FACTORS INFLUENCING A SENSE OF RESPONSIBILITY IN A HOMEMAKING CLASS

by

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FACTORS INFLUENCING A SENSE OF RESPONSIBILITY IN A HOMEMAKING CLASS

CHAPTER I

INTRODUCTION

Because homemaking education tries to help individuals become better family members and citizens in a democratic society, the writer became interested in exploring ways in which a high school homemaking course might develop a sense of responsibility in individuals toward a group. The present study should furnish some information which would be valuable to homemaking teachers in guiding students to assume more responsibility within the group.

Conversely, favorable group living contributes to the development of individuals. The group can fulfill the individual's need to "belong." It is hoped that this study will suggest methods for taking advantage of group resources for increased individual motivation.

Action research, as explained by Corey, seemed to the writer to be the most practical approach to the study of this problem.

Action research in education is research undertaken by practitioners in order that they may improve their practices. The people who actually teach children, supervise teachers, or administer school systems attempt to solve their practical problems by using the methods of science. They accumulate evidence to define their problems more sharply. They draw on
all of the experience available to them for action hypotheses that give promise of enabling them to ameliorate or eliminate the difficulties of their day-to-day work. They test out these promising procedures on the job and accumulate evidence of their effectiveness. They try to generalize as carefully as possible in order that their research may contribute to the solution of future problems or to the elimination of future difficulties. (7, p.141)

The present study was set up to determine the factors affecting a sense of responsibility in a homemaking class taught by the writer at El Rancho High School, Rivera, California. Questions to be answered by this action research include several aspects of the development of the individual's sense of responsibility and its effect on her and on the group.

1. What effect does a sense of responsibility have on an individual's acceptance by the group?
2. What effect does a sense of responsibility have on the individual's acceptance of the group?
3. What is the relationship between the amount of responsibility the student has at home and the amount she is willing to accept in the classroom?
4. What activities and procedures in a homemaking class seem to give opportunities for development of the individual's sense of responsibility for herself and for the group?
Careful consideration was given to the problem for study and the questions to be answered as they related to current thinking on interpersonal relations as applied to education.

The problem was submitted and discussed with others interested in the subject of group processes in learning. As a result of this preliminary study and consultation the writer accepted the following five assumptions which seemed to be fundamental in determining the worth of group procedures in developing a sense of responsibility.

1. Democracy demands skills as well as attitudes and understandings -- skills of leadership and group membership, skills in delegating responsibility, skills in evaluating individual and group contribution to democratic life. Practice of democratic skills and development of democratic concepts within a classroom are important. (9, p.7)

2. When satisfaction comes from contributions toward the achievement of common ends, when the entire group is happy over the contributions of each member, when social pressure from within the groups is used to punish those who impede the progress of the group, then a high degree of group adjustment is in evidence. (9, p.216)

3. There needs to be an increased opportunity for more and more pupils to participate in group experiences. Sometimes we deplore the lack of a sense of responsibility in some while offering all opportunities for experience to those who need such experiences least. We need to help pupils delegate responsibility in terms of competence, to choose leaders in terms of goals of the group. (9, p.235)
4. The attitudes of an individual have their anchorage in the groups to which he belongs. Present evidence makes it apparent that many attitudes can be changed more easily by making changes in certain properties of the group than by directly teaching the individuals, as individuals, even in a classroom audience situation. (21, pp.330-344)

5. The pattern of interaction, the ways in which one child moves into leadership one day and is a follower the next; the development of the feeling of belonging together; the growth of antipathies toward seemingly normal youngsters; the group code that governs what is or is not done -- these are part of the teacher's concern in working with students in a classroom. (18, p.25)

The challenge to the writer was to set up a classroom environment that would implement these basic assumptions to as great an extent as possible. It was hoped that through the use of action research the answers to the four questions would then reveal factors influencing a student's sense of responsibility in a homemaking class. From the findings of this study the writer hoped to accumulate evidence which would enable her to solve problems related to developing a sense of responsibility in the future and eliminate some of the difficulties she had encountered in the past.
CHAPTER II

REVIEW OF LITERATURE

A review of literature indicates the need for more action research in the use of group processes in developing a sense of individual responsibility for the total group. Reports of previous studies have given the writer valuable information on which to base her study. While the authors, in general, admit that much more research must be done in the field of group dynamics, each one has developed concrete ideas which can help others in improving human relations in the classroom.

Action Research in Education

An analysis and comparison of action research and traditional research are presented here as an introduction to this section on the review of literature. Corey (7) justifies action research on the theory that one of its psychological values is that the people who improve their practices are the ones who engage in the research. The major difference between action research and traditional educational research is in the motivation of the investigators. In most traditional research, generalizations of broad applicability are the basic aims of the inquiry, while those who engage in action research do so,
primarily, to improve their own practices.

Corey explains that the methodology of traditional research and action research are similar.

Each investigator attempts to define the problem being studied with precision, to derive his hypotheses from as rich a background of information related to the problem as possible, to design an inquiry so that it will result in a genuine test of the hypotheses, to use facts or evidence rather than subjective impressions throughout the research procedure, and to generalize cautiously and tentatively from the evidence collected.

The conditions under which the two investigators carry out their inquiries, however, may differ appreciably. The traditional investigator in education tries to control a situation so that many of the variables involved in real teaching, supervising, or administering are ruled out by definition or by the use of laboratory techniques. This practice results in a more definite test of the stated hypotheses. But precision is gained at the expense of the relevance of the findings. People engaged in action research conduct their inquiries in the complicated psycho-sociological climate of on-going school activities. Because of the multiplicity of variables involved, the research is often lacking in precision. The results, however, have meaning for practice because they derive from an inquiry carried out in a real situation. (7, p.143)

Reading about what others have done in action research provides only limited help. The insistence of the professional worker to try to obtain evidence of change is a sign of increasing maturity in problem solving.

Because teachers usually experiment with the total population in which they are especially interested, problems of population sampling do not very often arise in action research. When teachers begin to wonder to what
extent the generalizations resulting from a particular experiment are applicable to pupils they have or may have in the future, an interesting bit of problem sampling is possible. The generalizations can be extended vertically -- into the future -- to serve as guides for decisions and actions involving students in classes the teacher has not yet seen. Other teachers can use the results of action research to the extent that their situations are similar to the one in which the inquiry was conducted.

**Investigations of Group Processes in Education**

The need for systematic investigation of group processes on an individual's learning has been recognized only recently. Grambs (14) states that only in the last twenty years has systematic investigation been made on the internal dynamics of small group structures and the effects of membership in these groups on the individuals concerned. (14, p.25) She gives nine basic assumptions considered fundamental to group process in intergroup education. (APPENDIX A)

Further attention is called to the lack of study of group processes by Benne. (3) In diagnosing group difficulties he found that insufficient experimentation and study have been directed toward problems of group productivity -- that is, toward understanding cause and effect of the forces operating in the group from moment to
moment (the dynamics of group action) and toward ways of helping groups become sensitive to group problems and competent to solve them.

Observation and analysis of this process constituted one method used by Benne in seeking to answer these questions: What methods for reaching successful results were used by the groups? What was the effect of these methods or lack of methods? What effect did the leader's behavior have on the group? What kinds of member behaviors were operating in the group? What were the forces helping or preventing the group from solving its problems? What can be done to help this group improve in its ability to reach good decisions? (3, p.146)

While social needs are not self-evident, Taba (30) has been able to diagnose many needs in group relations with the help of adequate tools and techniques. Needs cannot always be studied directly. Comparisons of factual descriptions of the status quo with educational goals can show inference of needs. Diagnosis should cover the range of different types of behavior rather than just one type because the different dimensions of social behavior are interrelated.

Open-ended devices are recommended by Taba as diagnostic measures because they are not tests scored with "keys," but rather methods of stimulating and summarizing responses. The danger of subjective bias is not so
great as the fact that objectivity might give limited coverage and atomization of interrelated behaviors. A degree of objectivity is assured by setting up methods of interpretation which will eliminate arbitrary personal judgments. These devices can be instructional, diagnostic, and evaluative at the same time. Care should be taken that the devices are not used indiscriminately for idle curiosity. Proper use of such devices requires securing only the amount of material that can be analyzed and interpreted.

The task remains to locate group processes which are suited to the classroom. Findings in group dynamics that seem practical and applicable to classroom situations were offered by Trow. (35) The writer has considered these basic findings carefully in setting up the present study. (APPENDIX A)

Cooperative procedures are learned in order to prepare a learner to participate responsibly in a democracy. Miel (23), Paolucci (26), and Dirks (10), all make this clear.

Miel makes three assumptions in her research:

1. The school is responsible for developing an understanding of the nature of cooperative procedures for teaching the skills involved.

2. Learners should participate in determining the purposes toward which they will work. There is a growing body of evidence that individual as well as group purposes are better matured and developed in a group
setting.

3. Knowledge is of little value unless it is related to action. Group procedures are an effective means of building a bridge between knowledge and action. (23, p.2)

The writer has drawn heavily on the findings of Miel in setting up the learning environment which is an important part of the present study. Cooperative procedures are seen by Miel as a set of skills to be learned and at the same time, as a method of increasing the quality of all learning. Miel's study involved two aspects: first, discovering how to increase the ability of teachers to help pupils to learn cooperative procedures; and second, learning the conditions under which pupils of various ages, levels of intelligence, and backgrounds of experience can have rewarding experiences with group work.

Specific suggestions offered by Miel relative to cooperative planning, evaluation of group productivity, improving communication in the group, practicing membership skills, effective use of small groups, and opportunities to observe and fill individual needs were considered in planning procedures for the homemaking class included in this study.

To justify the educative effect of group experiences, Miel offers evidence of growth in the maturity of the individuals concerned. Growth in independence and
responsibility may be observed in the general ability of the group for self-management. Growth in helpfulness and friendliness is exhibited when pupils become more helpful to one another. Growth in friendliness is also exhibited in better sportsmanship. Growth in group skills becomes evident as students begin to appreciate a group meeting as a way of solving a problem. Growth in group skills may be judged by the maturity of the decisions which a group makes and the efficiency with which the group arrives at a decision. Finally, evidence of growth in concepts and generalizations gives weight to the fact that the children actually seem to "learn more."

Miel feels a need for further investigation of methods of evaluating the kinds of growth described above. Earlier behavior compared with present behavior, or observation of what groups and individuals do under different circumstances are two ways suggested by Miel.

In conclusion, Miel reminds the teacher that he has a definite responsibility to himself and to others for a clear accounting of what he is contributing to pupil-teacher planning. Miel summarized key suggestions to the teacher on fulfilling his role in cooperative procedures.

(APPENDIX A)

Paolucci (26) points out that a sound basis for democratic family living is laid down through the use of the group problem-solving method. Pupils are helped to
understand that membership in a group involves both rights and responsibilities. Principles learned for solving problems that arise in class can be used for solving problems that arise at home in the family group. In reaching an agreement on what should be done in a problem situation, the class can attempt to work out more satisfactory ways of thinking and working together. The resolution of a conflict of ideas requires that differences must not be withheld, but that they enter into making the decision about an agreeable solution. The problem is resolved through "thinking out loud" together on the part of the individuals or groups who differ to find an answer which is mutually acceptable. The thinking of a total group is better than the thinking of any one person in the group -- teacher included.

Dirks lists several techniques for evaluating the less tangible aspects of pupil growth in cooperative procedures. She found that listening to pupils' comments and observing their behavior are helpful in evaluating the maturing of social attitudes and values. It is the teacher's responsibility to create classroom experiences through which pupils can appraise their own beliefs and feelings and explore new behavior patterns. In this way, students are given an opportunity to learn to analyze objectively their own behavior and that of others.
Dirks states that in recording and interpreting evidence care must be taken that there is adequate data from which to draw conclusions. (10, pp.56-59)

Jennings, too, is concerned with group relations and education. In this regard she writes as follows:

Whenever human beings come together, they form lines of associations and set up the process of social interaction. The quality of these associations produces what is called an atmosphere for the group. (18, p.1)

Some individuals become popular with their peers, while the efforts of others to join in are resisted by the group. The individual's personal and academic growth can be affected adversely or favorably by his position in the group because the pupil-pupil relationship is such an important part of the learning that takes place. Jennings believes that the social atmosphere of the classroom is largely created and maintained by pupil interaction and only in part by the tone the teacher sets.

Jennings realizes the need for more research in interpersonal relations. She states:

Schools need to know what these interpersonal relations are like, how they function, and how they affect behavior and learning. While various techniques for studying the individual child are available, techniques for assessing group life are much more meager. (18, p.2)

Positive interaction in learning, Jennings found, allows members of a group to complement one another's
capacities and therefore contribute to greater social achievement. Students are often willing and able to explain things to one another with a patience and understanding beyond the ability of busy teachers. But she feels that when emphasis is on independent action, the individual suffers a loss as an individual. He is inclined to individualize all achievement and responsibility as well as to cherish exclusiveness in his social relations to keep others from undermining his position.

There are divisions in all groups. Ability to deal with conflicts and to prevent disagreement on one point from getting in the way of doing something else together shows a strong "we-group" feeling, according to Jennings. The happiness and growth of each individual student depend on his personal security with his classmates. In a group the individual learns to face and analyze problems in a social context and to find ways of solving them with the help of others. In this way the individual gradually extends his sensitivity in human relations.

School experience, then, should provide learnings essential to effective living. The editors of Creating a Good Environment for Learning come to the following conclusions:

One of the major objectives of education is the building of attitudes and values consistent with the American way of life. It is the school's obligation to help children develop
feelings of self-respect, responsibility and acceptance of people different from themselves. The attitudes and values to be developed influence the content of education and determine the methods of teaching. Children learn self-direction and mutual respect as they practice democracy in their classrooms. (2, pp.226-227)

The environment should help individuals adjust to new circumstances. Classrooms should be laboratories for individual and group experiences.

In opposition to Jennings, the editors of *Creating a Good Environment for Learning* consider the teachers central in the classroom because they make many crucial decisions that either block or help to realize the potentialities of children. Real stories of real teachers who had worked to improve the learning environment for the children whom they taught were collected. In each case, the teacher assessed the situation and started, one step at a time, to improve those things which he felt he could handle adequately.

The organization of groups is very important in determining their success. Taba, Robinson, and Brady (33) feel that groups should be formed on the basis of the requirements of the job to be done along the lines promising the most effective teamwork. The work group should remain flexible both in size and composition.

Taba has found that cooperative identification of problems is necessary to develop interest in cooperative
work. Provisions for expressions of frustrations, hostility, and grievance must be made. Groups tend to be more creative when their deliberations are conducted in a permissive atmosphere. Protection for all viewpoints and behaviors must be guaranteed. Groups are usually helped by an opportunity to appraise their own thought and work processes.

Taba, Robinson, and Brady (33) state that schools present many opportunities to learn in and from groups. They write as follows:

All of us live and work in groups of one sort or another. In these groups we learn to understand other people, their motivation, and values. We also learn the values and skills that direct our own behavior. (33, p.136)

Taba points out that teachers should become aware of difficulties some children have in getting along with other children in school and play groups. Reasons for these difficulties include established school standards which are different from the child's, lack of physical skill, limited opportunities to build friendships with others in the group, and lack of knowledge of how to be friendly. Children with these problems need help in acquiring skills.

Taba's objective is not to make the individual adapt to the group, but to alter the structure of the relationships in the groups and the expectations and values of its members, so that an individual with a range of characteristics can be accepted; or, at least, that all individuals
can be given a better chance to learn group behavior. Also, the persons who seem best accepted need to learn additional skills and attitudes that will make them more capable of incorporating other people and to take more responsibilities for helping other people.

Taba goes on to say:

Willingness to get along well with others is not a guarantee of harmonious relationships. People need to be able to implement their intentions in a variety of ways in a variety of situations. (31, p.152)

Success in handling relations with other people depends on a comprehension of the intent of the other person in a situation, an understanding of how others react to one's own behavior, and a knowledge that alternative behaviors are possible and one can choose among alternatives.

Democratic leadership is dependent upon the leader understanding the forces at work in a group. This is emphasized by Haiman (15) when he states that the leader must understand his group. All group behavior is the behavior of individuals in a group. It is just as important to understand the forces which cause changes in interpersonal patterns as it is to understand the patterns themselves.

Again and again acceptance in the classroom is considered to be of prime importance to good group feelings. Several authors have mentioned it in their findings, but Morgan (24) and Newcomb (25) particularly stress the
importance of acceptance.

Morgan (24), in discussing the rejected student, also gives suggestions for the teacher to help all her pupils come to a greater acceptance of each other. To promote better relationships the teacher should have the attitude that every person in the class is important and has a real contribution to make. As the teacher helps the group reach an understanding of how people feel, what they are trying to accomplish, and how they can best reach their goals, the students become less inclined to blame and criticize. They are more likely to look for reasons for behavior and to be more helpful in their attitude toward the other members of the group.

Newcomb (25) states:

To the extent that we feel we belong and feel that others feel we belong, we have security of being accepted by others as our own evaluation of selves. The more frequently and the more obviously members demonstrate to one another that they are already motivated to take their roles in "proper" ways, the more they intensify one another's motivation to do so. Group members mutually reinforce such motivation in one another as each of them demonstrates by his behavior that taking the role properly is of supreme importance. (25, p.616)

Newcomb calls this interaction "group reinforcement."

The effectiveness with which any group functions is also determined by the degree to which the different roles are smoothly integrated with one another. Any role is a leader's role to the extent that it is fulfilling the duty
necessary to the progress of group relationships.

A principal source of human waste, according to Newcomb, lies in the failure to take advantage of group resources for increased individual motivation. Comparatively few people have learned how to take advantage of this resource. Furthermore, most of what has been learned has not yet been stated in terms of general principles which can be communicated and verified by scientific procedures -- that remains to be done.

Group interaction is a powerful force. Cunningham (9) recognizes that favorable group living contributes to the development of individual pupils. Many needs are related to group living. The need to "belong" and the need to feel important are examples. We must learn to get along with people. The school is the agency in society through which a youngster is first introduced to intensive group living outside his family.

Cunningham believes in group creativity -- creative action by the group. Groups should be able to adjust to group needs. The type and degree of organization established by the group and the group's reaction to it reveal group adjustment. Good reaction patterns are enthusiasm, respect, and contagion among the members of the group.

