a teacher can help students develop judgments which enable them to assess their strengths and weaknesses objectively. Care must be exercised here to be sure the student realizes that judgments of capabilities are not equated to judgments of human worth.

Role of the Teacher

The writer would offer the following guide lines to teachers who might wish to try cooperatively planned group work with students for the first time.
1. Have a well defined philosophy of educational practices which includes democratic ideals.

2. Feel secure in your own relationships with administrators, fellow teachers, students, and the public.

3. Create a permissive atmosphere in the classroom to encourage student participation in all phases of your program.

4. Be willing to shed past methods which might tend to hinder the student's willingness and ability to work in this manner.

5. Do not equate cooperative planning with a laissez-faire policy.

6. Learn to offer suggestions so that they can be accepted or rejected after the group discusses the advantages and disadvantages, but do not hesitate to give an authoritative command when necessary.

7. Step into the background, but do not withdraw completely from group membership.

8. Allow adequate time for planning at all stages, but do set reasonable time limitations on activities.

9. Challenge yourself to be creative. "Imagineer" your classroom procedures out of the realms
of the ordinary into the realms of the exceptional.

Recommendations for Further Study

The writer realizes the need for further study of this project before any generalizations can be made. An action research project such as this only offers findings to the particular teacher-investigator for the particular time and place in which she made the study. It does offer a pattern which may inspire other teachers to try. It is recommended that this pattern should be adapted by other teachers in different situations to determine to what extent all students can plan cooperatively.

The writer regrets that she will not be returning to the same school system next year to extend her study further by observing the improvement, if any, in the degree of skill with which students participating for the second year engage in cooperative planning for successful group work. She would strongly recommend that the incoming teacher continue to use this method in her Advanced Home-making classes.


