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A STUDY OF PRESENT PRACTICES IN REGARD TO THE HOME EXPERIENCE
PROJECTS OF SECOND AND THIRD YEAR VOCATIONAL HOME MAKING PUPILS

by

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CHAPTER I

INTRODUCTION

For some time homemaking educators have shown interest in the use of the home experience project in teaching.¹ Through it, the pupil under the guidance and supervision of her teacher has the opportunity to select, plan, carry out, and evaluate home projects which originate in or grow out of classwork. The North Carolina State Department of Public Instruction in its state plan for vocational education recognizes the importance of the home experience by stating: "Supervised home experiences shall be carried by each pupil in each semester of the vocational course."² Obviously, this practical application of classroom learnings is of utmost importance for the development of the pupil and the teacher's evaluation of the pupils' progress and her own teaching.

The writer's special interest in the home experience project grew out of the combined influences of education courses in methods, association with homemaking teachers, and a special problem in graduate work which involved working with individual girls in different schools on home projects related to closet improvement. From this last experience, in particular, came the desire for more knowledge concerning the home projects of high school homemaking pupils.

1. Hatcher and Andrews used the terminology "home experience project" in their book, The Teaching of Homemaking. In this study the term "home experience project" or "home project" means an experience which the pupil desires, plans, carries out, and evaluates under the supervision of the teacher.

2. "State Plan for Vocational Education North Carolina for 1949-50 -- 1952-53, (Unpublished, State Department of Public Instruction, Raleigh, North Carolina) Section V, p. 3.

A study was made of the present practices of second and third year vocational homemaking pupils in regard to the home experience project. The purposes of the study were: (1) to determine the ways in which home experience projects are carried out, (2) to determine the ways in which they are reported, and (3) to determine the attitudes of teachers, families, and pupils toward the projects and the reports.

In the study, a questionnaire was answered by the vocational homemaking teacher in each of ten schools in Forsyth County, North Carolina, and another questionnaire was answered by 159 second year and 46 third year homemaking pupils in the same ten schools. This included all the county White schools which offer vocational homemaking. Schools offering vocational homemaking were selected because, as cited, home experiences are required as a part of the vocational homemaking program. The schools studied were: Clemmons, Glenn, Griffith, Kernersville, Lewisville, Mineral Springs, Oldtown, Rural Hall, Southfork, and Walkertown. All of these schools are located within a radius of fourteen miles of Winston-Salem, an important tobacco market and third largest city in North Carolina. All of the schools are well equipped, and all except two have new facilities. Students from Salem College, Winston-Salem, and Appalachian State Teachers College, Boone, North Carolina, have done student teaching within the last two years in all except three of the schools.

Second and third year homemaking pupils were selected for this study because it was felt that their experience provided a better background for the study than did that of first year pupils. One section of second year pupils in each of the ten schools was chosen for questioning plus all third year pupils in the four schools which

offered third year homemaking.

Following this, the writer met with the teacher in each school, explained to her the purposes of the study, and carefully reviewed each question. The questionnaires were then filled out by the pupils under the supervision of the teacher. The data were tabulated and interpreted by the writer.

CHAPTER II

REVIEW OF THE LITERATURE

To achieve the aims of homemaking education it is necessary that experiences be carried on not only in the classroom but also in the home. Educators have given much emphasis to this phase of the homemaking program and considerable educational research has been devoted to determining the methods of directing these experiences which produce the most desirable outcome in pupil growth and development.

The need for and value of vocational education as an integral part of training for effective living were recognized by the Federal Government in 1917 with the passage of the first Vocational Education Act, the Smith-Hughes Act. Similar acts have followed. These are the George-Reed Act of 1929, the George-Ellzey Act of 1934, the George-Deen Act of 1936, and the George-Barden Act passed in 1946.¹ These Acts created funds for the development of home economics as well as agriculture and trades and industries on a vocational basis.

In addition to other stipulations, provisions for home experiences are made by the United States Office of Education in its bulletin of policies and recommendations for the administration of vocational education programs. These provisions are:

. . . Directed learning experiences of pupils in the home and in the community, as well as in the school, are important parts of the vocational program in homemaking education. **Time**

1. United States Office of Education, Federal Security Agency, Administration of Vocational Education, Vocational Education Bulletin No. 1, General Series No. 1 Revised 1948, (Washington: United States Government Printing Office, 1949), p. vii.

should be provided in the daily schedule of the teacher, in addition to that provided for class teaching, for individual work with pupils on planning, executing, and evaluating their related home and community experiences.²

Home experiences are thus recognized as being an important part of the vocational homemaking program. Through them an effort has been made to provide some meeting point for home activities and classroom work. Since it is impossible for the school situation to provide all of the elements found in the home, and especially the human element of family life, home experiences offer a unique learning situation.

These home experiences are usually one of two types. One of these is the home practice which is often merely repetition of an activity previously carried out in the classroom. The other is of more intricate nature and may be called a home project, home experience, or home experience project.³ This study is concerned with the latter which Hatcher and Andrews define as ". . . an experience which the students desire, plan over a period of time, carry out, and evaluate under the supervision of the teacher and sometimes of the parents."⁴

As to the educational purpose and value of the home experience project Brown and Haley as early as 1928 wrote:

There is a growing conviction that future homemakers cannot be trained successfully without some contacts with a real home. The school equipment, schedule, and size of classes all limit the opportunities for presenting situations which are similar to those encountered in the average home. Many efforts have been made to bridge the gap between the teaching done in the classroom and the

2. Ibid., p. 52.

3. Hazel M. Hatcher and Mildred E. Andrews, The Teaching of Homemaking (Boston: Houghton Mifflin Company, 1945), p. 257.

4. Ibid., p. 257.

practical application in the home . . . every pupil should be encouraged to assume responsibility for some task which requires management and judgement beside the actual doing.⁵

The Federal Board for Vocational Education in its home project bulletin defines the educational purpose of the home experience thus:

Pupils are given opportunity, as a part of the program of instruction, to get practice in carrying responsibilities in their own homes or other homes in which they are living. Their actual experience, therefore, is gained in a home situation with its limitations, its interruptions, its needs for adjustment and modification of plans. They have opportunity for a sufficient amount of practice and for continuous experiences which will afford opportunity to deal with various types of difficulties that arise in home making and to develop judgement in working them out. Each pupil working in her own home has opportunity to carry individual responsibility, to act on her own initiative and see the results of her decisions and activities.⁶

While in 1954, Williamson and Lyle writing of the educational value of the home project say:

The educational value of a home project depends upon the pupil's improvement (1) in ability to plan for what he or she wishes to accomplish; (2) in ability to work with people as well as with materials; (3) in attitude toward home life and interest in it; and (4) in the case of some home projects, in ability to carry on manipulative activities in the home.⁷

McQuesten⁸ believes that the home project not only benefits the pupil but also serves the homemaking program in several ways. She says that in addition to taking learning into its natural setting, helping

5. Clara M. Brown and Alice H. Haley, The Teaching of Home Economics (Boston: Houghton Mifflin Company, 1928), pp. 232-33.

6. Federal Board for Vocational Education, Home Project in Homemaking Education, Bulletin No. 170, Home Economics Series No. 16. (Washington: United States Printing Office, 1933), pp. 9-10.

7. Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School. Third edition (New York: Appleton-Century-Crofts, 1954), p. 220.