Cunningham listed ways to help children develop a sense of responsibility. (APPENDIX A)
Cunningham sums up her study by stating that a spread of group experience increases opportunity for more pupils to participate in group experience. Sometimes we deplore the lack of a sense of responsibility in some, while offering all opportunities for experience to those who need such experience least. Pupils need help in delegating responsibility in terms of competence, in choosing leaders in terms of goals of the group. Children need to recognize the base on which they are operating. Yet, perhaps on even higher levels of group awareness is the recognition of the need for each individual to develop through experience. Cunningham suggests lifting "taking turns" to the level of consciousness of responsibility of the group to its members, and at the same time, developing discrimination concerning competence, and a conscious judgment of which is appropriate for a particular situation.

**Summary of Review of Literature**

The foregoing review of literature has enabled the writer to establish some helpful guides. These guides will be used in setting up the learning environment for the present study to determine the factors influencing a sense of responsibility in a homemaking class.

Cooperative procedures help prepare individuals to accept responsibility in a democracy as well as serving as a basis for democratic family living. It is the school's
obligation to help children develop feelings of self-respect, responsibility, and acceptance of people different from themselves. The school environment should motivate pupils to take responsibility. Schools present many opportunities to learn in and from groups. Cooperative procedures are not only a set of skills to be learned, but also a method of increasing the quality of learning. All of us live and work in groups of one sort or another. In these groups we learn to understand ourselves as well as others. Group experiences increase growth in independence and responsibility, growth in helpfulness and friendliness, and maturity of group decisions.

Successful group experiences in the classroom are dependent upon teacher guidance and instructional resources. The pattern of interaction, the ways in which one child moves into leadership one day and is a follower the next, development of a feeling of belonging together, the growth of antipathies, and the group code of behavior are all part of the teacher's concern.

The happiness and growth of each individual pupil depend on his personal security with his classmates. Acceptance in the classroom is of prime importance. To the extent to which we feel we belong and feel that others belong, we have security of being accepted by others.

As the teacher helps the group reach an understanding of how people feel, the pupils become less inclined to
blame and criticize. They become more helpful in their attitude toward other members of the group. The members can be of great assistance to each other if the atmosphere of the class becomes one of cooperative pursuit of common goals rather than competitive individual study.

**Basic conditions for the development of a group feeling** are a sense of unity and responsibility to a group. Group skills develop in individuals as they are helped to see themselves objectively in their group relations. The teacher should have the attitude that every person in the group is important and has a real contribution to make. This feeling is carried over to the pupils.

When **frustrations are met**, highly cohesive groups maintain their effort in movement toward the group goal much more effectively and vigorously than do groups of low cohesiveness. The social atmosphere is often created and maintained by pupil interaction. Many attitudes can be changed by making changes in certain properties of the group.

**A good learning situation** is one in which feelings of children are taken into account in organizing groups. Every class is made up of small natural units. The group should learn to adapt to its individuals and, therefore, make it easier for the individual to adapt to the group.

**Pupils need help in delegating responsibility so as** to increase opportunity for more pupils to participate in
group experiences. The use of small groups multiplies the opportunities to practice group membership.

More study needs to be directed toward understanding cause and effect of the forces continuously operating and toward helping individuals become sensitive to group problems and methods of solving them. Social needs are not self-evident, but there are ways of delineating the structure of a group.

Action research is a useful method to use in this type of study because it helps the teacher conducting the research improve his own classroom practices. Classrooms become laboratories for individual and group experiences. The teacher engaged in action research assesses his situation in the complicated psycho-sociological climate of ongoing school activities and tries to develop better ways of handling the situation to help the student mature.
CHAPTER III

PROCEDURE

Many possibilities for the use of group processes in the classroom were explored by the writer before limiting the problem for study. Preliminary plans for the study were submitted to a graduate seminar in group dynamics at Oregon State College under the direction of Mr. Clarence Malher in the summer of 1954. Members of this group gave constructive criticism and suggestions which helped the writer pinpoint and limit the problem.

The area for study chosen was to determine how the homemaking curriculum contributes to the development of a sense of responsibility in the students. Group relationships were to be observed for evidence of the individual's developing feelings of responsibility for the success of all as well as for individual achievement.

The writer's second-year homemaking class, which was composed of ten tenth- and eleventh-grade girls, was selected as the group to use for the study. This group was chosen because it was a size which lent itself to an intensive study through action research. Another factor which influenced the choice of this class was that the group met for the first two hours of the morning of each school day. This meant that the girls were with each other and the teacher longer than when in the one-hour courses.
The students came from middle or lower middle economic homes for the community, some broken homes, homes where both parents were working, different religious backgrounds, and a variety of nationality heritages. Their intelligence quotients varied from above average to below average. There were frequent absences, drop-outs, and late entries.

A cadet teacher and an observer from Whittier College were introduced into the class for the second semester of the year. Their presence seemed to bring about some change in the structure of the group. When the study was planned, the writer was unaware that it would be necessary to involve these two students in the teaching situation.

The writer attempted to set up the learning experiences and classroom atmosphere with careful consideration of the group procedures that have been recommended as aiding in the development of a sense of responsibility.

The second-year homemaking curriculum contained several units. The course started with a clothing unit for the first third of the year. The second third was devoted to a study of foods. During the last part of the year the students studied child development, which centered about a play school as a method of learning about children, and interior decoration, which included a project of selecting the colors, decorating, and furnishing.
a student-built house in cooperation with the industrial arts department. Increasing the knowledge of family relationships and management were integrated into the other units. The variety of subjects included in the course allowed for many different types of classroom procedures and opportunities for the development of a sense of responsibility.

The writer used different methods of obtaining evidence relative to factors influencing the development of a sense of responsibility in the individual toward the group. Social distance scales including friendship ratings and class cooperation ratings were used by the writer as a method of evaluating human relationships in the classroom. A home responsibility check list was another device developed by the writer to be able to compare the students' acceptance of responsibility at home and at school. A third method used to obtain evidence was a teacher's diary of anecdotal records. The development and use of each of these methods are discussed in the sections that follow.

**Classroom Social Distance Scales**

The classroom social distance scale as devised by Cunningham (9, pp.171-174) was used to measure intergroup attitudes of friendship. A similar scale based on class cooperation was also developed by the writer. These
devices instead of a sociogram were used because, while a sociogram indicates the general structure of a group, it is limited in indicating the actual standing of the individual in a group.

The writer felt as Cunningham did when she wrote:

We wondered if some people might not choose a few close friends and yet feel warmly toward many others in the group, while some, after choosing a few close friends, would tend to reject most of the others in the group. We know there are some who have difficulty in finding any close friends. How do such people feel about the majority of the group? (9, p.171)

Even with a great range of acceptance or rejection of any one individual, under this method of measurement, no student is totally rejected or totally accepted by all members of a group.

To determine how the extent to which an individual cooperates with others in the class affects her status with the group, the writer devised a class cooperation scale. The scale compares the individual’s ability to accept the responsibility to cooperate with her responsibility as a friend.

The scales given the students were entitled, "What I Believe about my Classmates." (APPENDIX B) Each person was asked to evaluate the other members of the class under the category of friendship and also under the heading of cooperation with others.

Each scale allows for a reaction on a five-point
scale of every individual to every other individual in the group. By assigning numerical values to the items on the scale, a group-social distance score which indicated the degree of acceptance or rejection of an individual by the group was found. The score for each student is the sum of the number of times her name is checked for each item.

The writer determined the individual's feeling toward the group, the self-social distance score, by scoring the items the individual checked in each column.

These scales were administered three times during the year: during the fourth week of school, at midyear, and during the last week of school. In this way, changes in attitudes could be used to determine what bearing classroom responsibilities might be having on cooperation and friendship scores.

The friendship scores and the cooperation scores of the classroom social distance scale were both charted for comparison. The scores of each student were analyzed to discover individual rankings and differences.

The Spearman rank order correlation method was used by the writer to determine whether or not there was any correlation between friendship selections and the judged ability to cooperate.

Each student was ranked according to her group-social distance scores and the self-social distance scores on both the friendship scale and class cooperation
scale. The Spearman rank order correlation formula used in figuring the coefficient of correlation between the various rankings of social distance was as follows:

\[ r = 1 - \frac{6 \sum d^2}{N(N^2 - 1)} \]

The following rank order correlations were determined:

1. Correlation between the friendship group-social distance scale and the group cooperation social distance scale during the fourth week of school, at the midyear mark, and during the last week of school.

2. Correlation between the group-social distance score and the self-social distance score on the friendship social distance scale during the fourth week of school, at the midyear point, and at the last of school.

3. Correlation between the group-social distance score and the self-social distance score on the cooperation social distance scale at each of the three times of the year when the scales were scored.

**Home Responsibility Check List**

Responsibility of the students at home was another...
aspect of the study. A home responsibility check list entitled, "What Responsibilities Do You Have at Home?" (APPENDIX C) was developed by the writer to discover if there was any relationship between the amount of responsibility the student had at home and the amount she was willing to accept in the classroom. Six categories covering food for the family, housekeeping, laundry, personal and family money matters, child care, and relationships as areas of homemaking were included. Each category was divided into five tasks ranking from one to five points as they increased in the responsibility the task demanded. Students marked these as jobs done seldom, sometimes, or most of the time.

The teacher interviewed each student individually in the fall to be sure the student correctly filled out the check list. Scoring indicated not only how much responsibility the student had at home, but also in what area she was assuming responsibility. At the end of the year, the list was again checked by the students under the teacher's supervision to see what additional responsibilities the students had assumed during the year.

The writer again used the Spearman rank order correlation formula to find the coefficient of correlation between the students' home responsibility scores and the group-social distance scores on the cooperation scale. This was done at the first of the school year and at the
The writer kept a diary of the students' activities so that the daily happenings could be later interpreted for evidences of responsibility. A diary form was used to record the action research because the writer felt that an anecdotal diary would be the best way to show how everyday group relationships affect the feelings of responsibilities of its members. Excerpts from this diary are given in the findings. Only those parts which tended to show factors influencing a sense of responsibility are included.

In deciding on the form to use in organizing the findings of the anecdotal records the writer referred to the form used by the Association for Supervision and Curriculum Development in writing its 1954 yearbook, Creating a Good Environment for Learning. (2) The yearbook committee analyzed anecdotal records of teachers by inserting marginal comments. The yearbook committee justified this method because the book contained reports based on real experiences rather than upon the hypothetical ideal situation. The editors inserted marginal comments in order to give perspective and to accentuate sound principles of learning. The writer felt that this procedure was a challenging and practical way of analyzing the
day-by-day factors that seemed to influence a sense of responsibility in the classroom. Therefore marginal comments have been inserted in the teacher's diary to analyze and to give generalizations based on the procedures and behavior exhibited.

Through the use of these three methods of collecting information, namely, classroom social distance scales, home responsibility check list, and teacher diary, the writer attempted to collect data to answer the questions stated in the introduction to this study. These data were analyzed in order to offer generalizations that will guide the writer in planning classroom procedures and experiences which will encourage the development of a sense of responsibility on the part of students in her classes.
CHAPTER IV

FINDINGS

The findings of this study are based on the results from four different methods of determining the group's and the individual's acceptance of responsibility toward self and others.

First, the results of the social distance scale are interpreted. The scoring of the scale shows the group's attitude toward the individual. Rating was based on both friendship and cooperation with others as well as the individual's attitude toward the group.

Second, rank correlation of the social distance scores was used to determine relationships (1) between friendship selections and the group judgment of the individual's ability to cooperate; (2) between group-social distance scores and self-social distance scores; and (3) between group-ratings and self-ratings of the group on the cooperation scale.

Third, acceptance of school responsibilities was studied as a factor affecting the acceptance of responsibility at home.

Fourth, the teacher's diary, which is composed of day-by-day records of activities together with evaluative and summarizing comments relative to group conditions
that affect group responsibilities, is interpreted. The individual's reactions to the group are also recorded and analyzed.

A summary of the findings from the teacher's diary lists positive and negative evidences of factors influencing an individual's acceptance of responsibility for herself and for group success. These indications are based upon the analyzing statements in the teacher's diary.

**Classroom Social Distance Scales**

The classroom social distance scales (APPENDIX B) were devised to compare the individual's responsibility as a friend with her ability to accept the responsibility to cooperate. The scores of these scales indicated that how an individual cooperates with others in the class affects her status within the group.

The scales given the students were entitled, "What I Believe about my Classmates." Each person was asked to evaluate the other members of the class under the category of friendship and also under the heading of cooperation with others.

Each scale allows for a reaction on a five-point scale of every individual to every other in the group. By assigning numerical values to the items on the scale, a group-social distance score was found which indicated the degree of acceptance or rejection of an individual by
the group. The score for each student is the sum of the number of times her name is checked for each item. For example, in Table I, during the fourth week the name of Frances in a class of 10 was checked three times in column one ("Would like to have her as my best friend"); five times in column two; and one time in column three.

\[
\begin{align*}
3 \times 1 &= 3 \\
5 \times 2 &= 10 \\
1 \times 3 &= 3 \\
&= 16
\end{align*}
\]

Frances' group-social distance score is 16. (Note: the lower the score, the greater the acceptance by the group -- the less the social distance.)

The writer was also interested in the individual student's feeling toward the group, her self-social distance score. To determine the individual's feeling toward the group, the items the individual checked in each column are scored. Examining Frances' paper (during the fourth week) the writer found that she checked three names in column one; four in two; and two in column three.

\[
\begin{align*}
3 \times 1 &= 3 \\
4 \times 2 &= 8 \\
2 \times 3 &= 6 \\
&= 17
\end{align*}
\]

This would indicate that Frances' feeling for the group is slightly less than the group's feeling for her. (Self-social distance is greater than group-social distance.)

These scales were administered three times during the year: during the fourth week of school, at midyear,
TABLE I

CLASSROOM SOCIAL DISTANCE SCORES*

<table>
<thead>
<tr>
<th>Names</th>
<th>Friendship</th>
<th>Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fourth Week</td>
<td>Midyear: Group Self:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self:</td>
</tr>
<tr>
<td>Charlotte</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Frances</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Ida</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Irene</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Jennie</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Judie</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Marie</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Mary P.</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Mary R.</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Sue</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

* The lower the score, the less the social distance.
** Based on nine student evaluations.
*** Based on six student evaluations.
and during the last week of school. In this way, changes in attitudes could be used to determine what bearing classroom responsibilities might be having on cooperation and friendship scores.

The friendship scores and the cooperation scores of the classroom social distance scale were both charted for comparison. A comparison of ranks of the individual students makes an interesting study. As the classroom social distances change, individual behavior and group behavior are also seen to change, as shown in the teacher's diary of daily classroom activities. Results raise questions rather than answer them. A great value in examining the results is that attention is directed to certain aspects of interpersonal relations which lead to further observation of individual and group behavior.

The scores of each student have been analyzed to discover individual rankings and differences. An analysis of the ranks of the individual students follows:

**Charlotte:** Both at the beginning of the year and at mid-year, the difference in her group-social distance score of 21 and her self-social distance score of 25 inferred that Charlotte's feeling for the group was less than the group's feeling for her. Still, her group-social distance score was next to the highest in the class, meaning that she was more rejected by the others than the majority. At neither
time did she choose any member of the class for a best friend. The first time she checked the scale she marked both Marie and Ida as "I would like to have her in my group, but not as a close friend." On the same paper, she listed Mary P., Mary R., and Sue as "I don't mind her being in our room, but I don't want to have anything to do with her."

Her friendship scores at the midyear point did not improve, but her ratings changed. Irene, Marie, and Sue were marked in column two, while Frances, Ida, Jennie, and Mary P. were marked in column four. She completely rejected Mary R.

Her class cooperation scores, both in group and self-social distance, showed improvement from the time when she first entered the class.

Charlotte left school soon after the second semester started.

**Frances**: Her group-social distance score was the lowest in the class on the two times checked, showing that the group feeling toward Frances was good. It seems that her friendship attitude toward the group was better at the beginning of the year than at the midyear point. On the first survey she chose Marie, Mary P., and Mary R. for best friends. The second time, she had dropped Marie to the group of wanting to be with her once in a while, but not
often or for long at a time. The class cooperation scores indicated that the group felt Frances was cooperating better than she felt the class as a whole was working together. Frances transferred to another high school before the third rating was made.

Ida: Ida's group-social distance score was the highest in the class both at the beginning of the year and at midyear, showing that she was more rejected by her classmates than any other member. At the first of the year three students rated her in column three, and one rated her in column four. The second time, four listed her in column three and four in column four. She in turn chose Frances as a best friend at the beginning of the year. In the middle of the year she listed all but Charlotte in column one, and placed Charlotte in column two.

The class did indicate that she improved somewhat on cooperation during the year, but still evaluated her as sharing less than the others (a high group-social distance score).

Her self-social distance score, both in friendship and cooperation, inferred that she increased her liking of the group and felt they learned to cooperate better as the year went on.

Ida left school in February and so was not included in the third rating.
Irene: Irene's friendship group-social distance rating changed from eighth in the fall to second in February, and one of the best by the end of the year.

Her group cooperation ratings varied from fourth at the beginning of the year, first at midyear, and down to the lower half of the group at the last of the year.

Self-social distance scores also varied. At the first of the year Irene was friendlier toward the group than they were to her. By the end of the year there was not much difference in the group and self-scorings.

At the beginning of the year she listed Charlotte, Jennie, Judie, Mary P., Mary R., and Sue in column one. In the middle of the year, she had reduced the names in column one to Frances, Mary P., and Mary R. She listed Ida in column four. By the last scoring only Mary R. and Sue were in her column one. Marie was then listed in column four.

Jennie: Jennie's friendship group-social distance rating was second the first time the girls checked the scale, but decreased to seventh on the second scoring. It soared back to one of the best ratings at the end of the year.

After first rating Jennie fourth, then seventh, the group gave her the top rating in cooperation at the end of the year.

Her friendship self-social distance score indicated
that at first she felt more distant from the group than she did the remainder of the year. On scoring the cooperation of the group, though, she rated the group much lower each time than they rated her.

Column one friendship choices included Judie, Marie, and Sue on the first scoring. On the second scoring Frances, Mary P. and Mary R. were also added. On the last rating she listed Mary P., Irene, Marie, and Sue as choices for best friends.