8. Isabelle McQuesten, "Spotlight Home Experiences." Practical Home Economics, 28:567, December, 1938.

pupils to develop more skill in homemaking tasks, providing experience in problem solving, and offering opportunity for family cooperation, home projects (1) help determine the carry-over value of class activities; (2) help parents and others in the community realize what is included in the homemaking program; (3) help young people appreciate the satisfactions of homemaking; and (4) help young people recognize the patterns of family living that are different from their own and help them develop an understanding of others.

The establishment of a successful home experience program poses many problems for the homemaking teacher. Among these are interesting the pupils in home experience projects, guiding the selection and carrying out of the projects, and reporting and evaluating the projects in a way which is satisfactory for the teacher and the pupil.

Interesting the pupils in home experience projects is one of the greatest of these problems. There seems to be general agreement that the pupil's interest stems from the teacher's interest in and enthusiasm for these projects. Cobb⁹, after a study made of attitudes toward home projects in four communities in Colorado pointed out the importance of teachers liking home projects if the home project program is to be effective. The North Carolina State Supervisory Staff for Home Economics Education expresses the need for teacher interest thus:

The student's understanding of the value of home experiences is reflected by the teacher's interest, therefore, it is necessary that

9. Berniece M. Cobb, Attitudes Toward Home Projects in Four Communities, Master's Thesis, Colorado Agricultural and Mechanical College, 1952. p. 83.

the teacher gain an appreciation of the relation of home experience to successful pupil growth.¹⁰

Macy¹¹, while making a study of a group composed of superior, fair, and poor teachers to obtain some indication as to the methods used in the supervision of home projects which had proved to be most effective, found that approximately one-half of all the teachers who took part in the study considered home projects worthwhile for all girls. Some teachers believed that home projects are valuable only for certain girls. A small number believed that projects could be omitted without much loss to the home economics program. A small number also expressed dissatisfaction with present results. Jenson¹² in a study to determine what modifications in the supervision of home projects were desirable to develop more interest on the part of pupils and teachers in Arizona found that the majority of the teachers enjoyed home projects and believed in their value as a teaching method. Although most of the girls also liked and enjoyed home projects, all those disliking projects, except one, were under teachers who also disliked projects. These and other studies indicate the need for increased teacher interest.

10. State Supervisory Staff Home Economics Education, Home Project Bulletin, (Raleigh, North Carolina: State Department Public Instruction Division of Vocational Education, 1944), p. 5.

11. Ruth Macy, Methods Used by Three Groups of Home Economics Teachers in Supervising Home Projects, Master's Thesis, Iowa State College, 1938, p. 48.

12. Leona Vey Jenson, Modifications in the Supervision of Home Projects in Arizona, Master's Thesis, Colorado State College of Agriculture and Mechanic Arts, 1939. pp. 10-69.

Watson¹³ suggests that the problem of interesting pupils in home experience projects may be approached by helping girls see these projects as an integral part of her homemaking work. Recommendations are made that home projects be started at the beginning of the school year and carried concurrently with class work. This seems to give greater variety in the projects selected, produces greater interest on the part of the pupil and proves easier for teachers to supervise. Lippeatt¹⁴, too, found that home experiences are most effective when integrated with the total homemaking program. She also found that teachers vary in their ability to integrate their homemaking program.

The selection of projects which are best suited to the individual pupil and her needs is also of utmost importance if the objectives of the project are to be attained. Ella Dean¹⁵, a home-making teacher, believes that the selection is the most delicate part of the home experience and that if this is well done, other difficulties are unlikely to arise. She suggests that the first step in the selection is to interest girls in their homes and that this may be done by: (1) knowing what they are doing at home through diaries, home

13. Frances Marion Watson, Some Experimental Procedures to Improve the Home Project Program in the Teaching of Home Economics, Master's Thesis, Ohio State University, 1947, p. 49-50

14. Selma F. Lippeatt, "An Experimental Study to Determine the Relative Effectiveness at the Secondary Level of a Home Experience Program Planned as an Integral Part of the Homemaking Curriculum and a Home Experience Program Used as a Supplement to Classroom Activities", Journal of Home Economics, 46:198-199, March, 1954.

15. Ella Dean, "Home Project - A Good Teaching Method", Practical Home Economics., 13:197, July 1935.

visits, and conferences with girls and mothers, (2) helping girls appreciate what is being done for them at home, (3) acquainting the class with home projects and showing them that the home makes a better laboratory than the one at school, and (4) sending a letter to the mothers explaining the purposes of this type of teaching and requesting their cooperation on the same day that home projects are introduced to the girls.

McKenziel⁶, in a study of four methods used in interesting and guiding students in choosing home projects makes several recommendations. She suggests that home contacts be established by an informal call early in the school year and that a summary or report of these home visits, and others, be kept together with information sheets filled out by each pupil. She also suggests the use of a home visit which has as its purpose assisting the girl in choosing a project which is best suited to herself and her family. Conferences should, if concluded, be regular, frequent, worthwhile, and follow a definite procedure. Through classroom instruction the teacher should make definite efforts to improve the interest approach when introducing the home project in class. These together with a consideration of previous experiences should be used, for each plays an important part.

Regarding the selection of projects, Macy¹⁷ found that almost all teachers made some use of the individual conference in guiding

16. Aline McKenzie, "A Study of Four Methods Used in Interesting and Guiding Home Economics Students in Choosing Home Projects", Master's Thesis, Texas State College for Women, 1934, Abstracts of Thesis in Home Economics Education Reported by Colleges and Universities 1931-1934, Compiled by Office of Education, United States Department of Interior, Washington; pp. 53-54.

17. Macy, op. cit. pp. 46-49

pupils in the choice of projects, with a somewhat smaller number using class discussions and home visits. She found that superior and fair teachers made somewhat more effort to visit the homes of the pupils than did poor teachers and that superior and fair teachers made more contacts with pupils through conferences than did poor teachers.

Williamson and Lyle give five steps which the teacher takes if she wants the selection of home projects to be successful:

First, she helps pupils set goals for their own growth. This probably has been done while they are planning for the year.

Second, she helps them realize the value of home experience in achieving these goals.

Third, she helps each girl decide what particular home experiences may help her to reach her goals.

Fourth, she encourages the girl to discuss with her parents the project in which she is most interested and which will best fit into the home situation.

Fifth, she leads the girl to decide upon the project that she wishes to undertake.¹⁸

The primary objective in the selection of the project is, of course, to choose one which will be of greatest value to the girl.

Spafford says:

To have value for the girl, a project should be of interest to her, meet a real need, present a problem worth solving. It should be within the scope of her ability to do and yet demand real thought and effort on her part--require thinking, planning, forming judgements, and the seeking of new learnings--and be within the scope of the time she has for working and the materials and means at her disposal.¹⁹

Many problems also arise concerning the carrying out of the projects. Williamson and Lyle say that when you plan to co-ordinate

18. Williamson and Lyle, op. cit. p. 229.

19. Ivol Spafford, Fundamentals in Teaching Home Economics. Second edition. (New York: John Wiley and Sons, 1942). p. 324.

school and home experiences ". . . you assume the responsibility of sharing guidance with the parents, so that you can help the girl to meet situations with success and to develop good standards and desirable attitudes."²⁰

The United States Office of Education²¹ says that this guidance should start where the pupil is, not where the teacher thinks she should be.

Dennis, Lacy, and Lowe recognize the need for skillful guidance by the teacher throughout the development of the home experience so that she may:

. . . (1) recognize work done, (2) assist and encourage when difficulties are encountered, (3) teach new techniques, (4) direct the pupil to sources of help, (5) assist in setting standards for measuring progress, (6) encourage the pupil to make continuous evaluation and (7) participate in final evaluation made jointly with the student, her mother or other members of the family.²²

This guidance is usually given either in conference at school or in the home. Most teachers agree that to get good results with home projects a certain amount of home visiting is needed.

Cobb²³ makes the following recommendations concerning the guidance of the carrying out of home projects: (1) that teachers

20. Williamson and Lyle, op. cit. p. 215.

21. Office of Education, United States Department of Health, Education and Welfare, Home, School, and Community Experiences in the Homemaking Program, Vocational Division Bulletin No. 252, Home Economics Series No. 29, (Washington: Government Printing Office, 1953). p. 3.

22. Catherine T. Dennis, Mabel L. Lacy, and Louise Lowe, A Guide to the Teaching of Homemaking in North Carolina Schools, Publication No. 270. (Raleigh, North Carolina: The State Superintendent of Public Instruction, 1949), p. 18.

23. Cobb. op. cit. p. 77.

should improve home visitation and conference periods, (2) that parents and teachers should do a better job of helping students to schedule their time so that they can perform home projects, and (3) that teachers should improve parent-teacher-girl relationships by participating in community activities.

The reporting of projects is commonly recognized as being another of the major problems concerning the home experience project. Many teachers and girls complain that the girls like the home experience projects but do not like to keep records and write them up. Although some have questioned the value of, or real need for, written reports, Williamson and Lyle believe:

It is also generally conceded that we all think better and more clearly when we attempt to put the results of our thinking in written form. Hence a pupil will make a better plan if the important points are written, and the results can be judged more carefully if the evaluation is written. A written plan and evaluation as the core of a project report can therefore be justified.²⁴

Moore²⁵ in her study regarding the reporting of projects compared two report forms. These forms were similar in that each provided for information concerning reasons for choosing, record of work, and evaluation, yet differed in the wording and the organization of the items which were included. The forms were compared in three ways: (1) the pupils' reactions to the report form they used, (2) the effectiveness with which the pupils answered the questions, and (3) judgement by two juries. One of these juries was composed of six homemaking teachers and the other of five specialists.

24. Williamson and Lyle. op. cit. p. 238.

25. Marion B. Moore, A Comparison of Two Types of Home Project Report Forms, Master's Thesis, North Texas State College, 1952. p. 11-62.

Moore found that the majority who experimented with the two forms of home project reports liked both forms, and therefore, their evaluation did not determine which form was better for reporting projects. However, in the analysis which was made to show how effectively each form was used, she found the following trends:

1. A general name for a project may be satisfactory.
2. Some type of explanation as to the scope, reasons for or purposes in choosing the project, and aims or goals for the project needs to be clearly stated for the following reasons:
 - a. The student will know what she is trying to do.
 - b. The student can see that the project is suited to her individual interests and needs.
 - c. The student will have a basis for evaluation of her own project.
3. The plan of work should be definite enough to serve as a guide in carrying out the project.
4. A clear record of work done and how it turned out is highly important to both the teacher and students. It reveals the manner of working and indicates possibilities for future projects.
5. Sources of help are good to have for reference as the project progresses and as problems are met.²⁶

In their evaluation of the project report forms, the two juries pointed out the following preferences:

1. That written reports be brief, concise records, to avoid repetition.
2. That reports in general be a combination of written and oral reporting.
3. That oral reports be used for checking progress, sharing experiences, and stimulating interest.
4. That informal reports during teacher-student conferences, contacts, and visits be used for guidance and for meeting the needs of the students.²⁷

Tincher²⁸ found a definite lack of forms to be used in connection with home experience programs in high schools. Of those that were used,

26. Ibid. p. 42-43.

27. Ibid. p. 43.

28. Thelma Tincher, A Study of Records and Forms Used in Supervision and Reports of Individual's Home Experience, Vocational Education 311. Library, University of Nebraska, June 1941. pp. 6-33.

there was great variation in style and length. From this study of records and forms used in the forty-eight states, Puerto Rico, and Hawaii, she believes that the report form should meet the following requirements: (1) provide definite guiding helps, (2) be simply stated and easily filled in, and (3) be easily filed and referred to. She recommends that state supervisors attempt through state conferences and other means at their disposal to arouse an interest among the homemaking teachers in experimenting with the use of different forms for reporting and in devising new forms which will better meet their needs. It is also recommended that teachers of home economics education classes try to interest graduate students in a study of the use of forms as an aid in initiating and evaluating the home experience program. Cobb²⁹ also recommends that teachers should study the type of record and reporting systems now being used and try to get a more effective method for providing well organized work plans and evidence of work done on projects.

The United States Office of Education recognizes a probable cause for pupils disliking the reporting of projects as being:

Emphasis given to 'reports to be handed in' may tend to make the report something to be written up after the experience is completed. Coming, thus, after the pupil's enthusiasm has been spent on the project itself, the report becomes a distasteful chore rather than a helpful part of the activity.³⁰

29. Cobb, op. cit. p. 77.

30. United States Office of Education, Home, School, and Community Experiences in the Homemaking Program, op. cit. p. 31.

Watson's³¹ study of reports showed that there was less difficulty in getting the girls to write out their reports when they were written in steps as they worked on the projects. These steps included goals, procedures, results, and evaluation.

Many educators agree that the final evaluation of a home project must be determined by the skills, interest, and better habits, actually developed by the girl rather than by any material measurements of actual work done. There is also agreement among many that projects should be rated, not graded. Several scales by which a project may be rated are available, however, many believe that a score card made cooperatively by the teacher and pupils is most effective.

Macy³² found that the teachers of all the groups which she studied evaluated projects in terms of material accomplishment and manipulative skill more than in such outcomes as growth in ability to weigh values and improved family relationships.

Working on the theory that good homemaking teachers are a prerequisite to good home experience programs, some colleges include the actual doing of home experience projects as well as the supervision of home experience projects as a part of their teacher training curriculum. Swan writes of the Kansas State College project training program:

Undergraduates in home economics are required to complete two home experiences, preferably relating to their major field prior to graduation. Departmental advisors help the students choose and

31. Watson, op. cit. p. 51.

32. Macy, op. cit. p. 48.

plan these 'projects' which are designed to develop student initiative, organization and skill. The program encourages self evaluation and concern for personal improvement, and contributes to an understanding of the relationship between the home and the community.³³

Mary Wilson at Mississippi State College for Women writes concerning the place of project work in teacher training:

It is the general opinion among teacher trainers that the student teacher needs an opportunity for actually supervising home projects just as much as she needs an opportunity for teaching classes. It is felt that the student teacher should be given the type of experience with home projects that will not only give her an understanding of principles involved in guiding home projects successfully, but will also help her to realize that planned home experiences and home projects are necessary to reach the goals of a high-school homemaking course.³⁴

In 1938, Clewell³⁵ made a study of methods used in teacher training institutions to prepare prospective teachers to supervise home project programs. The data for the study were secured through questionnaires to 84 representatives of institutions approved by the Federal Department for Teacher Training and by forty-eight state supervisors. From the study she found that there was a need for greater emphasis being placed upon the relationship of home projects to the homemaking program.