**Judie:** Judie's friendship group-social distance rank dropped from second to ninth and then up to fifth during the year. Group cooperation rank went from second to seventh, then back up to second at the end.

Each time scoring took place, the group felt friendlier toward Judie than she did toward them. This was indicated by the fact that her self-social distance score is higher than her group-social distance score. Even on cooperation, her self-social distance score was higher than the other.

Judie never listed anyone in column one. She first listed only Sue in column two and Ida and Marie in column four. On the next listing Charlotte was also listed with Sue in column two. The second time she marked Frances, Ida, Jennie, Mary P., and Mary R. in column four. At the end of the year Jennie and Irene, as well as Sue, were
checked in Judie’s column two. The remainder of the class members were marked in column three.

**Marie:** Quiet Marie’s friendship social distance score was in the third grouping both at the beginning of the year and in the second scoring, but dropped to next to the bottom at the end of the year.

Her group cooperation rank varied from number eight to number two and then next to the lowest at the last.

At all times, both her friendship and cooperation self-social distance scores were higher than her group-social distance scores. This indicates that Marie never did relate to the group as much as they did to her.

Only Frances was chosen as a best friend at the start of the year. At the second and third ratings only Jennie was listed in column one. The last week of school Mary R. was listed in column four.

**Mary P.:** Mary P. had a middle rank at first, a second rank at midyear, and a fourth rank at the last of the year on the friendship group-social distance scale.

Her group-social distance score in the cooperation section of the scale was in the lower middle throughout the year.

Self-social distance scores in friendship went from lower than the group-social distance score at the first to higher on the last two scorings, showing that she
reacted less with the group as the year progressed. In cooperation, though, she always rated the group better than they rated her.

At first Frances, Irene, Jennie, Marie, and Mary R. were chosen by Mary P. as best friends. Then the list was cut to Frances, Irene, Jennie, and Mary R. At the end, Jennie was the only one left in column one, and Mary R. was listed in column four.

Mary R.: Vivacious Mary R.'s friendship and cooperation group-social distance ranks were approximately the same throughout the year. She was in the lower third at first, in the middle next, and at the lowest score at the last rating.

She ranked the group a little better on friendship and cooperation than they did her every time but one. That was in the cooperation section at midyear. Self-social distance scores were exactly the same that time.

Mary P. was her first choice for a best friend. At the same time she ranked Ida in column three. At midyear, in addition to Mary P., she listed Frances and Irene as best friends, and put only Judie in column three. By the end of the year, Irene was her lone choice for a best friend.

Sue: Sue kept in the upper bracket of the group-social distance scores both in friendship and cooperation for
the entire year.

At the beginning of the year her self-social distance score was lower than the group one in friendship, but was higher in cooperation. This would indicate that she liked the group, but felt it was not as cooperative as it might be. After the first checking, though, her friendship group-social distance score and self-social distance scores were very nearly the same. By the end of the year she thought the group was cooperating better than they scored her.

She chose Irene, Jennie, Judie, Mary P., and Mary R. for best friends in the fall. By midyear, all but Irene and Marie were rated as girls she would like to have in her group, but not as close friends. The two left out were in column three. During the last week of school, Sue listed all the class members in column two.

The scoring of the classroom social distance scales seem to reveal several factors concerning the group's reaction to the individual as well as the individual's feeling toward the group. The scale also indicates the individual's choice of friends. Reasons for these reactions can be found from a study of the analyzing statements in the teacher's diary.

The rank correlation of the scores also helps to analyze the individual's standing in the group.
Rank Correlation of Social Distance Scores

The writer used the Spearman rank correlation method to learn if there was any correlation between friendship selections and the judged ability to cooperate. A definite positive correlation resulted. A rather high friendship-cooperation positive correlation of +.30 was scored at the beginning of the year. The correlation dropped to a +.65 at midyear and then came back up to a more positive coefficient of +.71 at the end of the year. This variation of correlation seemed to indicate that as the students got to know each other's characteristics better, they evaluated their friends' abilities to cooperate differently. In other words, the students seemed to be able to distinguish more between friendliness and the ability to cooperate as the year went on.

Rank correlation computation of the relationships between the group-social distance score and the self-social distance score on the friendship social distance scale showed negative correlation or very little correlation. The rank correlation changed from a -.15 at the beginning of the year to -.05 at midyear and +.38 at the end of the year. As the year progressed, a pattern of improving correlation developed between the group's feeling for the individual and the individual's reactions to the group, but still the correlations were low and varied so much
that one could not predict friendship reactions of the individual or the group to each other on the basis of the social distance scores.

The group-ratings and self-ratings of the group on the cooperation scale did not seem to form a pattern as the coefficient changed from a −.63 to a +.22, and back to a −.23. Therefore no prediction between group-ratings and self-ratings of the group on the cooperation scale could be made.

While the rank correlation of the social distance scores does give indications of classroom standing, definite predictions can not be made because the correlations are based on such a small number of students.

**Home Responsibility Check List**

In studying factors that influenced a sense of responsibility in a homemaking class, the writer was concerned about how these factors would affect the individual's acceptance of responsibility in the home. A home responsibility check list was scored by the students at the beginning of the school year and again at the end. The scores of all but one student showed improvement.

*(TABLE II)* The one individual who did not score as high the second time as at the beginning had taken a job away from home and so was unable to do as much work at home, but was showing developing responsibility by keeping her
TABLE II

HOME RESPONSIBILITY SCORES*

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>First Year</th>
<th>First Rank</th>
<th>Last of Year</th>
<th>Second Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte</td>
<td>117</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Frances</td>
<td>139</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ida</td>
<td>91</td>
<td>7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Irene</td>
<td>108</td>
<td>4</td>
<td>93</td>
<td>7</td>
</tr>
<tr>
<td>Jennie</td>
<td>96</td>
<td>6</td>
<td>171</td>
<td>2</td>
</tr>
<tr>
<td>Judie</td>
<td>84</td>
<td>8</td>
<td>172</td>
<td>1</td>
</tr>
<tr>
<td>Marie</td>
<td>78</td>
<td>9</td>
<td>154</td>
<td>4</td>
</tr>
<tr>
<td>Mary P.</td>
<td>104</td>
<td>5</td>
<td>146</td>
<td>5</td>
</tr>
<tr>
<td>Mary R.</td>
<td>66</td>
<td>10</td>
<td>115</td>
<td>6</td>
</tr>
<tr>
<td>Sue</td>
<td>157</td>
<td>1</td>
<td>164</td>
<td>3</td>
</tr>
</tbody>
</table>

* The higher the score, the more home responsibilities the girl had.
job.

The writer again used the Spearman rank correlation method to determine correlation between home responsibilities and the group's reaction to the individual's acceptance of responsibility at school. In the fall the coefficient of correlation was +.42; while in the late spring it had improved to a correlation of +.71. It appeared that the acceptance of more responsibility in the classroom was resulting in accepting more responsibility at home.

The home responsibility check list can be useful to the teacher not only in comparing home and school responsibilities, but also in bringing to the attention of the teacher those areas of home tasks in which the students need the most help.

The Teacher's Diary

The detailed record of class occurrences that pertain to the development of a sense of responsibility are presented in the teacher's diary that follows. The analyzing statements in the right-hand column of this diary call attention to many different factors affecting a sense of responsibility both individual and group oriented. Some of these statements may partially explain reasons for the differences in the analyses of the individual students based on the social distance scales presented in the
preceding section.

**Anecdotal Records**

**Monday, September 13**

Eight students were enrolled in the class on the first day of school. The roll read: juniors—Judie, Marie, Ida, and Sue; sophomores—Irene, Mary R., Jennie, and Frances. Ida, Jennie, and Frances were in my double-period class last year and so felt very much at home, even on the first morning.

Ida met me as I was coming to class. She said she had a good summer because she had seen her father, and her guardian had a baby boy. She said she is to stay with her guardian until she is 18 years old.

Jennie told me her brother is in Paris and will be home in five months. After receiving my letter during the summer she started sewing.

**Analyzing Statements**

The teacher obtained background information on her students by consulting their accumulative records. She found that Jennie, Mary R., and Frances had average intelligence quotients. Ida, Irene, and Marie were below average, while Judie and Sue were slightly above average.

Students felt that the teacher was interested in them personally.
When the class started, Sue sat at a table by herself. Ida invited her to come join the rest. Sue didn't change her seat until the second hour when I talked on fall fashions. Sue was very cooperative otherwise.

Sue looked at the enrollment sheet and said, "Judie is the only one in the room I know." Judie was absent.

In talking about class behavior, I said, "With a small class we don't have to have as definite rules as long as everyone is thoughtful and kind to others. It doesn't matter whether or not you chum together outside of class -- we can all work together during the class. We can enjoy and appreciate the fact that everyone is different. We accomplished this in our group last year, and so should be able to do it again this year."

Ida, who felt at home, tried to make Sue, an outsider, feel welcome.

The teacher tried to structure class attitude as one of sharing and helping each other.
Ida, who is Jewish, said she thought the girls would show better manners if they didn't talk in Spanish.

**Tuesday, September 14**

Sue sat with the others at the beginning of the period. Judie arrived and sat by Sue, but Judie wants to take the one-hour course so that she can take physiology.

Irene told me she would be absent every Friday because she had to go to the allergy clinic.

Marie arrived late and was careful to tell me her reason. Mary R. also came in late, but failed to notify me.

We took turns reading. When it was Frances' turn, she asked, "Do I have to?" When I said yes, she made no comment, but just started reading -- she is a pretty good reader, too.

Ida had felt left out and wanted to bring the fact to the attention of all.

A special friend in class gives Sue more confidence in being with the rest of the members.

Irene and Marie were more careful about notifying the teacher about absences and tardiness than was Mary R.

Frances was shy about performing before others.
Wednesday, September 15

Straightening the department was the job of the day. Sue and Judie reorganized pamphlets. Frances helped them a little. Mary, Irene, and Jennie washed and starched aprons. Mary and Jennie seem to be the best of friends.

Ida and Marie straightened colored paper -- both quit before the job was really finished. The two actually seemed to be working separately.

Thursday, September 16

I brought gingerbread mix to the class for Ida's birthday, which was in August. Ida and I asked Frances first to help her, but Frances didn't particularly want to mix the cake -- she was reading her driver's education booklet. Jennie offered to help make the cake. When serving time came, I asked Sue to help by getting paper towels to serve the cake

Students showed willingness to do jobs requested of them.

Ability to share work and to see what needs to be done differs among individuals. Ida and Marie were less aware than the others.

Class members are more satisfied if those who want to do extra jobs are allowed to instead of making others who are not interested in them.

Jennie took the responsibility of helping Ida.
on. All the girls commented on how good the warm gingerbread was -- especially Sue. She thanked us again at the end of the period for the good gingerbread.

Irene and Mary R. took it upon themselves to finish folding aprons.

**Friday, September 17**

Ida seemed to talk directly to me, rather than to the whole class. Ida reads slowly and emphasizes the words strangely when reading orally. The girls who had not been in class with her last year got the giggles over her.

**Monday, September 20**

Clothing construction was the first unit. Jennie and Marie brought material. Frances helped Marie to make a gathered skirt.

Sue showed friendliness by expressing appreciation for the refreshments.

Students will often do jobs they know need to be done without having to be asked.

An unusual student can disrupt the class even when she herself is acting in accordance with class rules. Ida talked to the teacher to get the attention of the students.

Bringing one's own material develops responsibility for taking care of oneself.

Most students like to help other students and be helped by other students. Frances seems particularly willing to help.
Ida brought a blouse already cut out incorrectly by her guardian. The guardian gave the material to Ida, so we didn't complain.

Judie brought pedal-pushers to remake until she could buy material. She went to see the counsellor and had her courses scheduled so that she could stay in our homemaking class.

Sue was thrilled with the corduroy material she brought, but lost her pattern before she got to school. She did any job either she or I could think of.

Mary R. and Irene sprinkled aprons and ironed many. Sue pinned and hung them up.

**Tuesday, September 21**

Mary and Irene brought material for straight skirts -- same style, but different patterns.

Frances brought material to make her little niece a dress.

Students are willing to do constructive jobs to keep busy in the classroom if they can see the necessity for the work. Mary R. seems to think of the jobs for both her and Irene to do.

Irene shows indications of depending on others to do her thinking.
Sue still didn't have her pattern. She ironed aprons. Sue watched Ida sew awhile, but left her. Sue said to me she thought she'd better leave because Ida was getting mad.

**Wednesday, September 22**

Sue forgot her pattern again today, so asked if there was any sewing she could do. She mended aprons and seemed to have fun doing it.

Mary helped Irene do her sewing.

Ida seemed to require my attention more than the rest of the girls. She sewed quickly, and I seemed to give her more turns because she was always right by me.

The daily announcement read that the junior class meeting was to be in the gym. Ida, seriously, asked, "Which gym?" Judie said, "That's a silly question. We only

Students can understand some emotions of others and what causes them.

Ida is a nervous person; Sue realized this.

Forgetfulness seems to be a habit with Sue.

A more advanced student is often willing to help others without the teacher having to ask.

Ida lacks confidence in the ability of other students to give her help. She also desires the teacher's attention.

Judie is outspoken, without remembering the feelings of others.
Tuesday, September 28

Ida annoyed me today. She seemed to be continually asking me for help and attention. The girls seemed to sense this and tried to help Ida figure out how to turn the light on her machine. The voices of the girls sounded, too, as if they were doing their best to keep their patience in spite of the fact that Ida was making something complicated out of something simple.

The foods class gave the girls cupcakes. Sue and Judie took theirs first, so, as Sue said, they could have the biggest. Irene got one for Mary R. Ida's was the smallest as she took hers last. She insisted on sharing hers with me, but I said I really didn't care for any.
Wednesday, September 29

When Frances came in this morning she said, "Where's Ida? She always gets here first."

Ida was gone for the first hour. She went to see her counselor. When we asked her why, she said, "I had to take a crazy, stupid test. The woman who talked to me didn't know what was going on."

Ida kept asking me to check the machine threading for her. Mary R. could see that I was beginning to get irritated, so she quickly went over to Ida to check the threading.

Sue was in a hurry to finish her dress. She said she would come in after school to finish it. She has been very good about following directions.

Judie didn't work very hard. She had hives because of the ammonia she used to bleach her hair the night before. She wore a wool

Students learn to expect certain types of behavior from others according to their understanding of personality.

Judie was very talkative and often seemed moody -- "on top of the world" or "down in the dumps."
sweater which scratched her, so Jennie gave her some white material to make a collar.

The girls cleaned up when the time came without an announcement from me.

**Week of October 5**

Two more girls entered the class this week. One, Mary P., had been in my double-period class last year. I had found her helpful. She had dropped Spanish because she had argued with the teacher.

Charlotte was the other girl. She did not seem to know any of the girls. She seemed to want to be left alone, so the girls did. Charlotte brought a blouse partly made to finish working on in class. It was a while before Mary P. brought her material. She said it was because of the expense.

Jennie is willing to share.

Students usually follow through a task when they know the obligation has been left up to them.

Mary P. felt confident in her friendship with the teacher and students.

Charlotte did not seem interested in becoming friends with any of the girls.

The accumulative records showed both Mary P. and Charlotte to have average intelligence quotients.
**Week of October 11**

I interviewed several girls a day individually for the Home Responsibility Check Sheet. They all seemed to enjoy sitting at my desk and having me ask the questions.

Sue has been teasing Ida and mimicking her a little. Ida has a high, whining voice, and sometimes her rambling sentences seem to be unrelated. Mary R. is also inclined to make fun of Ida.

One day, I had to be gone for an hour. The substitute reported that Mary R., Mary P., and Sue did not work. Frances helped Marie and Ida with their sewing.

Sue has been trying to talk Ida into shaving her legs. On Friday, Ida said, "Sue, guess what? I'm going to shave my legs over the weekend."

**Monday, October 18**

I presented the Social Distance Scale to the girls. They

Students responded well to the personal attention received from the teacher.

Adolescents are inclined to make fun of people who are different from themselves.

Working when the teacher is gone shows a feeling of responsibility.

Ida was trying to win the approval of her strongest peer critic.

Students showed a willingness to help
took it very seriously. I explained to them that it was to help me in my college course and also to help them work together better as a group. I said they could see for themselves where they needed to work on getting along better with certain people. I said I couldn't ask many groups to fill out such a paper.

Sue suggested to Ida that she use pink rick-rack on the dress she is making -- so we are going to get some.

Ida kept saying, "Miss Meairs, Miss Meairs, Miss Meairs." (I was busy elsewhere.) Finally Judie exclaimed, "Miss Meairs, will you please answer Ida?"

**Tuesday, October 19**

Ida would not lend Sue her bobbin.

**Wednesday, October 20**

Sue offered to mark Ida's the teacher with her problem when it was explained to them.

Groups, as well as individuals, like to be considered special.

When Sue saw that Ida was beginning to accept her help, she was willing to give it.

Ida still expected extra attention from the teacher.

Judie seemed impatient with Ida.

Ida has not learned to share well with her fellow students. She may have felt that Sue would forget to return it.
skirt. While marking it, she said, "Look, everybody. Ida shaved her legs." Everyone agreed she looked better. Sue said, "It feels better, doesn't it?" Ida was pleased to have them notice.

After class I told Sue it was very nice of her to mark Ida's skirt. Judie, who was with her, asked, "Is Ida not all there, or something? She talks so slow and funny." I said, "They are trying to help her improve her speech. She has improved a lot since she first entered El Rancho."

Irene and Mary R. worked together. Frances helped Marie.

Monday, November 1

Frances helped the others, but didn't have much to do for herself. She was assigned to take roll, but didn't want to, so I asked Marie.

Frances told me that her aunt, with whom she lives, was mad.
at her. It seems that the aunt thought Frances entertained a boy friend while babysitting. Frances said this was not so, but her aunt wouldn't believe her. Then Frances stayed all night with Mary P. without telling her aunt where she was, so the aunt thought she was with the boy friend. She was afraid to ask her aunt for money for the material. She said maybe her mother would telephone, and then she would ask her to buy the material. I offered to buy it for her and then she could pay me back sometime. She said her aunt had $35 put away in the bank for a formal for Frances.