33. Betty Swan, "Kansas State College Project Program", Practical Home Economics. 24:285, May 1946.

34. Mary Wilson, "Home Project Experience Teachers in Training", Practical Home Economics. 14:376, December, 1936.

35. C. Clewell, "Evaluation of Methods Used in Teacher Training Institutions to Prepare Prospective Teachers to Supervise Home Project Programs", Master's Thesis, Iowa State College, 1938, Notes on Graduate Studies in Home Economics 1938-39, Issues by the United States Department of Agriculture, Office of Experiment Stations, July, 1939, p. 218.

Summary of Recommendations

Home experience projects can be made a more effective part of the homemaking program through the application of the following findings of educational research.

One of the more fundamental of these is that home experience projects are most effective when integrated with the total homemaking program and carried concurrently with classwork. Enthusiasm and appreciation for home experience projects on the part of the teacher is also of utmost importance if she is to give the desired interpretation of them to her pupils.

Guiding the selection of projects which are best suited to the individual pupil and her needs is one of the responsibilities which the teacher assumes. It is suggested that when guiding the selection of projects the teacher should:

1. Know pupils better through:
 - a. Conferences with girls and mothers.
 - b. Home visits.
 - c. Records and summaries of these contacts.
 - d. Information sheets filled out by pupils.
 - e. Diaries.
 - f. Records of projects previously done to insure variety.
2. Establish good parent-teacher relationships by:
 - a. Increasing home visits and making them with a definite purpose.
 - b. Participating in community activities.
 - c. Sending letters explaining home experience projects to

mothers and requesting their cooperation at the same time projects are introduced to the girls.

- d. Encouraging girls to discuss projects with their parents.
3. Interest the pupils in projects by:
 - a. Introducing projects in an interesting way at the beginning of the school year.
 - b. Interesting pupils in their homes by showing them what is being done for them at home and showing them the value of the home as a laboratory.
 - c. Presenting suggestions for home experience projects for class discussion.
 4. Lead the girl to decide upon a project which will:
 - a. Best fit her needs and family situation.
 - b. Be of interest to her.
 - c. Be a problem worth solving.
 - d. Be within her ability to do--skill, time and materials.
 - e. Require thinking, planning, and forming of new judgement, and seeking of new learnings.

Better guidance of the carrying out of the projects results when this guidance is shared by the teacher and the girl's parents. The teacher can best fulfill her part of the responsibility if she:

1. Starts where the pupil is, not where she thinks she should be.
2. Makes conferences with girls regular, frequent, and worthwhile and follows a definite procedure.
3. Increases and improves home visits.
4. Helps pupils plan goals and how to reach them.
5. Directs pupils to sources of help.

6. Helps pupils to schedule their time so that they can perform the projects with greater ease.
7. Assists in setting standards for measuring progress.
8. Assists and encourages when difficulties are encountered.
9. Encourages pupils to make continuous evaluation.
10. Helps pupils to succeed.
11. Helps pupils to develop good standards and desirable attitudes.

The reporting of projects is most effective when the report is made an actual part of the doing of the project. The two most frequently mentioned ways of reporting were written reports and oral reports. The written plan and report is valuable in that it forces the pupil to think more clearly and makes it possible to judge results more carefully. A report form should be easily filed and referred to. It should include brief statements of the following:

1. A general name for the project.
2. Scope of the project.
3. Reasons for choosing.
4. Aims or goals.
5. A definite plan of work.
6. Sources of help.
7. A record of work done and how it turned out.
8. Guides for evaluation.

Oral reporting to class is valuable for checking progress, sharing experiences, and stimulating interest. There was a desire for a combination of written reports, oral reports to class, and informal progress reports.

The final evaluation of projects should be a process of rating, not grading. It should:

1. Be based on a score card made cooperatively by pupils and teacher.
2. Be made by pupil, teacher, and members of pupil's family.
3. Be determined by skills, interests, and better habits actually developed by girl rather than by any material measurements of actual work done.

CHAPTER III

PRESENT PRACTICES IN REGARD TO HOME EXPERIENCE PROJECTS

The data for this study were tabulated according to the steps involved in the carrying out of home experience projects, the reporting of the projects, and the attitudes of teachers, families, and pupils toward these projects and reports. In order to simplify terminology, the term, "home experience project", will at times be shortened to "project" or "experience".

The data were obtained from two sources, pupils and homemaking teachers. Those obtained from the pupils were concerned with the last home experience project done by the pupil, and those obtained from the teachers were related to home experience project in general.

Carrying Out the Home Experience Project

The actual carrying out of the home experience project involves many important factors. This study is concerned with six of these: (1) the number of projects required, (2) the areas of homemaking in which projects were done, (3) the persons who suggested the experiences, (4) the reasons for doing the projects, (5) the supervision of projects, and (6) the assistance received during the project.

Number of Projects Required

The number of projects required of each girl for the year varied slightly with the teacher. Of the 10 teachers questioned, 7 required two projects each year, 2 required one, and 1 required two or three.

Areas of Homemaking in Which Last Projects Were Done

The most popular area for projects was clothing. Of the second year pupils, 38 per cent did projects in this area (Table I). The areas of housing and foods each accounted for 23 per cent of their projects.

Among third year pupils, clothing projects were even more frequent, making up 55 per cent of their projects. Housing projects, also, were more frequent among third year pupils than second year pupils (30%). However, projects in the foods area numbered less for the third year pupils than for the second year pupils (11%). Third year pupils may have done more projects in the clothing area due to the fact that they felt more secure in this area. Consequently, they may have done more sewing for themselves and their families.

The construction of new garments was involved in over three-fourths of the clothing projects (Table II). Although making clothing is one way of developing skills and at the same time contributing to the family income, this may indicate it was over emphasized to the point that other equally important factors related to clothing may have been neglected. On the other hand, there may have been other factors involved in the projects which were called construction.

Room improvement was the topic most frequently reported for projects related to housing. The activities most frequently reported were sewing for the home and painting.

Food preparation and the planning, preparing and serving of meals were performed by over three-fourths of the pupils who did their projects in the foods area. This might be expected since the preparation of food for the family is one of the major responsibilities of the homemaker, and since it is an activity with which the pupils help.

TABLE I. SUBJECT MATTER AREAS OF LAST HOME EXPERIENCE PROJECTS

Homemaking subject matter area	Number of projects* done by pupils			Per cent of projects done by pupils		
	2nd	3rd	All	2nd	3rd	All
	Year	Year		Year	Year	
Clothing	61	26	87	38	55	42
Housing	37	14	51	23	30	25
Foods	37	5	42	23	11	20
Child Development	17	0	17	11	0	8
Health	7	0	7	4	0	3
Family Relationships	2	0	2	1	0	1
Family Economics	0	2	2	0	4	1
All projects	161 ^a	47 ^b	208	100	100	100

* For break down of number of projects by schools see Appendix, Table XIV.

^a Two pupils did their home experience projects in two areas of homemaking; clothing and foods. Another pupil did her project in two areas; housing and foods. One pupil did not state the area in which she did her project.

^b One pupil did her home experience project in two areas of homemaking; housing and clothing.

TABLE II. TOPICS OF LAST HOME EXPERIENCE PROJECTS

Homemaking subject matter area	Topic	Number of pupils		
		2nd Year	3rd Year	All
CLOTHING		61	26	87
	Construction			
	For self	36	15	51
	For family	3	0	3
	Unclassified	14	4	18
	Needlework	5	4	9
	Remodeling	1	3	4
	Grooming	1	0	1
	Wardrobe planning	1	0	1
HOUSING		37	14	51
	Room improvement	9	2	11
	Sewing for home	5	4	9
	Painting			
	House	7	1	8
	Furniture	2	2	4
	Housekeeping	4	2	6
	Yard beautification	4	2	6
	Management	3	0	3
	Refinishing furniture	1	1	2
	Christmas decorations	1	0	1
	Making book of future home	1	0	1
FOODS		37	5	42
	Food preparation	26	4	30
	Planning, preparing, and serving meals	5	0	5
	Food preservation	3	1	4
	Collecting recipes	2	0	2
	Gardening	1	0	1
CHILD DEVELOPMENT		17	0	17
	Baby sitting	14	0	14
	Child care	3	0	3

TABLE II (continued). TOPICS OF LAST HOME EXPERIENCE PROJECTS

Homemaking subject matter area	Number of pupils		
	2nd Year	3rd Year	All
HEALTH	7	0	7
First aid kit	6	0	6
Clearing complexion	1	0	1
FAMILY RELATIONSHIPS	2	0	2
Social activities	1	0	1
Making a girl homemaker scrapbook (book of girl's life)	1	0	1
FAMILY ECONOMICS	0	2	2
Consumer education--foods	0	1	1
Making a time budget	0	1	1
ALL TOPICS	161 ^a	47 ^b	208

a Three pupils did projects in two areas of homemaking. One pupil did not state the topic of her home experience project.

b One pupil did her project in two areas of homemaking.

Persons Who Suggested the Experiences

According to the pupils, of all the projects last done, 65 per cent were suggested by the pupils themselves (Table III). The girls' mothers suggested 18 per cent. All other sources and combinations of sources were mentioned by less than 10 per cent of all pupils.

All teachers recognized the girl as usually suggesting or having a part in the suggestion of projects. Also, the teachers definitely seemed to be aware of the part which they had in suggesting projects to the pupils, for 90 per cent of the teachers said that they usually suggested home experience projects to the pupils: 50 per cent jointly with the girl and her mother, and 40 per cent jointly with the girl. Only 1 of the ten teachers did not as her usual practice suggest home experience projects to the individual pupil.

The teachers seem to have given themselves more credit than the pupils did for suggesting experiences. This is not contradictory, since the teachers might offer lists of suggestions from which the girl or the girl and her mother or family chose a specific project. It might also have been that the teacher believed that she had suggested the projects but that she did it in such a way that the pupil thought the idea originated with her. The teachers made more suggestions as a result of contacts at school than as a result of home visits. In one school a teacher other than the homemaking teacher suggested projects on grooming for certain girls. One teacher stated that discussions and lists of projects were sources from which girls received suggestions for projects--this was probably a practice of other teachers, too.

The teachers gave the need of the pupil or family, the pupil's interest, the newness of the experience, the girl's ability, the family

TABLE III. PERSONS WHO SUGGESTED LAST HOME EXPERIENCE PROJECTS

Person who suggested last home experience project	Number of pupils receiving suggestion from given person for last project			Per cent of pupils receiving suggestion from given person for last project			Per cent of teachers naming given person as usually suggesting projects to the pupils
	2nd	3rd	All	2nd	3rd	All	
	Year	Year		Year	Year		
The girl	98	33	131	62	74	65	0
Her mother	32	6	38	20	13	18	0
Teacher	13	4	17	8	9	8	0
The girl and her mother	6	1	7	4	2	3	10
The girl and her teacher	3	1	4	2	2	2	40
The girl, her mother, and her teacher	1	0	1	1	0	1	50
Her mother and her teacher	1	0	1	1	0	1	0
Father	1	0	1	1	0	1	0
Aunt	1	0	1	1	0	1	0
All persons	156 ^a	45 ^b	201	100	100	100	100

^a Three pupils did not state who suggested this home experience project.

^b One pupil did not state who suggested this home experience project.

income, and the amount of time the girl could spend on the project as the important factors to consider when guiding pupils in the selection of a home experience project.

Reasons for Doing the Last Projects

A larger per cent of third year pupils than second year pupils did their last home experience projects because they wanted to. Of the second year pupils, 56 per cent did projects because of the desire to do them, and 35 per cent did them because they were required (Table IV). Of the third year pupils, 91 per cent wanted to do the projects. This would seem to indicate that these schools had good home experience project programs.

Supervision of Projects

Most of the teachers stated that the projects were supervised by both the teacher and the girl's mother. Of the ten teachers, 8 stated that both the teacher and the mother supervised the projects. Only 2 teachers stated that the projects were supervised by the teacher alone.

Nine of the teachers did their part of the supervision through conferences at school and home visits; one, through conferences only.

Assistance Received on Last Projects

Family members, usually the mothers, helped about half of the pupils with their projects. Of the pupils in both classes, 38 per cent received help from their mothers in the form of instruction, assistance with work, advice, and financial assistance (Table V). Of the pupils, only 3 per cent received help from sisters and 2 per cent from fathers.

TABLE IV. REASONS FOR DOING LAST HOME EXPERIENCE PROJECTS

Reason	Number of pupils			Per cent of pupils		
	2nd Year	3rd Year	All	2nd Year	3rd Year	All
Desire	88	42	130	56	91	64
School requirement	56	3	59	35	7	29
Desire and school requirement	14	1	15	9	2	7
All reasons	158 ^a	46	204	100	100	100

^a One second year pupil did not state her reason.

TABLE V. HELP RECEIVED FROM FAMILY MEMBERS DURING LAST HOME EXPERIENCE PROJECTS

Person who helped and kind of help given	Number of pupils			Per cent of pupils ¹		
	2nd Year	3rd Year	All	2nd Year	3rd Year	All
MOTHER	58	21	79	36	45	38
Gave instruction	29	8	37	18	17	18
Assisted with work	10	6	16	6	13	8
Gave advice	7	4	11	4	9	5
Gave financial assistance	0	1	1	0	2	0*
Unclassified	12	2	14	8	4	7
SISTER	5	2	7	3	4	3
Assisted with work	4	2	6	3	4	3
Gave instruction	1	0	1	0*	0	0*
FATHER	6	0	6	3	0	2
Assisted with work	4	0	4	3	0	2
Gave instruction	1	0	1	0*	0	0*
Gave financial assistance	1	0	1	0*	0	0*
FAMILY	3	0	3	1	0	1
Gave assistance	2	0	2	1	0	1
Gave advice	1	0	1	0*	0	0*
UNCLASSIFIED	13	2	15	8	4	7
ALL PERSONS	85 ^a	25 ^b	110			

¹ Percentages are based on 159 second year and 46 third year pupils; therefore, they do not add to 100.

* Less than .5 per cent.

^a Seven pupils received help from 2 persons. Eighty-one did not receive help from any family member.

^b One pupil received help from 2 persons. Twenty-two did not receive help from any family member.

Outside the immediate family, the greatest source of help for the pupils was the school. At school, 35 per cent of all pupils received help from the teacher, and 30 per cent received help from reference material (Table VI). Only 4 per cent received help from the teacher in the home. Other sources mentioned were Aunt, Grandmother, Red Cross home nursing course, neighbor, friend, and paint store.

Reporting the Home Experience Project

The pupils stated that several ways of reporting home experience projects were used. Some type of written report was used by 93 per cent of the pupils for their last project (Table VII). Of the pupils who specified the kind of written report, more used a form furnished by the teacher than used the narrative form. The finished product was shown to the teacher and/or the class by 13 per cent of the pupils. Oral reports were used by only 3 per cent.