Ida had no sewing to do, so continually asked me questions. In a group discussion, she directs all her questions to me. The others sometimes try to help me out by answering her questions and asking ones of their own.

Judy told tales of her Halloween party over the weekend. Because Frances' aunt did not trust her even when she told the truth, Frances did not always bother to be honest with her aunt.

The teacher wondered if home problems would begin to reflect in the classroom behavior.

A student needs to feel that someone believes in her.

Ida tried to get the attention of all the group by directing her comments to the teacher. She sometimes achieved this because the girls were interested in her unusual questions.

Judie gained the attention of all by being dramatic.
The police came. She had to apologize to her sister-in-law who had chaperoned.

Judie said she felt mean today. She said she hated to go to her favorite teacher's class when she was in a bad mood. The class discussed the fact that sometimes we said mean things when we knew we were doing it and yet really didn't want to.

Charlotte wore the blouse she had made. She was late to class because she had talked to her friends too long. She came in after school to make up the time.

Tuesday, November 2

Frances' mother did not call. Her aunt was not so mad at her any more, but Frances was still afraid to ask her for money. I made arrangements to get material for her. She wanted navy wool like the skirt Mary R. had made.
Ida asked, "Miss Meairs, can they make you go to school after you’re 18?" While I was trying to think of an answer, Mary R. asked, "Why do you want to quit?" Ida replied, "You're not Miss Meairs." I rather agreed with Mary R. Then the girls all started asking Ida questions, such as, "Would your father let you quit?" I said, "She doesn't live with her father. At 18 she will have to make money to support herself." She said she would live with her father when she was 18. Sue couldn't resist the temptation to say, "Ida, you're too intelligent to quit." Ida took it as a compliment. Sue looked guilty.

Mary P. said something to Ida and then quickly added, "Don't take me seriously -- I'm just kidding."

Later in the period, someone asked me a question, to which Ida replied. The whole group,

Again Ida tried to be the center of attention by first gaining the teacher's attention.

Mary R. was quick-thinking, but inclined to judge too soon.

Ida was a little bossy and seemed to resent the tone of Mary R.'s question.

The teacher tried to help the other students see that Ida had problems which might make her act the way she did.

Again Sue ridiculed a peer who was different. At times Ida was on the defensive with her, because she could not be sure whether Sue was teasing her or not.

Mary P. seemed to understand that Ida could not tell easily when people were joking.

Sometimes individuals, even Ida, need to be reminded of things they do that annoy others.
practically in unison, said, "You're not Miss Meairs." I said, "I guess turn-about is fair play."

Wednesday, November 3

Ida asked if she could do her history homework. In a few minutes she said she was too nervous to concentrate. She said she would watch Marie and Frances pin the pattern on the material. Judie, whom I was helping at the time, said, almost to herself, "I bet they'll be pleased with that."

Later Ida offered to mark Mary R.'s hem, but I did not encourage it, because I knew Mary R. was exacting, and Ida not very accurate. It worked out that Mary P. was already planning to mark it.

Frances lent her pattern to Marie and helped her cut out her skirt. I called Frances to the desk to give her the material I had bought. I was a little worried that she wouldn't like it Teachers and peers should both be responsible for this.

When Ida was nervous, she made others nervous.

Judie still seemed to want no contact with Ida.

Ida tried to fit in with the group by offering to help a member. In this case, the teacher felt Mary R. would be so dissatisfied with Ida's work that Ida would not benefit.

Frances was willing to share her things with others.

Marie needed help.

The teacher was prepared to respect the right of the student to disagree with her.
because she is quite particular, but, fortunately, both Mary P. and Mary R. exclaimed over how pretty the material was and asked whose it was. Of course Frances liked it. She said she thought she could bring the money next week.

The girls asked Ida if she would go with a boy who wasn't Jewish. The telephone rang, so I did not hear the answer. When I came back to the room, Judie asked, "Miss Meairs, do you kiss your boy friend on a first date?" and a discussion followed. Judie, it seems, kisses her boy friends on the first date. At the same time she wanted to know how to say "No." Ida asked, "What do you do if they get fresh?" The girls asked her if she had ever been on a date. "No," was the answer.

Mary R. said boys needed to respect a girl. Frances said she had gone with only one boy who didn't want the acceptance of Mary P. and Mary R.

Frances especially wanted the acceptance of Mary P. and Mary R.

Judie led the discussion on dating, but did not pretend to know all the answers.

The classroom atmosphere was permissive enough so that the girls were not afraid to talk about their personal life and problems.

Instead of trying to answer all the questions herself, the teacher entered the discussion as a member, giving a feeling that teen-age views were important.
try to put his arm around her when they went to the show.

Thursday, November 4

Judie was absent. Dating was not discussed. In fact, conversations were not very plentiful.

Frances brought a package of Kool-Aid for the girls, but wanted someone else to make the drink. Mary P. brought sugar and went to the foods room to make the Kool-Aid. Marie offered to help her. Ida asked whom I was going to let make it. I said the one who brought the Kool-Aid could decide.

Ida said she wanted to make an apron for a short person and asked me how long I thought it should be. I said I couldn't tell without seeing the person. So Frances and Mary P., both short, stood patiently while Ida fitted the apron on each of them.

Mary P. was beginning to show leadership in helping the class to run smoothly. Marie was a good helper, but thought of little on her own.

The teacher wanted Ida to realize that students, as well as the teacher, could make decisions for the group.

Frances and Mary P. were more thought-ful of Ida and understood her peculiarities better than the others did.
Week of November 15

Report cards came out. Their homemaking grades were good. Frances received an outstanding in citizenship, partially because of her top Social Distance rating. Mary R. teased her about being the "teacher's pet," even though Mary R.'s achievement grade was higher than Frances'.

Another girl entered class. Her name was Louise. She brought her material right away. She was friendly with the girls, and they with her, but she seemed to go her own way for a while. Eventually she seemed to visit more with Judie and Sue than with the rest.

Week of November 22

Charlotte was absent for more than two weeks. The Dean of Girls told me that Charlotte was involved in the disappearance of a watch during her physical education class. While Charlotte, The teacher wondered if she had helped or hindered Frances' standing with the class by the grade.

The new student took stock of the group, while the members observed her. Then Louise chose the two who seemed most like her.

Charlotte felt more obligated to her friend than to the school. She lacked a sense of responsibility for being present at school.
herself, did not have the watch, she was able to go to the girl who did and return it to the Dean. Even after this incident was settled, Charlotte continued to be absent, because she was planning to go to the dentist.

A few days after Charlotte returned to school, Sue said, "I want to talk to you. My mother saw you over the weekend and found you live near us." The two girls sat together the rest of the day and visited quite sociably.

Monday, November 29

Ida didn't want to lend her sewing machine to Mary P. Later Sue asked Ida if she could borrow some pins. Ida counted out some to give to her. Sue made Kool-Aid. Marie, after I asked her, washed the glasses.

Tuesday, November 30

Irene began straightening the department magazines. As

This was the first time any member of the group had gone out of her way to get acquainted with Charlotte. After this introduction she talked more with the other girls, and they with her.

Ida seemed afraid someone would take advantage of her.

Marie was not enough of a leader to think she could offer to do a job.
neither Mary P. nor Frances was sewing today, I asked them to help. That was a job they definitely did not want to do. They both were very sassy when I made them do it. Frances and Mary P. have been close chums lately.

**Wednesday, December 1**

Plans started for our move into the foods room. The girls asked how the cooking groups were to be chosen. I said they could work with whomever they liked, but suggested groups of three. Before we realized what was happening, Ida said, "Sue, will you be my partner?" Sue swallowed hard and said, weakly, "I guess so." Judie was out of the room at the time. When she came back, Sue said, "Judie, guess who is going to cook with us!"

Mary R., Irene, and Mary P. formed a group. Frances, Jennie, and Marie planned to work together. Both Louise and Charlotte were

Frances' home problems were beginning to reflect in her classroom attitude.

Mary P. was subject to severe headaches. This was one of those times.

Even reliable students had moments of being uncooperative.

Allowing students to choose their own work partners was a good method for the teacher to study friendship groupings.

Ida was becoming most eager to please Sue, her severest critic, but also class leader.

As Sue began to understand Ida's characteristics, she could appreciate an improvement in them.
absent.

Friday, December 3

Charlotte was back. Sue and Judie came to me with the idea that Ida could cook with Louise instead of with them. That way Charlotte could work with them. They asked the others concerned with the change. It seemed to be a satisfactory arrangement with all.

Week of December 13

On Sue's suggestion we planned and served a Christmas dinner complete with turkey and dressing.

On the last day of school before Christmas vacation we cleaned the kitchens. Ida chattered even more than usual. Just before class was over, I heard Mary R. exclaim, "God, have mercy on me! God, have mercy on me!"

"What's the matter, Mary?" I asked.

"If one certain person doesn't quit talking --" ....the bell rang.

Charlotte needed to be included in a group as much as Ida did. Knowing how attitudes changed daily, the teacher thought Louise would be more considerate of Ida than the other group would.

Sue knew what she wanted and stated her wishes before the others could decide for themselves. This showed leadership on Sue's part.

Mary R. was impatient with one who did not please her. On one hand, it was sometimes impossible for Ida to see when she was annoying others.
Monday, January 3

Ida had her hair cut. Mary P. told her how nice it looked.

Ida, Sue, and Jennie sat at one table. When Judy came in, Ida told her there was a place for her at their table.

Mary P., Frances, Mary R., and Charlotte sat at the other table. Later when they had some free time to visit, Charlotte moved to the other table to hear Judie’s story of being in the hospital for an appendectomy.

Sue started the gluten demonstration with Mary P. Mary P. did most of the work. Mary R. helped her finish.

Charlotte came in from visiting friends next door at the beginning of the period. She had a scarf on her head. I asked her to take it off. She said she couldn’t, to which I replied that she would then have to get a permit from the Dean. She took off the scarf.

Mary P. remembered to compliment Ida as often as possible.

Because of frequent absences, the working groups and seating arrangements were flexible.

Mary P. followed through on her job.

Mary R. took the responsibility of finding a way to help another.

Charlotte did not always comply with school rules unless reminded by the teacher.
Tuesday, January 4

At the beginning of the period I wondered who was going to cook with Ida. I said, "Let's see, Ida's partner Louise is absent. Maybe we could arrange some groups in two's." Ida said, "I'll cook with Marie." "But," I said, "Both of Marie's partners are here." Frances offered to work with Mary P., leaving Marie and Jennie as two. They said it would be all right for Ida to work with them. Mary R., Irene, Frances, and Mary P. ended up having a gay time as a foursome.

The girls made yeast rolls. Sue started making clover-leaf rolls -- so everyone else did. Sue said, "With the extra dough, let's each make something original." All the girls gathered around her to see what she was making.

Sue fixed orange juice for the class. Charlotte was called to the office during the time. Sue and Judie remembered to save Ida found it hard to share the responsibility of cooking with her partners, so, while the teacher did not want to hurt Ida's feelings, she wanted the working groups to be satisfied with the arrangements.

Letting the students work out a situation themselves left them more satisfied with the results than if it had been strictly teacher-directed.

Sue's suggestions usually were for Sue's benefit first, and any who wanted to do it her way could follow.

Sue and Judie included Charlotte in their clique.
her some.

Wednesday, January 5

I announced that the working groups would be the same for making cookies as the groups yesterday. Judie and Sue were absent, so that left Charlotte alone. Jennie offered to cook with her. Then Sue came, so there were three in the group. They worked happily together.

Louise checked out of school. Ida and Marie were partners.

To expedite activities the teacher made some decisions for the group.

It was a good experience for the students to learn to work and cooperate with different people.

Thursday, January 6

Mary R. came in soaking wet from walking in the rain. Mary P. helped her dry and press her clothes. Frances went ahead with their share of the cooking. Her cream puffs did not turn out right. She said it was because some of the girls told her to do the wrong thing. I said that was too bad because she always tried

Mary P. quickly recognized the need of others for assistance and efficiently helped them without teacher guidance.
to help the others do things right.
She did not want to make another
to recipe, but Mary P. did. Soon the
two of them were working together
on a successful product.

Irene and Jennie made a
recipe together because I asked
them to do it.

Friday, January 7
Ida helped me start baking
cookies before school. She told me
she had brought a cupcake for Sue
because Sue had given her an extra
roll the other day.

When the rest of the girls
came in, Ida said, "Sue, come
here." Sue wasn't sure she wanted
to come. Ida said, "Look between
my purse and books. That's for
you." Sue was still a little
leary, so I said, "Ida brought
that for you because you gave her
a roll." Sue said, "Thank you,
Ida. Did you make it?" Ida
answered, "No, my guardian did.

Frances became
discouraged easily.

Irene and Jennie
usually did not
choose each other,
but cooperated to-
gether at the
teacher's request.

Ida liked to help
the teacher.

Ida wanted to let
Sue know she ap-
preciated Sue's
special attention
to her.

Sue, knowing how
she sometimes
teased Ida, won-
dered if Ida were
teasing her in re-
turn. The teach-
er tried to clari-
fy the situation
so that Sue would
understand Ida's
reason for giving
something to her.
She wouldn't trust me to do it."

All the girls rose to Ida's defense. One said, "Why not, Ida? You're taking homemaking at school, so you could do it at home. Your guardian should let you cook."

Wednesday, January 12

Sue was the first one to suggest a pot roast dinner. We planned one roast for the class, but decided each cooking group could plan the vegetables, bread, and salad it wanted. The market order and work schedule had to be turned in to me.

There were now three groups. Sue, Judie, and Charlotte made one; Ida, Marie, and Jennie another; and Frances, Mary P., Mary R., and Irene, the third.

Jennie seemed sad to have to plan to cook with Ida, but Jennie said she felt as if she were getting the flu. Ida acted as secretary for her group. She

All the girls realized Ida's sense of insecurity and tried to give her more confidence in her abilities.

Again Sue was the first to state what she wanted.

To give the more retiring students a chance to express their ideas, the class group was sub-divided into three small groupings.

Sue and Judie were good for each other because they were both forceful and expressed their own opinions regardless of the other.

Frances, Mary P., Mary R., and Irene formed a group outside of school as well as in the classroom and so became used to working together as a team.
kept bringing her paper to me as finished before her group had completed the assignment. On the day the meal was prepared, Jennie and Ida did more of the work than Marie did.

Charlotte was willing to do any of the jobs the others in her group did not want to do on the meal preparation.

_Thursday, January 13_

I demonstrated making French bread and talked about my trip to France and Italy. In the conversation I also mentioned that Mary P.'s mother had told me how she made tamales. The girls said they would like to make them in class. Mary P. and Mary R. are going to take charge of the lesson.

Charlotte went to the nurse's office for a physical examination. When she came back, she said the doctor said she needed Health affects a person's attitude.

Each in Jennie's group was more used to working alone and was not sure how to share the responsibility or how much responsibility the other members would accept.

Charlotte felt included and seemed satisfied to be directed by Sue and Judie.

The teacher capitalized on student interest to develop a lesson for which students would be responsible.
more proteins so that she wouldn't have colds so often. "Yes," Judie said, "you should have an egg every morning for breakfast, drink plenty of milk, eat meat and cheese, cut out desserts." Charlotte said the doctor said she was ten pounds overweight. A discussion of how much everyone weighed followed.

**Friday, January 14**

Mary R. brought a Mexican cookbook to show me how to make tamales. She is going to get the masa and corn husks. I will pay her back. I am to order the pork. Jennie thought we should use beef instead.

We had a spur-of-the-moment left-over meal. While we were eating, Sue, Judie, and Charlotte discussed the Dance Club that had met that morning before school. Judie said, "The white kids didn't dance or just watched, or if they did dance, they didn't do it..."
right." Charlotte replied, "You shouldn't say 'white,' because we all belong to the same white race. I'm Spanish, myself. My father says it isn't right."

Sue and Judie wanted to know what both "sides" should be called. I entered the discussion by suggesting that the "whites" should be called "Anglos," the others either Mexicans or Spanish. Charlotte agreed with that. The girls at the other tables wanted to know what we were talking about, so I explained the situation to the rest. They told us the Spanish terms for each group. I said I thought that any nationality group should learn to read or write its own special language as well as English, but should keep some of the old national customs.

Then the girls began telling all the different nationality mixtures they were. Mary R. said her

The teacher was careful not to act as a judge, but rather as a member of the discussion group looking for answers, too.
last name was Greek; Mary P. was part Italian. Charlotte was Spanish and Indian. Marie's last name was French. Mary R. said she was part French, too. Frances was born in Canada. All five of these girls are Spanish. Ida said she was Romanian, Russian, and Irish. I said I was a lot of different nationalities too.

Jennie, Marie, and Ida stayed after class to talk to me. Jennie told me Charlotte and Frances misbehaved in gym.

**Monday, January 17**

Mary R. brought masa, chili, and corn husks to make tamales. Mary R. and Mary P. took the most responsibility for making the tamales. Charlotte and Jennie were good helpers. Sue didn't want to help, but Charlotte told her she should. Ida mainly watched and talked. Irene did not work very hard.

Jennie was sympathetic with the teachers' viewpoints and tried to please them. She was sometimes impatient with those who misbehaved.

Mary R. could usually be depended upon to do what she says she will. Both Mary R. and Mary P. know how to go ahead with their work without teacher direction.

Those who were experienced at the job benefited by being able to show the others how it was done.
Charlotte told me she was doing the cooking at home for her father and two brothers while her mother was in New Mexico with her sick grandfather.

Jennie and Irene went to the library for a map so we could put pins on the nations from which our ancestors came.

Mary R. and Mary P. had suggested that I ask some teachers and the girls ask some to come to share tamales with us.

Thursday, January 20

The emergency shelf meal was prepared and served.

Ida came in early to start the gingerbread for her group. She seemed to be at a loss as to how to mix it, but would let Jennie help her only a little on figuring out the directions. Finally Charlotte began to feel that the teacher was personally interested in her and so was willing to tell the teacher about her out-of-school activities.

When two who do not usually work together ask to be together, some growth in human relationships is exhibited. The teacher should encourage this.

The students felt responsible for the success of their work and wanted their other teachers to know about it. They felt the homemaking class was theirs, too, and not just the teacher's domain.
all three in the group poured the gingerbread into the cupcake pans. Then Ida raced Marie to get the place mats and set the table. I said, "Ida, what is Marie's share in fixing the meal?" Ida said, "She can help me set the table." I said, "It seems to me you have not let her do any jobs today, so while you set the table, I'll help Jennie and Marie whip the cream."

At dessert time, Jennie had fun sharing her gingerbread with Mary R., Mary P., Frances, and Irene.

After class Jennie, Frances, and Marie told me they were tired of cocoa and wished Sue would not make it for the class for a while. Judie added that she was gaining too much weight eating so often in class.

I told Marie that her typing teacher really liked the tamale. Marie seemed pleased. She told me the teacher felt it needed to be impressed on Ida that she must give the others in her group the opportunity to assume some responsibility for the meal.

The teacher tried to give support to Marie so that Marie would learn to insist on having her share of responsibilities.

Jennie seemed to want to be with the foursome more often lately.

The students expected the teacher to ask the aggressive student to follow the group's wishes, rather than the group telling the individual directly.

The teacher tried to draw out the shy student as well as being interested in those who told about themselves freely.
what they were doing in typing and said that it was hard.

Friday, January 21

Teams practiced correct table settings. I chose the groups. Since Ida accepted what Judie told her, their table was set correctly. Sue and Charlotte tried to follow the book exactly.

I told Jennie she could work with Frances and Irene or the Marys. She chose Frances and Irene. Frances was feeling lazy and did not try to set the table right. Neither did Irene or Jennie.

Friday, January 28

Ida asked to make the Kool-Aid when she came in early, and I said she could.

I was discussing budget meals with the girls, but most of them were more intent on watching Ida

The teacher introduced new groupings so that the students would have the practice of working with a new partner and learning her ways.

Even the best students sometimes misbehave. Actually, in Jennie's case, it might make her better understand why students sometimes do not obey the teacher. The fact that Jennie stuck with her friends rather than the teacher was a learning experience for her.

Ida often wanted to do the special jobs.

The girls had learned that Ida was inclined to make mistakes in cooking. Sue also
make the Kool-Aid. Finally, Sue said, "Miss Meairs, she is trying to follow the recipe too exactly. It makes the Kool-Aid too sweet."

"Okay," I said, "Ida, use half the amount of sugar and less water." Several others had advice to give. Ida said, "Bring your glasses." She filled them only half full.

"Is that all we get?" one asked.

"I wish you all would quit telling me what to do. Stop giving me directions." Then all the girls really had comments to make on how to make Kool-Aid, until Ida was so mad she was at a loss for words. I said, "Let's drop the subject." No one likes to be told what to do. We should all remember that. Sometimes it is hard for me to watch someone else cook. I want it done my way."

Charlotte said, "Give me a glass." had learned that Ida took directions better from the teacher than from fellow students.

Each student was thinking of her own desires when giving advice to Ida.

The girls forgot how nervous Ida could get and resented her cross reply.

The teacher needed to intervene before tempers flared. It was also a good chance for the teacher to illustrate that people sometimes need to be allowed to carry out a responsibility in their own way.
Ida said, "Can't you say 'please'?"
"Now, Ida," I said, "You are telling someone else what to do. Remember this business works both ways. We have to do our best, but let someone also do it his way. As a teacher, though, it is my job to see that the students learn to do things correctly."

Marie very kindly helped Ida clean up. Sue and Judie told Ida that the Kool-Aid was good.

The class divided into two groups to plan and prepare the budget meal. Each group tried to out-do the other. Judie, Sue, Ida, Charlotte, and Marie made one group. Jennie worked with the other four.

Ida told her group she would do anything they wanted her to do, even if it was just setting the table and washing the dishes. Judie and Sue said, "Oh, you want to do something more interesting than that." I said, "Wasn't it

The students needed to understand that, because of a teacher's experience, she has a responsibility to see that students have an opportunity to learn to do things correctly.

Marie was beginning to offer to help instead of always waiting to be asked.

Rivalry between groups produced a little more work at this time, but also caused friction between the two groups.

Ida seemed to be trying to make amends and cooperate as much as possible. She was even willing to let the girls take advantage of her to prove that she liked them and wanted them to like her.
nice of Ida to offer to do the dishes? I heard you girls arguing the other day about who would have to do them."

Judie was sad because her brother had left for Japan.

**Tuesday, February 1**

Marie, Charlotte, Judie, Sue, and Ida had a noisy, joyful time stuffing themselves with spaghetti and the rest of the food in their budget meal. They even listened rather patiently to Ida. She had suggested putting two tables together to make more room.

The other group of Mary P., Jennie, Mary R., Frances, and Irene appeared disgusted with the other group. Jennie and Mary P. seemed worried that the other girls were not going to help Ida do the dishes, but they did. Mary R. said, "Well, that was the job Ida chose."

Charlotte was absent the day before when the girls filled the teacher wanted to be sure Ida knew that she, too, appreciated Ida's offer to assist the girls in the group.

Persons outside the noisy group were apparently unable to see that Ida was enjoying the banter and the girls' acceptance of her.

Concern for the treatment of others was a sign of growth in maturity.
out the second Social Distance Scale, so I had her fill it out. Judie wanted to fill out a new one because she had discovered that Marie was fun. She hadn't particularly liked her before. Sue also wanted to change hers. They threw away their old ones.

**Wednesday, February 2**

Mary R. brought a cake mix for the group to make. Sue supervised making seven-minute icing.

The girls included Ida and seemed to enjoy her. Ida asked me if she could take some cake to her gym teacher. I said it was Mary R.'s cake, so she would have to ask her. She and Mary R. divided the rest of it.

**Thursday, February 3**

I was absent from school.

The substitute left a note saying, "Your girls are most cooperative -- enjoyed the day. Division of labor worked out with ease. All girls brought things from home for the class.

Close group work gave individuals a chance to know each other better. Judie and Sue wanted to give Marie credit for a change they saw in her. In comparing the scales, the teacher found that the rating was raised only one point.

Mary R. showed a willingness to bring things from home for the class.

The students were allowed to make decisions about things that were theirs without being influenced by the teacher.

Mary R. was beginning to understand Ida and be more patient with her.

The group had developed enough responsibility to carry on its work even when the regular teacher was absent.
made out menus."

Friday, February 4.

Today the girls made lemon pies. Irene was supposed to help make the crust, but didn't work very hard. Her partners, Frances, Mary P., and Mary R. complained about her being lazy.

Sue made the filling and let Ida make the crust. Charlotte spent quite a bit of time combing her hair, then helped Sue make the filling.

I helped Ida just a little. Sue complimented her on a good crust. Ida said, "Sue, shall I start the meringue, or do you want to?" Sue said, "Let Charlotte do it." So Charlotte made the meringue with Ida's help.

After eating the pie, Sue said, "I'm thirsty." Up jumped Ida to refill Sue's glass.

Sue said she was allergic to something. Ida teased her that

Irene, the follower, was accused of not doing her share, mainly because she didn't know exactly what to do, and the girls had not told her.

Ida respected Sue's opinion. Sue seemed to realize that she was actually helping Ida improve her ability to work with others, and so was more patient with her than formerly.

Sue remembered to give all in her group an opportunity to share responsibility.

Ida was finally learning how to tease a friend.
maybe it was boys -- and wouldn't that be terrible. Sue agreed.

I told the girls we were to have student teachers from Whittier College.

I said we were lucky to have them. Only the best classes were chosen to have them. I said the girls were learning to teach. We would be a help to them, and they to us.

When I read the meals planned the day I was absent, the arrangement of groups was new: Sue, Ida, and Judie; Charlotte, Jennie, and Marie; and the foursome.

**Monday, February 7**

Ida tried to do just what Sue wanted her to do. Sue was very appreciative. They invited Miss Chandler, one of the cadet teachers, to eat with them.

Irene and Mary R. were absent, so Mary P. and Frances

The teacher tried to prepare the class for a cadet teacher by impressing upon them that the student teacher would be a help to the class, and the class to her.

The girls seemed to be willing to work with different members of their class.

The girls took the responsibility for making the "guests" feel comfortable.
fixed their whole meal. Miss Dodge, the other cadet teacher, ate with them.

The girls kept asking Sue why she was so quiet. She said she was stiff from bowling.

**Tuesday, February 8**

Big news of the day: Ida was checking out of school. She was going to live with her father. The guardian and the social worker had just told her the day before. She took all of our addresses. While she seemed pleased to be going with her father, she seemed sorry to leave the class. Actually the others said very little one way or the other -- they were too surprised.

**Monday, February 14**

Jennie has been keeping to herself the last few days.

Frances said she was going to live with another aunt and have to go to another high school, but

The girls noticed a change in Sue's character.

The girls seemed to realize how much Ida liked them.

Jennie's apparent unfriendliness was new.

Frances seemed to dread the thought of leaving the familiar school situation and her friends.
can come back to El Rancho for the school dances.

**Tuesday, February 15**

Mary P. said, "We have company again today," meaning the cadet teachers. I explained that they were to be with us for the rest of the year and that Miss Dodge would be the teacher with us. Miss Chandler would be the teacher for the next class. I heard Jennie say to Marie, "Let's sit up here, because we're not wanted back there." She nodded towards the Marys.

**Wednesday, February 16**

We made ice cream for Sue's birthday, but we did not have a happy time.

Mary P., Mary R., and Irene whispered and talked together. Jennie said she wasn't wanted near them. She told me that originally Mary P. was mad at her over a boy, but they had settled that problem. Now Mary R. would not speak to Jennie.

The teacher, evidently, had not explained the role of the cadet teachers clearly enough to the students.

Jennie seemed to feel disliked by the Marys, but wanted the security of having a friend in Marie.

A conflict of emotions outside the classroom affected the interpersonal relationships within the room.

When friction developed between a few students, all in the class divided themselves into one group or the other, depending on friendship choices or their view of the situation.
because she did not realize the situation between the two had been cleared up.

Jennie, Sue, Charlotte, and Marie worked and ate together. The others were absent.

Charlotte and Mary P. got mad at each other because Charlotte said they were talking about Sue in Spanish. Of course, Charlotte's group seemed to be whispering about the others, too. I told Mary P. and her group that they should tell Sue what they were saying so that she wouldn't think it was something malicious. They said they weren't even talking about Sue, so didn't need to apologize, but thought Charlotte should.

I rearranged the tables so that all could sit together and spent the last five minutes talking about liking people in spite of their differences. I also
mentioned how they had all pitched in to help Ida. I said, "We mustn't forget to help each other now that Ida is gone."

The students seemed to realize their mistakes, but were hesitant about making amends with each other.

The teacher wondered if Ida had not actually helped hold the group together in their effort to understand her.

Thursday, February 17

When Charlotte came in she went right to Sue and Jennie. I said, "Let's not begin talking about others."

We discussed what it means to have self-respect. One item listed was thinking enough of yourself to try to get along with others. Frances, Sue, and Charlotte seemed especially interested. The two groups seemed less hostile, but still sat separated from each other. Charlotte talked some with both groups.
Friday, February 18

Everyone was eager to please and behave properly. Charlotte was absent because she had been suspended from school for fighting at lunch time. Everyone worked well together. We wrote letters to Ida.

I was supposed to go to a meeting during second period. The student teachers were going to take over the class. Everyone seemed almost eager for me to leave so that they could prove how well they could work. I went to the office, and discovered that the meeting had been canceled, but stayed away from the room for a while. When I went back, the girls were still working.

While I was gone, Frances offered to help Miss Dodge fix the bulletin board. She worked hard to make it neat and pretty. Sue, Jennie, and Marie baked a cake.

The teacher wondered if Charlotte's out-of-class behavior was partially the cause of the classroom trouble.

Settling the classroom disagreement seemed to improve the students' attitude toward being responsible for the success of the group.
Judie and Mary P. worked on straightening the picture file.

I remarked several times what a good mood everyone was in and how well they were working. The Marys were happy because the skit they were in had turned out so well for the Girls' League program. Sue said this was the worst week at school she'd had.

Monday, February 21

Mary R. reminded us that we had talked about a party with the vocational carpentry boys.

Miss Dodge worked with the girls on planning the party. She suggested several meals. They liked the farm breakfast idea.

Sue, Marie, Charlotte, Judie, Jennie, and Mary R. worked on the place cards.

Mary R., Mary P., Irene, and especially Frances worked on the invitations.

Mary R. is most enthusiastic about the party.

The teacher drew attention to the improved behavior.

Again, extra-curricular activities seemed to affect classroom behavior -- this time for the good.

Sue sensed that it was circumstances and not individuals that had made her unhappy.

Mary R. thought ahead in group planning.

Even though the students planned the event, the teacher guided by her suggestions.

With a common goal in mind, all the girls worked together to do what needed to be done.

Mary R. showed good leadership qualities.
Mary P. and Frances stayed after school to make up tardinesses. I had to write a note for Frances so that her aunt would know that she really was detained at school.

Thursday, February 24

The girls were shy about inviting the boys -- especially Jennie and Charlotte. Jennie delivered the invitations to the boys.

Jodie thought we were going to a lot of work for nothing.

Everyone was interested in helping arrange the seating.

Frances told me her aunt kept the note. She didn't know whether or not her aunt believed her, but the aunt let her go to a dance and gave her $1.50, besides. She said Frances could live with her a week longer because of our party in class on Friday.

Friday, February 25

This was the day of the Frances, it appeared, had not always been telling her aunt the truth.

The girls wanted to have a chance to get acquainted with the boys, even if they were shy about it.

Frances seemed to have enough confidence in the teacher to tell her the truth.

Frances evidently really wanted to come to the party.
breakfast. Judie came in early to start working. She was worried that things would not go right after all the planning and work that had been done.

Everything turned out fine. We were thrilled with ourselves. The meal was delicious. Everyone worked beautifully from finishing the place cards to cooking. Miss Dodge gave the various groups written directions. The girls not only followed these, but pitched in to do all kinds of extra jobs. Frances offered to fix the flowers, and did a nice job. Irene and Charlotte fried potatoes together.

After the boys left, the girls said now they could really eat. Most of them insisted that the boys they sat by talked and were quite friendly. Jennie even teased Marie about the boy next to her.

Clean-up was done with as

Perhaps Judie's talk the day before was a cover-up for real worry about the success of the venture, because today she seemed to feel quite responsible for helping make things go right.

When the individuals had as a common goal something they could see needed to be done, they worked together well as a team.

The teacher helped keep the organization of the affair running smoothly.
much enthusiasm as had marked the preparations for the meal. When Mary R., Mary P., Frances, and Irene finished, they helped the others clean. Mary P. helped Jennie and Marie. Frances particularly helped Sue and her group.

Monday, February 28

We planned meals to be prepared on Tuesday. Charlotte said she was the only one in her group present and didn't know what the others would like. I suggested that she work with Jennie and Marie.

Tuesday, March 1

Mary P., Mary R., Frances, and Irene worked well together in preparing their meal. Jennie whipped the cream for both groups. Judie and Sue were both back. Miss Dodge also ate with their group. At clean-up time, this group had an argument over who was to wash the dishes. Sue

Charlotte had learned to plan cooperatively and did not want to be dictatorial by deciding on a menu when her partners were gone -- besides, planning alone would have been more work than she might have wanted to do.
said she wasn't, and Charlotte said she had done it last time her regular group cooked. Jennie ended up washing dishes. She said she always got stuck with them. Marie agreed. I said, "I think Jennie deserves the most credit for cleaning up." "Well, we all helped," Charlotte said. The whole argument had been half joking and half serious.

**Wednesday, March 2**

The girls wanted to bring a cake mix again because I said we wouldn't be doing much more cooking. Jennie and Sue said they would bring the next cakes because Mary R. had brought the mixes before.

**Thursday, March 3**

This was Frances' last day. She was sad about leaving. She seemed to stay close to Miss Dodge and me most of the period. She...
told me she would mail the rest of the money for the skirt. I said just forget about it. That would be my going-away gift to her.

Miss Dodge talked about what to look for at the market. Judie monopolized the conversation with remarks about liking butter better than margarine. Her comments were good, but the other class members were not brought into the discussion. They began to look bored.

Second period came, and we went to the market. After looking around, we had time to buy things to eat. I lent money to some of the girls, and some lent money to others. All paid back the next day.

Friday, March 4

Miss Dodge demonstrated ways to fix fruits. The girls were very quiet, but interested. All wanted to sample the fruit when the time came, but were careful not to take more than their share. I said,

Frances felt obligated to pay her debt.

The cadet teacher allowed Judie to do more than her share of talking without being sure the other students were given a chance to offer their ideas.

The girls proved trustworthy in returning borrowed money.

The students felt responsible for everyone receiving her share.
"Save some for Sue." (She was taking driver training for the first period for 12 days.) Some was left for her.

Miss Dodge asked, "Who will help me clean up?" Mary R. and Irene offered. They washed not only the demonstration dishes, but everyone's sampling dishes, too.

Later when I was showing pictures of fruits and vegetables, Mary R. told me that my hands certainly were dry. Judie suggested lotion. I said Irene would have to ask her mother to order some for me.

**Monday, March 14**

Charlotte dropped out of school to work in a factory.

We wrote letters to Frances.

I discussed home visits and home projects. Mary R. said I was just going to inspect the houses. Judie said she and her folks enjoyed my visit to her house. I said

Mary R. and Irene assumed the responsibility of cleaning up for others.

The teacher accepted suggestions for her own improvement from the students.

Charlotte did not seem to feel the need to finish high school.

Mary R. did not seem to have enough confidence in the teacher to invite her to her home. Some of the other students were glad to have their teacher personally contact their parents.
Mary P.'s mother and I always had a good time visiting when I went to her to have my hair fixed.

**Week of March 21**

The study of interior decoration started.

The class had the responsibility of planning the decoration of the kitchen for the student-built house. The boys' vocational carpentry class was constructing the house. Sue and Mary R. were the leaders in the planning. Sue found the wallpaper we liked, and Mary R. found the linoleum.

One day Miss Dodge talked about step-saving in planning kitchens. Judie said she thought it was silly to worry about step-saving. Not only Miss Dodge, but also Sue and Mary R. tried to explain to Judie the reasons for planning before building. She didn't seem to be convinced, but the next morning she was very...
much interested in planning her kitchen.

Mary P. had been telling the others to pay attention and do their work lately. She had become a regular "little mother."