The teachers reported on the types of reports which had been used by all of their pupils for all projects. If any form was used once by a pupil, the teacher would naturally include it as having been used. Of the written reports, the form furnished by the teacher was listed more often than the narrative form. The finished product was seen at the pupil's home by the teacher or brought to the teacher more often than brought to class, exhibited at school, or seen at the pupil's home by the class. Oral reports to class were listed by half of the teachers. All but one type of report was listed by half or more than half of the teachers. Some of them must have been used only occasionally, since no type other than the written report was used by 10 per cent of the pupils on their last project.

TABLE VI. SOURCES OF HELP OUTSIDE THE FAMILY

Source	Number of pupils			Per cent of pupils ¹		
	2nd Year	3rd Year	All	2nd Year	3rd Year	All
Teacher at school	60	12	72	38	26	35
Reference material	51	10	61	32	22	30
Teacher in girl's home	7	1	8	4	2	4
Aunt	3	0	3	2	0	1
Grandmother	2	0	2	1	0	1
Red Cross home nursing course	1	0	1	1	0	0*
Neighbor	0	1	1	0	2	0*
Friends	0	1	1	0	2	0*
Paint store	0	1	1	0	2	0*
Unclassified	22	5	27	14	11	13
All sources	146 ^a	31 ^b	177			

¹ Percentages are based on 159 second year and 46 third year pupils; therefore, they do not add to 100.

* Less than .5 per cent.

^a Thirty-five second year pupils did not receive help from any source outside the family. Twenty pupils gave two sources. One pupil gave three sources.

^b Seventeen third year pupils did not receive help from any source outside the family. Two pupils gave two sources.

TABLE VII. TYPES OF REPORTS OF HOME EXPERIENCE PROJECTS

Type of report on home experience project	Number of pupils using given form of report for last project			Per cent of pupils ¹ using given form of report for last project			Per cent of teachers ² having used given form for pupils' reports on projects
	2nd	3rd	All	2nd	3rd	All	
	Year	Year		Year	Year		
Written reports							
Form furnished by teacher	68	24	92	44	56	46	90
Narrative form	36	8	44	23	19	22	60
Unclassified	39	10	49	25	23	25	0
Finished product							
Brought to teacher	12	2	14	8	5	7	80
Exhibited at school	5	0	5	3	0	3	30
Brought to class	3	0	3	2	0	2	60
Seen by teacher in home	2	0	2	1	0	1	90
Oral report to class	6	0	6	4	0	3	50
All types	171 ^a	44 ^b	215				

¹ Percentages are based on the 155 second year pupils and 43 third year pupils who stated the type of report used; therefore, they do not add to 100.

² Percentages are based upon the ten teachers. All teachers except one had used more than one kind of report; therefore, the percentages do not add to 100.

^a Four pupils did not state what type of report was used on their last home experience project. Ten pupils reported in two ways. Three pupils reported in 3 ways.

^b Three pupils did not state what type of report was used for their last home experience project. One reported in two ways.

Attitudes Toward Home Experience Projects, Reports, and Grading

The attitudes of pupils, families, and teachers were studied. The pupils' attitudes were toward their last home experience projects and toward the reporting and grading of projects in general. The families' attitudes were toward the pupils' last projects and home experience projects in general, and the teachers' attitudes were toward home experience projects in general.

Pupil Attitudes

The pupils were questioned about their likes and dislikes concerning their last projects, the value of their report, their reaction to suggested methods of reporting, and whether or not they would prefer to be graded on their projects.

Likes and dislikes about last projects.--Of the pupils, 96 per cent liked something about their project (Table VIII). Some gave more than one reason. The reasons most frequently given by all pupils were liking the activity involved, enjoying the finished product, and being pleased with new learnings. Liking the activity involved was the reason most frequently given by second year pupils. The reasons most frequently given by third year pupils were enjoying the finished product and being pleased with new learnings.

Of the pupils, 46 per cent disliked something about their projects (Table IX). The reason most frequently given was not liking the activity involved.

Reactions to reports.--Although only a few pupils reported on their last project by bringing the finished product to class or teacher,

TABLE VIII. REASONS FOR LIKING LAST HOME EXPERIENCE PROJECTS

Reason for liking	Number of pupils			Per cent of pupils ¹		
	2nd Year	3rd Year	All	2nd Year	3rd Year	All
Liked activity involved	50	9	59	31	20	29
Enjoyed finished product	36	22	58	23	48	28
Was pleased with new learnings	35	16	51	22	35	25
Considered project useful or helpful	11	1	12	7	2	6
Received satisfaction from doing project	11	0	11	7	0	5
Found project interesting	9	0	9	6	0	4
Made use of spare time	4	3	7	3	7	3
Enjoyed assuming responsibility	3	0	3	2	0	1
Saved money	1	1	2	1	2	1
Earned money	1	0	1	1	0	0*
Saved time	1	0	1	1	0	0*
All reasons for liking	162 ^a	52 ^b	214			

¹ Percentages are based on 159 second year pupils and 46 third year pupils; therefore, they do not add to 100.

* Less than .5 per cent.

^a Twelve second year pupils gave 2 reasons for liking their projects. Nine pupils did not like anything about their project.

^b Six third year pupils gave 2 reasons for liking their projects.

TABLE IX. REASONS FOR DISLIKING LAST HOME EXPERIENCE PROJECTS

Reasons for disliking	Number of pupils			Per cent of pupils ¹		
	2nd Year	3rd Year	All	2nd Year	3rd Year	All
Did not like activity involved	36	8	44	23	17	21
Had to spend too much time or time wanted for another purpose	12	4	16	8	9	8
Did not like writing up report	10	0	10	6	0	5
Objected to having to do it	7	0	7	4	0	3
Found project tiresome or difficult to do	7	0	7	4	0	3
Disliked having to redo work	4	1	5	3	2	2
Dissatisfied with finished product	2	0	2	1	0	1
Thought project was useless	1	0	1	1	0	0*
Did not like the new experience	1	0	1	1	0	0*
Dreaded getting started	1	0	1	1	0	0*
Had to assume responsibility	0	1	1	0	2	0*
All reasons for disliking	81 ^a	14 ^b	95			

¹ Percentages are based on 159 second year pupils and 46 third year pupils; therefore, they do not add to 100.

* Less than .5 per cent.

^a Seventy-eight second year pupils did not dislike anything about their projects.

^b Thirty-two third year pupils did not dislike anything about their projects.

exhibiting it at school, or having her teacher see it in her home, all of those who used these types of reports thought that their projects had greater meaning after the report had been made (Table X). About 80 per cent of the many pupils using some type of written report found it of value. Of the few pupils who used the oral report, half felt that it gave their project greater meaning.

Of the pupils who had not used the oral report, 24 per cent felt that it might have given greater meaning to their project. Other types of reports which pupils who had not used them thought might have given their project greater meaning were: finished product seen by teacher in girl's home (16%), displayed on bulletin board (13%), exhibited (12%) and brought to teacher (10%). Of those who had not used a written report--either narrative or a report form furnished by the teacher--less than 10 per cent thought it might have been of value. Less than 6 per cent of the pupils who had not reported by bringing the finished product to class or having class visit their home to see the finished product could see any value in making that type of report on their last project.

Reactions to grading.--Of all the pupils, 66 per cent preferred to be graded on their projects (Table XI). There was little difference between the preference of second and third year pupils.