On Thursday I had to go to a meeting again during second period. Sue said it was lucky that I had other teachers so that I could leave whenever I wanted.

**Tuesday, March 29**

Mary P. asked if I'd heard from Ida. I said, "It is our turn to write. Would you like to write to her today?" "Yes," they said. Also, I suggested, we might write to Frances. Judie said she didn't know Frances very well because she had worked with Ida. The two Marys replied that Ida was not in their group, but wanted to write to her anyway.

Mary P. said she had heard from Frances, via the telephone,
last night. Frances had appreciated our first letters. She had telephoned several of the girls. Mary P. said her folks would have liked to have taken Frances, but Mrs. P. would have had to quit work to do it. The aunt Frances moved in with won't let her date until she is 17. Her mother lives in San Francisco but has nothing to say about her legally. I said, "Frances' troubles really should make us feel lucky to have the kind of parents we have." The girls agreed.

Mary R. asked, "Was something wrong with Ida?" I said, "She was very nervous. Some people thought it might be caused by an illness as a child. This class really helped Ida last year and this year. Remember how she looked when she first came and how she improved? I never saw anyone try so hard to please. She didn't mind being teased when she knew what was going
on, but she didn't always know."

"Yes," Jennie added, "Ida told me the kids teased her too much sometimes."

The conversation turned to teachers they liked and didn't like and the reasons why. I concluded the discussion by saying, "Sometimes teachers lose their tempers like anyone else, but teachers are learning, too. They keep trying to do a better job." Judie said she thought I was a better teacher than the first year she had me.

The suggestion that the class buy a wedding gift for Miss Chandler, the college observer, was made by Sue. Sue wanted the gift to be something the recipient would always remember as being from the homemaking class. The rest liked the idea.

It was important for the students to understand some of the teachers' difficulties.

Judie realized that a teacher, too, likes to be complimented.

The class liked the cadet observer as a friend and wanted to do something nice for her. Sue assumed leadership not only in suggesting the idea of a gift, but also in seeing that it was followed through.
Wednesday, March 30

Miss Dodge thought that the girls were slow in starting work on their scaled model kitchens. She said she felt that Mary R. represented her directions.

Sue went shopping for Miss Chandler’s gift with me after school. I heard her discussing with girls in another class of mine which of the student teachers they liked best. They said they liked Miss Chandler. Sue said, "Miss Chandler’s eyes just sparkle."

Thursday, March 31

Sue presented Miss Chandler with the gift. All the girls had signed the card. Miss Chandler was pleased, and the girls were, too. She told them more about her wedding, which was to take place during Easter vacation.

Sue left her notes for her term paper, due the next day, in
Basic Course, at home. As I wanted to help, I drove her home during nutrition period to get them. On the way back I asked if she were planning to go to junior college. She said she had thought about it. Her boy friend planned to go to college. She said she had two majors -- business and homemaking. I asked her if she wanted to do office work. She said no; she got tired typing. I asked about being a homemaking teacher. She said she's thought some of being a teacher.

Monday, April 11

We spent time discussing what we had done during spring vacation. When the new Mrs. Lawrence came, we had her tell us about her wedding.

Then we discussed renting a home versus owning one. All but Jennie's folks were in the process of buying their own homes. Jennie's

The teacher tried to help Sue accept the responsibility for completing the assignment for another course.

When talking to Sue individually, the teacher tried to help her gain more confidence in her own ability to make a success of her life. Sue seemed to set high goals.

The students and teachers were interested in each other's activities. The teacher realized the importance to human understanding of discussing such things during class time.
father was dead. The family received county support. They had lived in the same house for 14 years.

The girls were supposed to work on their scaled model kitchens, but Miss Dodge didn't think any of them worked much on the kitchens.

Irene's dieting was beginning to show. She gave Judie advice on how to diet.

**Tuesday, April 12**

The girls worked well on their model kitchens. Jennie and Marie worked in the front of the room. I brought two bottles of paste. Marie said, "Good -- now we won't have to keep borrowing." She and Jennie seemed disgusted with the ones talking about boys so much.

Judie and Mary R. gave Irene advice on what to do about her

The students, as a whole, came from families who were assuming the responsibility of home ownership. Jennie seemed to feel responsible for helping her mother and family get along.

Students cannot be expected to concentrate on school work when the teachers themselves are not setting a good example. Students learn from a spontaneous discussion, though.

Irene enjoyed being able to give another advice.

Marie seemed to have been exerting her independence somewhat more lately.
fiancé, who was overseas. They both thought she should go out with someone else. Then she would know for sure how she felt about him when he came back. They advised her to write and tell him she was going out. Irene said she was uncertain about her feelings for him. She said she'd like to follow the girls' advice, but her mother doesn't agree with them. The girls admitted that Irene had quite a problem. Miss Dodge, too, said she thought Irene should go out with other fellows.

Judie, who was no longer engaged, announced that she planned to keep the ring. Irene, Mary R., and Miss Dodge thought she should give it back, but all agreed that she wouldn't want him to give it to anyone else. All this discussion was going on while they worked on their models.

Irene consulted Judie and Mary R. about what she should do in her private life. Perhaps it would have been better, in this case, for the cadet teacher to have refrained from expressing an opinion unless asked.

Judie, in turn, accepted advice from her classmates.
April 13 to April 18

The girls worked on the scaled kitchen models. Judie was making one of the best, but got discouraged easily, but got discouraged and tore out part of the equipment. She made new pieces the next day.

Mary R. and Sue helped Irene figure the dimensions for her kitchen.

Mary P. had not been in school since Easter vacation. Monday, Mary R. asked what was wrong with her. I called Mrs. P. Mary P. had been having bad headaches.

Tuesday, April 19

Mary P. came back, with an engagement ring. Her fiance is in the navy. I asked her when she was planning to be married. She said she didn't know. I said I would like to see her finish high school first. She just smiled.

Mary P. said she had been having headache spells since she

Judie got discouraged easily, but seemed to know she was responsible for completing the assignment.

Two students helped a slower one do her work.

Frequent absences may make a student lose contact with her classmates.

Mary P. seemed to have more interests outside school than in.
was knocked out in the eighth grade. Jennie seemed particularly glad to have Mary P. back.

Mary R. finished her kitchen and helped Mary P. on hers.

**Wednesday, April 20**

I read the letter from Frances. She does not like her new school. Judie said she certainly dreaded having to change schools next fall.

During first period Miss Dodge led a discussion on new kitchen appliances. Sue and Judie offered the most comments. Irene had more to say in the discussion than usual.

While the girls worked on the kitchens, Miss Dodge asked Irene if she had settled her problem. Irene said she had the letter all written, and then tore it up, because she had decided not to break up with the fellow. Judie said, "Yes, after hearing my
problems, she decided not to."

The other girls asked Judie if she was sorry. Yes was her answer. Mary P. said, "I told you so." Jennie added, "We all told you." Sue said, "All but me."

**Thursday, April 21**

We went on a field trip to a store to see new kitchen appliances. Afterwards Judie wanted to go to a cafe to have something to eat before going back to school. Jennie and Mary P. didn't know whether to stay or go back to school immediately, so they asked Marie which she would rather do. She said she'd like to stay, so all three did.

Mary R. and Irene went back to school with Mrs. Lawrence. Sue and Judie hurried on to the cafe. Jennie and Mary P. called to Miss Dodge to come with them.

**Friday, April 22**

Miss Dodge led a discussion.
on the field trip. Sue said, "Let's hurry and get this over because I want to finish my skirt."

Miss Dodge asked Mary R. to write a thank-you note to the store. During the discussion Miss Dodge forgot the request she had made and asked Mary R. to pay closer attention. Even though she apologized to Mary R. when she realized her mistake, Miss Dodge said, after class, that she felt Mary R. was still hostile toward her.

**Monday, April 25**

Jennie and Mary P. seemed to be very chummy. Marie was also included in their group. They seemed disgusted with Mary R., Judie, Sue, and Irene because the latter group had not been very helpful to Miss Dodge lately.

I went on an errand while Miss Dodge reviewed for a quiz on kitchens. She reported that Judie said, "I know all that, so why

Sue felt that her sewing was of more importance to her than the discussion.

Mary R. assumed an extra duty, but did not seem to accept the cadet teacher's apology.

Jennie, Mary P., and Marie seemed to feel responsible for helping the cadet teacher improve her job. They seemed to resent the fact that the other four did not help the cadet teacher.

Judie seemed to try to hinder rather than help the cadet teacher.
review?" Miss Dodge then started
the test and said Judie needed to
ask several questions about the
test.

**Tuesday, April 26**

Sue and Judie made pointed
remarks about Miss Dodge. Mary R.
and Irene were silently uncooper-
ative.

We went to see the student-
built house in two separate groups.
Miss Dodge said Marie told her she
didn't like Mary R. because she
made remarks about others. Mary P.
said, "Yes, that is her problem."

I walked with Judie, Mary R.,
Irene, and Sue. I said, "Let's
have a little more cooperation in
the classroom." They seemed to
try when we got back. When the
same girls stepped outside the
room a few minutes before the end
of the period, I went out to com-
pliment them on doing what I had
asked. I also said that Miss

Marie seemed to be expressing her
opinions more often.

The regular teacher
tried to find out
from the students
why they seemed to
resent the cadet
teacher's super-
vision and to en-
list their support.
Evidently the four
students felt that
the regular teach-
er was relinquish-
ing too much of
her responsibility
to the cadet teach-
er. They did seem
to feel free to ex-
press their honest
opinions to the
teacher.
Dodge was trying to learn to teach and needed their help. Irene said, "But she talks all the time." I said, "I had thought of asking you folks for suggestions to help her." Sue asked, "How come you don't teach us any more?" I said, "I want to give Miss Dodge a chance, but at the same time I like to teach and hope we can do it together." The bell rang.

Wednesday, April 27

The child development unit was introduced. Mary R. enthusiastically told about her pre-school brother. She offered to bring him to the play school we planned to have.

Friday, April 29

We went to visit a nursery school with another class. We were asked to divide into two groups. No one wanted to be with Sue, Judie, Mary R., and Irene, so I stayed with them.

When students failed to see the necessity of a lesson, it was not a learning situation for them, and their cooperation was poor.

When students were interested in a subject, they cooperated well with all concerned in order to learn more.

Most of the students on the field trip wanted to cooperate with the teacher and cadet teachers.
Afterwards both classes came to my house for refreshments. Judie talked more than the rest of the girls did.

**Tuesday, May 3**

The college supervisor came to observe Miss Dodge. Miss Dodge tried to draw out a discussion on equipment for a play school, but everyone was very passive. The two groups seemed very divided.

When it came time to look at the equipment no one wanted to look. Then I suggested that they set the equipment up like a real play school for the next class to see. They began to show enthusiasm and even played with the equipment. They wanted to be sure all the equipment was placed so that the school would look ready to open.

Miss Dodge asked Judie to be the secretary and write on the board while the others listed the

When there was disagreement between groups within a class, none seemed very much interested in the class project.

Students seemed more animated when a learning situation was made more "lifelike."
equipment they had found. The college supervisor was surprised that they had seen so much -- especially Sue. She said, "Sue seemed so bored when they were looking at the equipment." Sue, Judie, and Mary R. were the only ones who contributed to the list. Mary P. copied the list from the board so that we could refer to it again.

During the last part of the period the girls helped me organize the printed information on the play school. Sue worked alone. Irene, Judie, and Marie worked together. Mary P. helped Jennie sew.

Miss Dodge and I talked to Mary R. about helping us do some role-playing the next day. She thought it would be fun.

Sue said she might not finish high school.

Monday, May 10

We organized for the play

Sometimes students absorbed more of the information than an adult observer could realize. When students began to be interested in the subject they cooperated with each other and the teachers better.

The girls cooperated to accomplish a goal that seemed important to them.
school. Each one prepared for her part for the next day. Mary R. picked out a story. Irene chose suitable children's pictures and asked Mary R. and me to okay them. Jennie, Marie, and Mary P. made name tags for the children.

Miss Dodge was absent, so at the end of the period I again told the girls that she was learning and needed their help. Sue said, "She always thinks she is right." Jennie, Mary P., and Marie carefully stayed away from the discussion. Later these three told me that the others were not polite to Miss Dodge the day I was absent.

**Tuesday, May 11**

Sue came to class early. She said, "Guess what! I'm going to get married this summer." She said her mother and the boy's mother had talked on the telephone all day yesterday making plans. Miss Dodge said she ought to wait until she
graduated. Sue said she had no interest in school. She was failing her basic course. Kenny, her fiance, planned to finish high school at night and go to work immediately.

The girls seemed thrilled with the play school. Everyone tried to do things correctly. Almost automatically as I met the mothers and children at the door, there would be a girl by my side to take the children to the play area.

Judie mixed and set out the paints, as well as doing a beautiful clean-up job. She was very sweet with the children, but said afterwards that it wasn't worth it.

Irene and Jennie fixed the juice and crackers.

Sue was in charge of the clay and remembered to put it away carefully.

Marie was shy with the children, and they with her.

Mary R. brought her brother. She also was responsible for telling
Wednesday, May 12

Irene brought two children to the play school without ever mentioning to me that she was thinking of doing it. One of the two got a bump on his head, so we had to call Irene's mother to come get him.

I discovered that Mary R. had kept her little brother at school all the previous day, so called her mother to be sure she would come earlier for him. The girls felt that Mary R. was sometimes a little bossy with him, but then decided that was natural because we would want our brother or sister to behave better than the rest.

Judie was in charge of the story time. She had not looked up a story ahead, but still did a pretty good job telling it.

Sue handled the easel painting. She did not mix extra paint, Irene had failed to realize the necessity of checking with the teacher before bringing children. She had not gone through the legal channels of enrolling the children. The teacher had to accept the children until Irene's mother could come for them.

Mary R. did not fulfill her total responsibility to see that her brother went home at the proper time but did feel personally responsible for his good behavior during the play school.

The various students sometimes had to be reminded of their daily jobs.

Sue, Judie, and Mary R. seemed to be naturals with the children, although all were good with them.
so I did. I was glad to do some of the preparation work while the girls supervised the play.

Irene showed the children how to finger paint and did an efficient job.

Mary P. fixed the snack.

**Thursday, May 13**

The two children Irene had brought did not come back again.

We asked Marie to be the greeter, but she said she didn't want to. Mary R. and I did for a while, and then Marie did after all. Marie found the name tags and pinned them on the children. She seemed to have developed the knack of being with the children.

Jennie was responsible for the easel painting. She mixed the paints, but didn't realize that she had to put the paper on the easels. Marie helped her. Judie got the children ready to paint.

Irene was in charge of the...
clay and did a good job. Mary R. helped her.

Judie called to Miss Dodge to be sure to watch some of the children climbing.

Sue had forgotten that she was to tell the story, so she found a story record for her contribution. She stayed inside instead of going out to watch the children play. She sat by the record player and draped blankets over her. She acted as if she didn't feel well. She told us today that she is to be married next Thursday but didn't seem happy about it at all.

Friday, May 13

Even Marie participated in the discussion of the play school children.

I asked if someone would like to paint the scaled model of the student-built house. Judie said she would and wanted Sue to help her. They went over to the house the groups of children.

Judie felt that all the students and teachers were responsible for the safety of the children.

Not feeling well and worry about problems outside of school made it impossible for Sue to concentrate in class.

Again when the students felt that a job really needed to be done they cooperated well with whoever could help them do the job best.
to paint.

Irene, Jennie, and Marie went to the science department to ask the teacher if we could bring the children over to look around next week. Then they went on over to the house.

By the time I got to the house, Sue had given up because she got paint on her arm. Irene had taken over the job. Both she and Judie were enjoying it and asked to do it again on Monday.

The carpentry teacher asked some girls to go on an errand for him. Jennie, Marie, and Sue offered to go.

As I watched Judie painting, she said to me, "You'd make someone a good wife, and I wouldn't tell you that unless I really thought so, because I always say exactly what I think." Jennie retorted, "You certainly do."

Tuesday, May 17

Play school again.

Irene assumed chairmanship of painting the scaled model and felt responsible for seeing that it was eventually painted.

Judie told the teacher just what she thought. Jennie, in turn, felt she had a right to tell Judie what she thought about her. Each one was actually analyzing character.
Mary P. asked Irene to help her mix the paints.

Mary P. said, "Guess what, Miss Meairs, I'm going to be married on August 25th. You'd better be around so you can come." She also wrote down Miss Dodge's address so she could invite her.

Irene mentioned to Mary P. and Jennie that Sue acted unhappy about getting married. The girls just nodded their heads yes.

Wednesday, May 18

Marie brought her camera today so that she could take pictures of Miss Dodge, the children, and me. I said that was a good idea. I said I would furnish the film if she would take more pictures. Jennie also offered to bring her camera to take the children's pictures.

Monday, May 23

We had just started to discuss the curtains for the
Sharing her wedding experience with her classmates seemed to make more delightful memories of the occasion for her. The teacher wanted to do all she could to help Sue start married life with the thought of a happy family life for the future.

Kenny's folks had driven them to Las Vegas. The heat bothered Sue so much that she fainted while they were getting the license. Then the wedding took only three minutes, and the man said, "That'll be $10." Sue said, "I thought it would be free." They came back Sunday morning.

**Thursday, May 26**

For the first time, the girls left the play school before they were sure there was someone to watch the children. I asked Marie to stay until the next class came, so she did. This was the last day of the play school.

Yesterday Jennie backed out of telling a story, so Mrs. Lawrence did. Today Irene wanted to mix the

Adolescents seemed to have moments when even the most dependable fail to meet a responsibility.
paints instead of telling the story, so I let her. Mary R. helped her.
At clean-up time I reminded the two to put away the paints. Irene said,
"Well, Jennie is in on this too and hasn't helped any." I gave all three jobs to do.

**Friday, May 27**

This was Miss Dodge's last day with the group. She told the girls how to apply for a job. I asked Irene how she got her job as a waitress. She said she saw the "Orange Julius" place being built and called two times to inquire about the job before they gave it to her. She has worked there almost a year.

Then I asked the rest what they were planning for the summer. Mary R. was going to work at a sewing factory where her aunt worked. Mary P. was going to prepare for her wedding. Jennie and Marie were going to help at home. Judie

Miss Dodge seemed accepted by all in the group. They were interested in her job plans.

Irene showed determination in applying for and keeping her job.

The teacher was sure to include all in the discussion by asking questions of the more retiring students.
was moving to a new town.

The students seemed friendlier with each other today. Jennie asked Irene several questions about her job.

**Friday, June 3**

Sue has been absent almost two weeks. Jennie said she heard that Sue was quitting school. I said that was sad. Sometimes our lives do not turn out as we have planned.

We helped the boys clean the student-built house so that it would look nice when it was opened to the public for inspection. All were enthusiastic about cleaning. Mary R. and Irene went after water for everyone. Marie and Jennie washed the kitchen floor of the house. Judie ran the waxer over the floor to dry it and then called to Mary R. that it was her turn to work -- she could put the wax on.
the floor. All four girls dusted the furniture that had just arrived for the open house. Mary R. and Judie enjoyed visiting with the boys.

**Wednesday, June 8**

The girls dusted in the house while I changed the flowers and went on an errand. When I came back, all five (Jennie, Mary R., Irene, Marie, and Judie) were sitting in the living room visiting and talking about their boy friends. Jennie and Mary R. were pleasantly carrying on a conversation together.

**Friday, June 10**

I drove the girls to Whittier High School to see the student-built home there. Marie started to say that she had forgotten to have her parents sign her permit to leave campus, but caught herself. I saw her start to sign her own permit, so I said to her that we would call

Chatting together in pleasant surroundings seemed to promote friendly relationships.

The line between honesty and dishonesty is sometimes very thin, depending upon the need, as the student sees it.
her mother to get permission, because it wasn't legal for her to sign her own.

After we got back to school, Jennie asked, "Are we going to have a party for the end of the year?" I said we could if they liked. I told them I had written to Frances asking her to come next Wednesday to visit us, so a party that day would be nice. I asked them what they wanted to plan to eat. Judie suggested finger sandwiches and cake. I wondered if they wanted either cookies or cake. "Both," said Mary R. The others thought that cake would be enough. I said I had Kool-Aid we could fix. Jennie said she would bring the cake. Judie said she couldn't make any of the food since she was staying with friends now that her family had moved away. She was finishing up the year at El Rancho. She did offer to bring paper cups, though.

I said I wished Mary P. and
Sue would come because both had been absent for so long. Judie said she thought Sue would come if she knew about it ahead of time.

**Monday, June 13**

We worked on curtains for the scaled model house. Marie and I glued the first curtains to the windows. Then I let Marie take over and show the rest how to do them.

I asked the girls to fill out the social distance scale, telling them it was to help me in my college class this coming summer. The girls groaned a little, but did it for me willingly. They remembered how to fill out the form.

**Tuesday, June 14**

Sue came back and brought her sister-in-law, Barbara.

I asked the girls to fill out the home responsibility check list, which they seemed to like better.

The teacher gave Marie an opportunity to direct a student activity.

The girls accepted the task of filling out the scale because they were told that it helped the teacher.
than the social distance scale.

We revised the party plans because Sue thought we should have ice cream. We said, fine, if she would bring it. I said we should divide the cost. I asked Jennie to include the cost of her cake, but she said no. Sue figured the cost per person and collected the money. As she left that morning, I said, "Be sure to come tomorrow, now that you have our money." She laughed and said she would. I asked Barbara to come again, too.

Sue said that she was going to summer school and then finish high school in night classes next year.

**Wednesday, June 15**

On this last day of school Jennie and Mary P. came in together a little early. Jennie gave me a gift -- three bars of soap.

Party time. Sue announced that the ice cream cost less than the social distance scale. The teacher felt that the participants should share in the expense of the party. All the students were more than willing. The teacher and students tried to make the guest feel welcome. Sue seemed to feel that she owed it to herself to finish high school.

The gift was Jennie's way of showing the teacher that she liked her.
she had expected, so she paid us each four cents. I asked Mary P. and Marie to make the punch because Mary P. knew how to do it from last year.

Judie took over serving the food. Jennie cut her cake. Irene passed out napkins, cups, etc.

As we were eating, the girls had a very pleasant conversation as one group. I was pleased to see that Jennie was one of the centers of conversation and that Mary R. and Irene were very friendly with all.

After eating, some watched the seniors practice for graduation, but Judie stayed inside to clean up. I told Marie to tell the others to come clean up. I said I would give them their report cards when everything was straight. Instead of giving them the message, Marie just came in to clean. Irene also helped.

For the last few minutes we Sue wanted to be sure she had not overcharged anyone.

Most of the girls accepted duties for serving the refreshments. Judie assumed the leadership role without any direction from the teacher. Irene found ways of helping her.

Eating informally made the exchange of ideas informal and friendly.

Some of the girls assumed more responsibility for the clean-up than the others. Judie and Irene, perhaps, did the most.
talked about how the girls seemed on the first day of school in the fall. The girls seemed to realize that they had changed in many ways since the beginning of the school year.

Analysis of the Teacher's Diary

A variety of factors seemed to influence the individual's sense of responsibility. Some factors were positive and encouraged the development of a sense of responsibility, while others were negative and seemed to block the development of this quality.

In studying the analyzing statements in the teacher's diary, the writer decided to consider general factors related to the group rather than continuing to center on the individual personalities as used earlier in discussing the findings from the social distance score.

These factors have been divided into four classifications. The first classification contains positive factors influencing the individual's sense of responsibility. Next, the negative factors showing a lack of responsibility are given. The third section is concerned with positive factors which made for the development of group responsibility through proper group structuring. The last part gives negative factors which seemed to break down the structure of the group.

Positive evidence influencing an individual's sense of responsibility and behavior which shows the
The development of responsibility were as follows:

1. Students made outsider or guests feel at home.
2. A student who felt left out wanted to bring the fact to the attention of all.
3. A special friend in class helps a student feel at home.
4. Students were careful about notifying the teacher about absences.
5. Students showed a willingness to do jobs requested of them.
6. More advanced students helped others.
7. Students showed friendliness by expressing appreciation.
8. Students showed a willingness to share with others.
9. Students followed through on tasks when they knew that the obligation had been left up to them.
10. The teacher took advantage of a student's own questions about herself to help the students analyze themselves.
11. Students did tasks they knew needed to be done without suggestions from the teacher.
12. Students responded well to personal attention from the teacher.
13. Peer praise was worth more than praise from the teacher.

14. Students needed praise often to encourage constructive behavior.

15. When a student seriously asked the teacher a question to help her understand a fellow student, the teacher gave an honest answer.

16. Students enjoyed helping others more when not required to do so.

17. Students tried to fit in with others by helping them.

18. The teacher was prepared to respect the right of a student to disagree with her.

19. Students wanted the acceptance of others.

20. Students showed leadership in helping the class run smoothly.

21. A new student took stock of the group while the members observed her. Then she chose the two who seemed most like her.

22. A student felt more obligated to a friend than to the school.

23. A student made an effort to get acquainted with the isolate.

24. Students began to understand the various individuals' characteristics and appreciate an improvement in them.
25. A student knew what she wanted for herself.
26. Two aggressive students worked together so that both had to learn give-and-take.
27. Some students were very sympathetic to the teacher's viewpoint.
28. Students felt that the teacher was personally interested in them and believed in them.
29. Students felt responsible for the success of their work and wanted other teachers to know about it.
30. The teacher gave support to a retiring student so that she would learn to insist on having her share of the responsibilities.
31. A student's concern for the treatment of another was a sign of growth in maturity.
32. Students were allowed to make decisions about sharing their own belongings.
33. A student learned how to tease a friend.
34. Students were sorry to leave friends and a situation in which they felt secure.
35. A student sensed that it was circumstances and not individuals that had made her unhappy.
36. Students felt responsible for making the class event successful.
37. Student leaders thought ahead in group planning.
38. Students felt obligated to pay their debts.
39. The teacher accepted suggestions for her own improvement from the students.
40. Students enjoyed being responsible for what they could do well.
41. Some students felt responsible for the conduct of all in the class.
42. Students realized that the teacher liked to be complimented.
43. Students reacted favorably to an out-going personality.
44. The teacher tried to help individuals gain more confidence in themselves by talking with them privately and by home visits.
45. Students felt responsible for helping their families.
46. Shy students learned to exert independence and show initiative.
47. Sometimes students absorbed more information than an adult observer could realize.
48. A student showed determination in getting and keeping a job.
49. Students seemed to realize that they had changed in many ways during the school year.

**Negative evidences which show a lack of responsibility on the part of the individual** and behavior that
shows a lack of development of a sense of responsibility are as follows:

1. Some students were not careful about notifying the teacher of their absences.
2. Some students were shy about performing before others.
3. Ability to share work and to see what needed to be done was less in some individuals than in others.
4. A student talked to the teacher to get the attention of the students.
5. Some students showed indications of depending on others to do their thinking.
6. A student who was often nervous made others nervous.
7. A student was habitually forgetful.
8. A student lacked confidence in the ability of other students to give her help.
9. A student was outspoken without remembering the feelings of others.
10. Some students thought of themselves first.
11. Some students were impatient with one who was different or who had misbehaved.
12. Some students were moody.
13. A student gained attention of the others by being dramatic.
14. Some students were inclined to judge an individual too soon.

15. Some students were dictatorial.

16. A student was afraid someone would take advantage of her.

17. A student's suggestion was for her own benefit, and any who wanted to do it her way could follow.

18. A student was not enough of a leader to think that she could offer to do a job.

19. Home problems reflected in the classroom attitude of some of the students.

20. Some students became discouraged easily.

21. Poor health affected the classroom attitude of some of the students.

22. Individuals who were more used to working alone were not sure how to share responsibility or how much responsibility the other members would accept.

23. A student did not seem to be interested in becoming friends with any of the girls in the class.

24. It was impossible for a student to see when she was annoying others. Individuals needed to be reminded of things they did that annoyed others.
25. Some students did not always comply with school rules unless reminded to do so by the teacher.
26. A student wanted to do the "special" jobs more often than was her privilege.
27. Some students took directions better from the teacher than from fellow students.
28. Each student thought of her own desires in giving advice.
29. The follower was accused of not doing her share by the others in the group because she didn't know what to do and no one told her.
30. A student felt disliked by some of the others.
31. The students seemed to realize their mistakes, but were hesitant about making amends with each other.
32. One student seemed to have deliberately tried to separate the group into two factions.
33. Some students were not willing to do any more than what they considered their share.
34. One student monopolized the conversation when the cadet teacher failed to regulate the contributions.
35. Some students did not feel the need to attend or finish high school.
36. A student did not seem to have enough confidence in the teacher to invite her to her home.
37. Some students reacted unfavorably to the retiring personality of the cadet teacher.

38. The cadet teacher expressed a personal opinion on a student's private life without being asked to do so.

39. Frequent absence may make a student lose contact with her classmates.

40. Some students had to be reminded of their daily jobs.

41. Even the most reliable students sometimes failed to follow through on a responsibility.

Proper structuring of the group was the teacher's responsibility as well as the students'. Good group structure was indicated by the following conditions:

1. Students felt that the teacher was interested in them.

2. The teacher structured the class attitude as one of sharing and helping each other.

3. Class members were more satisfied when those who wanted to do extra jobs were allowed to instead of making others who were not interested do them.

4. Most students liked to help others and be helped by other students.

5. Students could often sense the way a teacher felt. When the teacher was able to make her
part one of participation in "the team," the students were willing to help relieve a situation.

6. The girls realized when a student needed extra help.

7. Students learned to expect certain types of behavior from others according to their understanding of personality.

8. The teacher tried to help one student see that another individual had problems that made her act the way she did.

9. The teacher wanted the students to realize that students as well as the teacher could make decisions for the group.

10. Allowing students to choose their own work partners was a good method for the teacher to use to study friendship groups.

11. The work groups were flexible to allow for personality changes.

12. Letting students work out a situation themselves left them more satisfied with results than if it had been strictly teacher directed.

13. To expedite activities the teacher made some decisions for the group.

14. The students had the experience of learning to work and cooperate with different people and
therefore learn to know each other better.

15. Some students recognized the need of others for assistance and helped them efficiently without guidance from the teacher.

16. The teacher tried to clarify a situation so that the students would better understand one another.

17. To give the more retiring students a chance to express their ideas, the teacher divided the class into small subgroups for some activities.

18. Social groups outside the class worked well together in the classroom.

19. Natural groupings of students seemed to form, but changed frequently.

20. The teacher capitalized on student interest to develop a lesson for which the students would be responsible.

21. The teacher showed the students that she, too, wanted to learn something they could teach her.

22. A permissive classroom atmosphere allowed for a spontaneous discussion in the field of human relations. The teacher guided the discussion so that a better understanding of interpersonal relationships developed. The students were not afraid to talk about their personal lives and problems.
23. The teacher was careful not to act as a judge, but as a member of the discussion group looking for answers with the students.
24. The students felt that the homemaking classroom was theirs, and not just the teacher's domain.
25. The teacher intervened before tempers flared. The situation gave the teacher a chance to illustrate the fact that people sometimes need to be allowed to carry out a responsibility in their own ways.
26. The students needed to understand that because of a teacher's experience, she had a responsibility to see that students have an opportunity to learn to do things correctly.
27. The class developed enough responsibility to carry on its work even when the regular teacher was absent.
28. Some of the students remembered to give all in the class an opportunity to share responsibilities.
29. The teacher tried to prepare the class for a cadet teacher so that the group would help her.
30. The students were willing to work with different members of the class.
31. The teacher felt the students needed to take time to analyze the reasons for disagreement
between groups. Both sides seemed to feel free to tell the teacher their reasons for difference.

32. The teacher tried to point out that the inability to get along with others was a sign of immaturity. The students seemed eager to be mature.

33. Settling the classroom disagreement seemed to improve the students' attitude toward being responsible for the success of the group.

34. The student who had been "different" seemed to have helped in holding the group together in their effort to understand her.

35. The teacher drew attention to improved behavior.

36. Experience in constructive extra-curricular activities helped the classroom attitudes.

37. Even though the students planned an event, the teacher guided by her suggestions.

38. With a common goal in mind, all the students worked together to do what needed to be done.

39. The students were willing to go more than halfway to make the classroom a pleasant place for all.

40. The students had the responsibility for planning decorations for the student-built house to be sold.
41. The students realized that the regular teacher was sharing her responsibilities with the cadet teacher.

42. Two students gave a retiring student an opportunity to assume a leader's role.

43. The regular teacher tried to enlist the support of the students to help the cadet teacher.

44. When students were interested in the subject, they cooperated well with all concerned in order to learn more.

45. Students seemed to be more animated when a learning situation was made "lifelike."

46. It was important for the students to understand some of the problems of teachers.

47. Some students liked background roles in making a project successful, while others became leaders.

48. Sharing experiences that happened both in and out of school makes them more pleasant.

49. The teacher was sure to include all in the discussion by asking questions of the retiring students.

50. The students were able to settle a difference without any interference from the teacher. Sometimes this was done more quickly if the teacher did not call attention to the
misunderstanding.

55. Chatting together in pleasant surroundings seemed to promote friendly relationships.

56. Democratic procedures were used in planning a class activity.

There were some individual attitudes and conditions that seemed to hinder good group structure. These negative factors were as follows:

1. An unusually "different" student disrupted the class even though she herself was acting in accordance with class rules.

2. The students expected the teacher to ask an aggressive student to follow the group's wishes rather than the group telling the individual directly.

3. Rivalry between groups sometimes produced more work, but also caused friction between the groups.

4. A conflict of emotions outside the classroom affected interpersonal relationships within the room.

5. When friction developed between a few students, all in the class divided themselves into groups depending on either their friendship choices or their views of the situation.

6. The cadet teacher felt that some students were
not responding to her ideas and suggestions or cooperating well with her.

7. When the teacher did not appear to consider the school work important, the students did not, either.

8. Some of the students thought that the regular teacher was relinquishing too many of her responsibilities to the cadet teacher.

9. When students failed to see the necessity of a lesson, it was not a learning situation for them, and their cooperation with each other was apt to be poor.

Many factors which influenced a sense of responsibility in a homemaking class were observed in this study. The individual and the group affected each other in the development of a sense of responsibility. The way in which an individual reacted to the group seemed to be reflected in the group's attitude toward the individual.

While it was true that some students assumed more responsibility than others, no one individual had all desirable or all undesirable characteristics. Experiences and circumstance both inside and outside the classroom seemed to have bearing on the students' social relationship.

This chapter has presented findings obtained from the study of the results of the social distance scales,
the home responsibility check list, and the teacher's diary with analyzing statements. In the following chapter the writer will use these findings to attempt to answer the four original questions relative to the development of a sense of responsibility in students in homemaking classes.
CHAPTER V

CONCLUSIONS

This study attempted to answer four questions concerning several aspects of the development of the individual's sense of responsibility and the effect of this development on her and on the group.

In order to answer the question, "What effect does a sense of responsibility have on an individual's acceptance by the group?" the writer devised and used a classroom social distance scale. The students evaluated each member of the class on the basis of friendship and cooperation in the classroom. The group-social distance of each individual was found from the scoring of the evaluations of the others in the class. The scores of these scales indicated that the individual's ability to cooperate does affect favorably her status in the group.

The answer to the second question, "What effect does a sense of responsibility have on the individual's acceptance of the group?" was found by scoring the friendship and cooperation social distance scales differently than for the first question. For this answer, how each individual rated the others in the class was calculated. This method gave the self-social distance score of the individual. The results of the self-social distance scores
indicated that while the more responsible students accepted the group, they seemed to be more critical of the cooperation of the group than were those who were less cooperative themselves.

The writer found the correlations between the group-social distance scores and the self-social distance scores were low and so varied that one could not predict friendship or cooperation reactions of the individual or the group to each other on the basis of one or the other of the social distance scores.

A home responsibility check list was devised by the writer in order to answer the question, "What is the relationship between the amount of responsibility the student has at home and the amount she is willing to accept in the classroom?" From the results of this check list it appears that the acceptance of responsibility in the classroom resulted in the acceptance of more responsibility at home.

An analysis of the teacher's diary of anecdotal records brought forth the answers to the fourth question, "What activities and procedures in a homemaking class seem to give opportunities for the development of the individual's sense of responsibility for herself and for the group?"

The writer found that there were some factors influencing a sense of responsibility that were general in nature and were not related to a particular unit in a
homemaking class. There were other factors which seemed to pertain to special activities and procedures in a certain unit included in the homemaking course.