Family Attitudes

The attitudes of the families toward the pupils' last home experience projects were determined from the pupils statements concerning their families' reactions to their last projects. A

TABLE X. EVALUATIONS OF TYPES OF REPORTS OF HOME EXPERIENCE PROJECTS

Type of report	Number of pupils who used given type of report			Per cent of pupils to whom project had greater meaning after making this type of report			Number of pupils who had not used given type of report			Per cent of pupils to whom project might have had greater meaning if given type of report had been used		
	2nd	3rd	All	2nd	3rd	All	2nd	3rd	All	2nd	3rd	All
	Year	Year		Year	Year		Year	Year		Year	Year	
Finished product												
Brought to teacher	12	2	14	100	100	100	147	44	191	12	5	10
Exhibited at school	5	0	5	100	0	100	154	46	202	12	11	12
Brought to class	3	0	3	100	0	100	156	46	202	6	2	5
Seen by teacher in home	2	0	2	100	0	100	157	46	203	17	13	16
Written												
Report form furnished by teacher	68	24	92	81	79	80	91	22	113	7	5	6
Narrative form	36	8	44	83	88	84	123	38	161	6	16	8
Unclassified	39	10	49	77	70	76	0	0	0	0	0	0
Oral report												
Bulletin board	6	0	6	50	0	50	153	46	199	25	20	24
Class visit girl's home to see project	0	0	0	0	0	0	159	46	205	14	9	13
All types of reports												
	171 ^a	44 ^b	215									

^a Four pupils did not state what type of report was used on their last home experience project. Ten pupils reported in 2 ways. Three pupils reported in 3 ways.

^b Three pupils did not state what type of report was used for their last home experience project. One reported in 2 ways.

TABLE XI. REACTIONS TO GRADING OF HOME EXPERIENCE PROJECTS

Reaction	Number of pupils			Per cent of pupils		
	2nd Year	3rd Year	All	2nd Year	3rd Year	All
Would prefer to be graded	102	31	133	65	70	66
Would prefer not to be graded	55	13	68	35	30	34
All reactions	157 ^a	44 ^b	201	100	100	100

^a Two second year pupils did not state their reaction.

^b Two third year pupils did not state their reaction.

favorable attitude toward their last project was reported by 45 per cent of the pupils (Table XII). They stated that their families had encouraged them mainly by helping them when they needed it and approving of their new learnings. Non-interference was reported by 21 per cent of the pupils. Most of the pupils who reported this attitude stated only that their parents left them alone. A few of the pupils who reported this attitude stated that their families believed it was the girl's responsibility, were not present when the project was done, or were not capable of giving help. An unfavorable attitude was reported by only 2 per cent of the pupils. They stated that their families criticised what they did or would not let them assume the responsibility which the project required. This had discouraged the pupil.

The attitudes of the families toward home experience projects in general were reported by the pupils in answer to the question, "What does your family think of home experience projects in general?" Of the families, 84 per cent approved of projects in general (Table XIII). They approved of them because they felt that the projects were helpful to the girl, the family, or both. An additional 8 per cent approved under certain conditions, such as, that the project be something useful and that the girl have time to do it. An attitude of indifference was reported by 14 per cent of the pupils. Only 3 per cent of the families disapproved of the projects.

Teacher Attitudes

The ten teachers were not asked specific questions about their attitudes toward home experience projects but were asked to make

TABLE XII. FAMILY ATTITUDES TOWARD LAST HOME EXPERIENCE PROJECTS

Attitude toward last home experience project	Number of families of pupils			Per cent of families of pupils ¹		
	2nd Year	3rd Year	All	2nd Year	3rd Year	All
ENCOURAGEMENT	77	15	92	48	33	45
Helped when needed	31 ^a	2 ^a	33	20	5	16
Approved of new learnings	16	6	22	10	13	11
Expressed praise or appreciation	8	1	9	5	2	5
Unclassified	22	6	28	13	13	13
NON-INTERFERENCE	35	9	44	22	20	21
Left girl alone	21	6	27	13	13	13
Believed it was girl's responsibility	7	2	9	4	5	4
Were not present when project was done	6	0	6	4	0	3
Were not capable of helping	1	1	2	1	2	1
DISCOURAGEMENT	4	0	4	3	0	2
Criticised what was done	3	0	3	2	0	1
Would not let girl assume responsibility	1	0	1	1	0	1
ALL ATTITUDES	116 ^b	24 ^c	140			

¹ Percentages are based on 159 second year and 46 third year pupils; therefore, they do not add to 100.

^a These pupils are a part of the total number of pupils who received help and also stated that they were encouraged. For all of those receiving help see Table V.

^b One family discouraged in 2 ways. Three encouraged in 2 ways. Forty-seven pupils did not report any attitude toward their last home experience project.

^c Twenty-two pupils did not report any attitude toward their last home experience project.

TABLE XIII. FAMILY ATTITUDES TOWARD HOME EXPERIENCE PROJECTS IN GENERAL

Attitude toward projects in general	Number of families of pupils			Per cent of families of pupils ¹		
	2nd	3rd	All	2nd	3rd	All
	Year	Year		Year	Year	
APPROVAL	136	37	173	86	81	84
Helpful to girl						
Is worthwhile	36	7	43	23	15	21
Is a good way to learn	12	11	23	8	24	11
Gives girl good training for future	19	3	22	12	7	11
Gives girl good experience	12	4	16	8	9	8
Increases girl's independence	4	0	4	3	0	2
Provides good activity for spare time	3	1	4	2	2	2
Helps in school work	3	1	4	2	2	2
Encourages girl to assume home responsibility	2	0	2	1	0	1
Gives home practice of school learning	1	1	2	0*	2	1
Gives girl appreciation of homemaking	1	0	1	0*	0	0*
Total	<u>93</u>	<u>28</u>	<u>121</u>	<u>59</u>	<u>61</u>	<u>59</u>
Helpful to family						
Gives family satisfaction in						
New things learned by girl	15	2	17	10	4	8
Quality of girl's work	5	3	8	3	7	4
Finished product	4	0	4	3	0	2
Gives girl share in home responsibilities	10	1	11	6	2	6
Shows family what girls are learning	3	3	6	2	7	3
Gives family confidence in girl's ability	1	0	1	0*	0	0*
Total	<u>38</u>	<u>9</u>	<u>47</u>	<u>24</u>	<u>20</u>	<u>23</u>
Helpful to girl and family	5	0	5	3	0	2

TABLE XIII (continued). FAMILY ATTITUDES TOWARD HOME EXPERIENCE PROJECTS IN GENERAL

Attitude toward projects in general	Number of families of pupils			Per cent of families of pupils ¹		
	2nd Year	3rd Year	All	2nd Year	3rd Year	All
APPROVAL UNDER CERTAIN CONDITIONS	15	2	17	9	4	8
If project is useful	4	0	4	3	0	2
If girl has time	3	0	3	1	0	1
If girl is happy	2	0	2	1	0	1
If girl does good work	2	0	2	1	0	1
If girl helps at home	2	0	2	1	0	1
If money involved is small	1	1	2	1	2	1
If project is done in summer	1	0	1	1	0	0*
If project is sewing, not cooking	0	1	1	0	2	0*
INDIFFERENT	21	8	29	13	17	14
DISAPPROVAL	6	0	6	4	0	3
Girls have enough to do without home projects	2	0	2	1	0	1
Homemaking for nine months is enough	2	0	2	1	0	1
Projects take too much time	1	0	1	1	0	0*
Projects interfere with household schedule	1	0	1	1	0	0*
ALL ATTITUDES	178 ^a	47 ^b	225			

¹ Percentages are based on 159 second year and 46 third year pupils; therefore, they do not add to 100.