The various activities and procedures used in homemaking classes tend to induce different types of responsibility. The writer offers some generalizations or guides regarding factors that seem to affect a sense of responsibility. These are based upon the more detailed specific evidence presented in the analysis of the teacher's diary.

**General Guides to Develop a Sense of Responsibility**

The following are positive guides:

1. Praise from the teacher or students brings improved attitudes of cooperation.

2. A permissive atmosphere in the classroom gives students an opportunity to make their own decisions.

3. Individuals respond favorably when they feel that the other students and the teacher are personally interested in them and their activities.

4. Students like to help other students. On the other hand, students like to be helped by other students.

5. Students enjoy being responsible for what they can do well.
6. Students are apt to follow through a task that seems important and necessary. They like to feel that the success of a class activity is partly dependent upon their own contribution. They learn to carry out individual roles to make a group project run smoothly.

7. Discussions of how to get along with others help students understand themselves and each other.

8. Students learn to expect certain types of behavior from certain individuals and then react to them accordingly.

9. The teacher should try to act as a member of the team with a guiding part to play. At the same time she should be willing to take suggestions from the students.

10. The teacher and students should respect the rights of the individual. They should try to understand the others, but not judge them.

11. Individuals and the teacher should respect the rights of the group.

12. The teacher should try to help individuals develop self-confidence.

13. Student planning gives opportunity for the development of leadership and of responsibility for others.
14. It is helpful for the teacher to structure the class attitude as one of sharing and helping others.

15. Allowing students to choose their own flexible work groups helps them learn to cooperate with different people. In this way, students also have more opportunities for leadership in the small subgroups.

16. Letting students work out a problem situation for themselves will sometimes make the students more satisfied with the results.

17. It is sometimes necessary for the teacher to make some decisions for the group in order to expedite certain activities or to prevent needless disagreement.

18. Social groups outside the class usually work well together as a unit in the class.

19. The teacher should capitalize on spontaneous pupil interest to develop a worthwhile lesson.

20. Learning to share responsibility and learning to compromise are valuable to the individual and for the success of the group.

21. Parent interest in the student's school activities helps the student become more responsible.

22. Constructive extra-curricular activities help the student who participates in them become
more responsible.

23. Democratic procedures should be used in planning class activities. Even though student planning takes place, the teacher needs to guide by her suggestions.

24. When students are interested in the subject, they will cooperate with all concerned in order to learn more. Usually the more "lifelike" the situation is, the more interested the student will be.

Negative factors that seem to decrease opportunity for developing a sense of responsibility include the following:

1. Individuals who are inexperienced in sharing responsibility with others find it hard to work in a group.

2. Students who lack self-confidence may react to others or a situation in several ways. They may become discouraged easily, seem selfish, appear moody, or find it hard to admit their own mistakes.

3. Not understanding an individual who is different from the others is apt to make students impatient with the unusual one.

4. Habitual forgetfulness retards fulfillment of a responsibility.
5. Poor health hinders a student's feeling of responsibility.

6. Influences outside the classroom, including home problems and problems in other high school courses, as well as emotional problems with peers, may make group cooperation impossible for an individual in the homemaking class.

7. Inability to see that she is annoying others prevents an individual from being fully accepted by the group.

8. Rivalry between subgroups lowers group morale.

9. Students are not accepting their full responsibility for group management when they expect the teacher to carry more than her share of the classroom responsibilities.

**Opportunities Offered by Different Units in a Homemaking Class to Develop a Sense of Responsibility**

The results of this action research indicate that homemaking education can offer a student a wide variety of opportunities for developing a greater sense of responsibility as an individual and as a member of a group.

As the writer studied the findings from the analyzing comments of the teacher's diary, it became evident that the various units of study which were included in this class offered different kinds of opportunities to
develop a sense of responsibility. In the section that follows, the particular kinds of opportunities offered in experiences included in units in clothing, food, interior decoration, and child development are summarized. In addition the writer has also indicated particular opportunities presented when the relationships and management aspects of homemaking are integrated in the entire course.

Clothing Units offer some particular opportunities to develop a sense of responsibility because learning experiences may accomplish the following:

1. Allow for more free discussion of human relationships so that students can get to know each other better personally.
2. Give opportunities for individuals to help others or to work alone.
3. Provide a chance to develop individual responsibility rather than group responsibility.
4. Require students to bring own material and equipment.
5. Give students a chance to show leadership by helping others with sewing.
6. Require students to clean up from work at end of the period.
7. Enable students to go ahead on their own when teacher is absent.
Foods Units may provide a chance to develop responsibility for the following reasons:

1. It is necessary to work together in groups in order to have a successful classroom experience. Sometimes the class needs to work together as a whole unit, as in preparing to serve a party meal. At other times the students can be divided into two or three groups or into couples.

2. Learning to give and take with others becomes very important. Giving others opportunities to participate is just as important to the individual’s development as doing one’s own share.

3. Human relationships can be discussed while students are working and eating together.

4. Planning as well as preparing meals and activities is done as one group or as subgroups.

5. Opportunities are given for students to bring food from home to share with the class.

6. The students have a choice of work partners and of groups.

7. It is possible to entertain students and teachers from the other classes.

8. There are many opportunities for leadership, such as the following: suggesting possible activities for subgroups or the class as a whole, showing another how to prepare a food, or
planning meals for the groups. Doing work that others do not want to do is excellent leadership training.

**Interior Decoration Units** offer these special opportunities for developing responsibility:

1. Some projects are individual, and the student can either work alone or assist others as she desires.

2. Planning the decoration of the student-built house makes cooperation as a unit necessary.

3. Leadership is shown in those who select the colors and furnishings which are approved by the others.

4. Students can assume responsibility for extra activities such as painting the house, making curtains, and demonstrating to others.

5. Students have an opportunity to serve as hostesses in showing the public the student-built house.

6. Students can be responsible for cleaning the student-built house. They enjoy working with the boys who build the house.

**Child Development Units** developed around a play school offer some of the best opportunities for responsibility. The learning experiences may accomplish the following:
1. The individual must do her duty if the group activity is to be successful.

2. Students have a chance to be as mature as possible, for they are responsible for guiding small children.

3. Students are responsible for the safety of others.

4. Students can see themselves reflected in the behavior of the little children.

5. Leadership is developed by such opportunities as (a) directing the activities of the pre-school children, (b) telling them stories, (c) taking an unexpected responsibility as the need arises, (d) working with the children, and (e) contributing ideas for activities for the children.

6. It is necessary for the student to follow through on a job involving others and then clean up on her own initiative.

Human relationships can be integrated with the other units to discuss various aspects of the students' personal activities. This seems a profitable procedure for developing responsibility for these reasons:

1. Days can be set aside from the other units to discuss certain situations and problems or for just getting acquainted.
2. Spontaneous discussions start when the interest arises or when problems and situations come up and can be settled immediately.

3. Leadership possibilities develop in introducing a discussion topic.

4. Responsibility to the group is shown in entering discussions, giving advice, and following the advice.

5. Cooperating with the students and the teacher is an indication of understanding others.

Management encourages a sense of responsibility because good management is exhibited in the following activities:

1. Following through on a responsibility.
2. Paying debts and concern about money and budgeting in general.
3. Planning own time schedule, menus, market orders, and carrying out the plans.
4. Scheduling garment construction.
5. Organizing parties and refreshments.
6. Managing play school time and equipment.
7. Sharing responsibility with others in order to conserve time and energy.

In conclusion, the writer believes that she has attained her original purpose in undertaking this action research. From this study she has gained a deeper
understanding of how she might help develop a sense of responsibility in students in her homemaking classes in the future. She also has some added background that will enable her to overcome some of the difficulties she had encountered in the past. The guides developed will be checked by the writer as she works again with a similar, but larger, group of students who will be enrolled in her class as freshmen and continue in the same group for two years.

Recommendations for Further Study

While working on this study, the writer has realized that a study of the correlation between types of responsibility accepted in a homemaking class and the types of responsibility accepted at home would furnish additional information about the carry-over value of a sense of responsibility in the individual.

Another interesting extension of this present study would be to analyze the relationship between the development of a sense of responsibility in students and the order in which the various homemaking units are taught.


APPENDIX A

MATERIAL FROM REVIEW OF LITERATURE
SOME BASIC ASSUMPTIONS FUNDAMENTAL TO
GROUP PROCESS IN INTERGROUP EDUCATION

as listed by Grambs (14, pp. 26-28)

1. "The relationships of children to each other, the feelings of acceptance or rejection, materially affect the kind of learning that they do, the attitudes toward learning that they develop."

2. "A good learning situation is one in which these feelings of children are taken into account in organizing work and study groups, play groups, and individual work."

3. "The pattern of interaction, the ways in which one child moves into leadership one day and is a follower the next; the development of the feeling of belonging together; the growth of antipathies toward seemingly normal youngsters; the group code that governs what is or is not done -- these are part of the teacher's concern in working with students in a classroom."

4. "There are ways of finding out about the structure and the culture of the child society which the teacher needs in order to gain access into this hidden world."

5. "No class becomes a genuine group except for short periods of time when it has successfully accomplished a class goal through the efforts of the subgroups in it."

6. "Every class is made up of many small natural units built from mutual need, propinquity, interests, and the 'X' factor that makes one person like another."

7. "The teacher creates unity of effort and orderly learning situations by working with subgroups much as a symphony director works with the instrumental groups in the orchestra; each is different, each is composed of different numbers of persons, and they play different instruments; together"
they complement, supplement, and harmonize."

8. "Group skills develop in individuals as they are helped to see themselves objectively in their group relation. Discussions of leadership roles, member roles, things that help the group move forward, things that interfere, and the process of problem solving are essential."

9. "The relationship between classroom group living and out-of-school group membership must be made explicit. Different types of group belonging and group identification -- must be spelled out with the children, many times, in many different situations, and at each grade and age level."
GROUP DYNAMICS THAT SEEM PRACTICAL AND APPLICABLE TO CLASSROOM SITUATIONS

as listed by Trow (35, pp. 599-604)

1. "The attitudes of an individual have their anchorage in the groups to which he belongs. Present evidence makes it apparent that many attitudes can be changed more easily by making changes in certain properties of the group than by directly teaching the individuals, as individuals, even in a classroom audience situation."

2. "The conduct and beliefs of pupils are regulated in a large measure by the small groups within a classroom, such as friendship cliques, and cohesive groups of students within a school."

3. "In some instances failure to learn may be advantageously conceptualized as resistance to change."

4. "When frustrations are met, highly cohesive groups maintain their effort in movement toward the group goal much more vigorously and effectively than do groups of low cohesiveness."

5. "Groups, especially those similar to classroom groups, can be disrupted into separate cliques; or this threat of disruption can be eliminated by the alteration of forces which determine the attractiveness of the group for the members."

6. "The training of persons for effective social action such as performance in school or civic service can lead to greater effectiveness of effort by the trainees if they are members of a group which is being trained to work as a group than will result if they are merely individuals in an audience situation."

7. "The amount of interaction among students in a class is determined in part by group factors."
8. "When the members see themselves competing for their own individual goals which make cooperative effort impossible, there is disruption of the ready communication of ideas, the coordination of efforts and the friendliness and pride in one's group which are basic to class harmony and effectiveness."

9. "The group climate or style of group life can have an important influence on the members' personalities."

10. "Groups can help themselves to mature and improve their ability as a learning or producing team by diagnosing their own failures and planning ways of repairing their own deficiencies."

11. "Certain forms of classroom behavior may be recognized as mechanisms developed for relieving tensions somewhat similar to those employed by an individual in relieving his tensions."

12. "Difficulties in the transfer of verbal learning to social behavior can often be overcome by the use of that form of role-playing referred to as reality practice, in which the participants try out the behavior they are expected to use in a situation from which all threat has been removed."
A SUMMARY OF KEY SUGGESTIONS FOR THE TEACHER TO HELP PUPILS EXPERIENCE EFFECTIVE GROUP TECHNIQUES AND ACHIEVE WORKABLE PLANS

as given by Miel (23, pp. 485-6)

1. Plan around real responsibilities with concrete content. Do not give overdoses of planning. Let children help with agenda setting.

2. Widen horizons and build background experiences to improve quality of participation.

3. Let children do — formulate, suggest, record, try out their ideas. Give support to a group but do not overdirect it.

4. Clear the way with other adults for pupil planning.

5. Create an accepting and supportive atmosphere.

6. Make sure that all pupils are clear throughout a discussion as to the problem under consideration.

7. Help the group divide the discussion into parts.

8. Be flexible in keeping the discussion on the track.

9. See to it that ideas of group members get a fair hearing.

10. Distinguish between a suggestion and a group decision.

11. Introduce concreteness into discussions.

12. Raise questions that open thinking.


14. Foster concrete, clear-cut decisions."
SOME WAYS IN WHICH TEACHERS MAY HELP CHILDREN DEVELOP A SENSE OF RESPONSIBILITY

as suggested by Cunningham (9, pp. 306-9)

1. List names of pupils who, in their judgment, have best developed a sense of responsibility, and those who have least done so. For each pupil named as high or low in a sense of responsibility, teachers will make a brief comment concerning his characteristic behavior.

2. Make a list of behaviors which characterize children who demonstrate a sense of responsibility or lack of it.

3. List situations in which the child is able to practice the behavior characteristics listed above.

4. List situations in which children failed to demonstrate a sense of responsibility and attempt to discover why.

5. Observe children in an attempt to identify factors related to a sense of responsibility. For example: Are children who show a lack of a sense of responsibility those who fail to secure permanent satisfaction or group recognition for classroom achievement? If so, how can satisfaction and recognition be provided?

6. Discuss with parents how home-school cooperation might provide suitable opportunities to children for taking responsibility.

7. Discuss with students the behavior which demonstrates a sense of responsibility, why it is difficult sometimes to accept the responsibility expected of them, and what can be done about it.
APPENDIX B

SOCIAL DISTANCE SCALES
WHAT I BELIEVE ABOUT MY CLASSMATES

We don't like all of our friends in the same way. Some we like more than others. There may be some people we don't like at all.

The check list on this page will give you a way of telling how close an acquaintance you would like to have with the other girls in your room. You also have a chance to indicate how well you think each girl cooperates with the others in the class. Under each name listed across the top of the page, put a check in the space opposite the statement which most nearly describes your feelings about the person.

No one in your room will see this paper but your teacher.

<table>
<thead>
<tr>
<th></th>
<th>Charlotte</th>
<th>Frances</th>
<th>Ida</th>
<th>Irene</th>
<th>Jennie</th>
<th>Judie</th>
<th>Mary p.</th>
<th>Mary R.</th>
<th>Sue</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRIENDSHIP</td>
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<tr>
<td>1. I would like to have her as one of my best friends.</td>
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<td>2. I would like to have her in my group but not as a close friend.</td>
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<td>3. I would like to be with her once in a while but not often or for long at a time.</td>
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<td>4. I don't mind her being in our room but I don't want to have anything to do with her.</td>
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<td>5. I wish she weren't in our room.</td>
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<tr>
<td>COOPERATION WITH OTHERS</td>
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<tr>
<td>1. She works well and enthusiastically with others.</td>
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<td>2. She works with others when requested to do so.</td>
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<tr>
<td>3. She is indifferent as to whether she works alone or with others.</td>
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<td>4. She works better alone; has difficulty getting along with others.</td>
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<td>5. She will not work in a group and will not help others.</td>
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APPENDIX C

HOME RESPONSIBILITY CHECK LIST
WHAT RESPONSIBILITIES DO YOU HAVE AT HOME?

Answer A, under each section, by telling at what age you first helped the family by doing any one of the five activities listed.

Answer B, under each section, by placing the number or numbers in the column that best answers what responsibilities you have at home now.

I. **Food for the Family**

   A. At what age did you first help in preparing family meals? _______

   B. What part in feeding the family do you have now and how often do you help?

<table>
<thead>
<tr>
<th>I do the dish washing, or drying, or both.</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prepare a part of a meal along with mother, or set the table.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I prepare either breakfast, lunch, or supper for myself.</td>
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<tr>
<td>I prepare a meal that mother has planned for the whole family.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan and prepare the family's meals without any help.</td>
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</tbody>
</table>

II. **Housekeeping**

   A. At what age did you first help with some of the housecleaning? ______
B. What responsibilities for helping keep the house clean do you have now?

<table>
<thead>
<tr>
<th></th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I keep my own things straight and put away.</td>
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</tr>
<tr>
<td>2. I straighten up the appearance of the house.</td>
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<tr>
<td>3. I share the general cleaning of the house with one other person.</td>
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<tr>
<td>4. The cleaning of certain rooms of the house is my complete responsibility.</td>
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<tr>
<td>5. The cleaning of the house is my total responsibility.</td>
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</table>

III. Laundry

A. At what age did you first help with the family washing? _______

B. What responsibilities for keeping the family clothes clean do you have now?

<table>
<thead>
<tr>
<th></th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I decide when my own clothes need washing or cleaning.</td>
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</tr>
<tr>
<td>2. I iron all my own clothes.</td>
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</tr>
<tr>
<td>3. I help someone else do either the family washing or ironing.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
4. I do all the family ironing.

5. I do all the family washing.

IV. Personal and Family Money Matters

A. At what age did you first have money to spend?

B. What responsibilities do you have for the use of money and doing the shopping now?

1. My mother gives me the grocery list and I buy the family's food.

2. I choose my own clothes.

3. My allowance or the amount of money I am given covers all my personal expenses.

4. I work for my own money.

5. I not only work for my own money, but contribute to the family income.

V. Child Care

A. How old were you when a child was first left in your care?

B. How responsible are you for the lives of children now?

1. I play with little children.
2. I look after the children around the house.

3. I take care of the physical comfort of small children (feeding, dressing, putting them to bed.

4. I baby sit with other people's children.

5. I am left with small children in my care for several days at a time.

VI. Relationships

A. What age were you when your parents first let you go somewhere you wished without them? 

B. What responsibilities do you have for the following now?

1. I have complete responsibility for keeping myself clean.

2. I plan parties for my friends at home.

3. I try to be considerate of my family.

4. With their advice, my family relies on me to make my own decisions about what I do.
5. Completely on my own, my family expects me to make my own decisions about what I do.