* Less than .5 per cent.

^a Fifteen pupils gave 2 reasons for their families attitudes toward home experience projects in general. Two gave 3 reasons.

^b One pupil gave 2 reasons for her family's attitude toward home experience projects in general.

comments. They commented on the value of the projects, problems encountered, the reporting of projects and grading.

The value of the project was commented on by three of the ten teachers. Included were the comments that the projects: (1) have proven to be most successful and profitable, (2) are enjoyed by the girls, (3) are more interesting if they concern the girl individually, (4) are aids in teaching, and (5) are the most definite way to assure carry over of classwork to the home.

Problems encountered were mentioned by three of the ten teachers. The problems were: (1) all girls are not interested, therefore, not all projects are good, (2) almost all the girls want to sew, (3) upper classmen are less interested than freshmen in all homemaking, (4) many girls do not follow the careful plans which are made, and (5) some girls leave their work until a few days before the deadline.

The belief that the girls do not mind doing projects, but that they dislike reporting was expressed by four of the ten teachers. Of the four, three specified a dislike for written reports. One of these three said that she tried to make reporting as painless as possible, and another found a report blank most satisfactory. Written reports were liked by four of the ten teachers. One liked them as a record of work. Another liked them as a means of avoiding repetition of projects. One of these teachers felt that oral reports in addition to written reports were desirable because the girls gain from the experience of others and get ideas for future projects.

The belief that all projects should be graded and also evaluated in writing was expressed by one of the ten teachers.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Present practices in regard to the home experience projects of second and third year vocational homemaking pupils were studied with a threefold purpose: (1) to determine the ways in which home experience projects are carried out, (2) to determine the ways in which they are reported, and (3) to determine the attitudes of pupils, families, and teachers toward the projects and the reports.

The data were obtained from questionnaires answered by 159 second year and 46 third year vocational homemaking pupils and the 10 teachers in the ten White schools in Forsyth County, North Carolina which offer vocational home economics.

Most of the teachers required two projects a year. Whether or not the pupils did more than the required number was not investigated. In the investigator's opinion, the pupils might undertake a greater number of projects if the selection were based upon pupil interest and need rather than teacher requirement. It would, of course, be the teacher's responsibility to help the pupil recognize personal goals and her need for many experiences which could further her development.

There was variety in the projects reported by the pupils with one or more having been selected in all of the seven subject matter areas. However, more projects were carried out in the areas of clothing (42%), housing (25%), and foods (20%) than in the other areas. Minor differences were noted in the types of projects preferred by second and third year pupils. Projects in the foods area were done by more second year pupils (23%) than third year pupils (11%). Clothing

projects were more frequently reported by third year pupils (55%) than second year pupils (38%), housing projects were also more frequently reported by third year pupils (30%) than second year pupils (23%).

Emphasis in the clothing projects appeared to be placed on construction or else the pupils did not recognize or did not state other factors which were involved. Food preparation was most frequently reported among the foods projects; this may, or may not, have included more than mere food preparation. Clothing construction and food preparation are a major concern of many homemakers, and the home experience project is one way in which such skills and experiences may be acquired. However, increased emphasis on some of the other important aspects of these problems could be of lasting value to the girl. Since acceptable ready-made clothing and prepared foods can be purchased at moderate prices, emphasis might be placed on the selection and care of these items. Adherence to a family centered program implies integration of these aspects with those of health, management, and relationships, in such a way that the pupil develops certain desired skills plus an awareness of other influencing factors. This might necessitate more emphasis on home visits and closer supervision as to the way the project was carried out in relation to the over-all plan of homemaking and less upon the finished product.

More third year pupils (91%) wanted to do their last projects than did second year pupils (56%). This would seem to indicate that either the third year pupils had found their previous projects more valuable and enjoyable than did the second year pupils, or that they recognized a greater need for this kind of experience.

Although the teachers and mothers shared in the selection of the project, 71 per cent of the pupils felt that they had suggested or had a part in suggesting the idea for their last project. It would seem that the teachers and mothers had made their suggestions in such a way that the girl felt that the project was her idea.

The factors which the teacher stated they considered when guiding the selection of projects compared favorably with those listed by the authorities cited in the review of literature as being desirable.

Half of the pupils received help from their family with their last project, and three-fourths of them received help from a source outside their immediate family. Of the pupils, 38 per cent received help from their mothers, 35 per cent from teachers, and 30 per cent from reference materials. That these would be the sources of help most frequently used is to be expected. It would be desirable, however, if more use were made of such sources of help as were reported by only one or two of the pupils, such as: relatives, neighbors, friends, Red Cross home nursing course, and paint store.

Teachers and mothers shared in the supervision of the carrying out of the projects. The teachers contributed advice and help mainly through conferences at school, but partly through home visits.

Of the pupils, 96 per cent liked something about their last project, and 46 per cent disliked something about their project. The most frequent reason stated for liking or disliking the project was the kind of activity involved. Other reasons for liking were enjoying the finished product and being pleased with new learnings. The teacher should try to help the pupil to choose as a project something which she will like to do, or, to help her find ways of making disliked activities more enjoyable.

Although 40 per cent of the teachers believed that the girls did not mind doing the projects but did not like to report, only 5 per cent of the pupils stated that reporting was a part of the project which they disliked. However, since specific things which they might like or dislike were not listed for the pupils to check, they may not have considered the report as a part of the project. There was very little variety in the methods of reporting, for written reports were made by 93 per cent of the pupils. This may, or may not, have been a requirement. Since most of the pupils used written reports for their last projects and about 80 per cent of the pupils using the written reports thought them of value, and since 40 per cent of the teachers liked written reports as a record of work done or as a method of avoiding repetition, this would seem to justify their use.

Ways of reporting which were meaningful to all of the few pupils who used them for their last project and which other pupils felt might have been meaningful were: finished product seen by teacher in the girl's home, displayed on bulletin board, exhibited, or brought to teacher. Since these types of reports provide the opportunity for greater originality and self-expression than the written report, it would seem advisable to encourage the pupils to use them to supplement the written report. Also, these personalized methods are a means of sharing experiences with other pupils.

About a fourth of the pupils who had not used the oral report for their last project thought it might have been meaningful. However, only half of the few pupils who used the oral report considered it to be of value. The quality of the oral reports was not investigated, and since the number of pupils using it was small, the data may not be

an indication of the true value of the oral report. It would appear that oral progress reports with emphasis on the quality of the report--its organization, content, and presentation--would be of value to pupils and teachers alike.

Only a few of the pupils could see any value in reporting on their project by bringing the finished product to class or having the class visit their home to see their project.

Of the pupils, 66 per cent preferred to be graded on their projects. This would seem to indicate either that a grade was the girl's evidence of the degree of her teacher's approval or that the pupils were working for a grade instead of for educational experience. The pupil's desire for a grade might reflect the teacher's emphasis upon grading and the need for evaluation of projects in terms of how well goals were attained, what was gained from the project, or how to improve projects in the future.

The families of the pupils seemed to have a favorable attitude toward the pupils' last home experience projects and toward home experience projects in general. About half of the families encouraged the girl during her last project by helping when needed, approving of new learnings, or expressing praise or appreciation. Of the families 84 per cent approved, while a few approved under certain conditions, were indifferent, or disapproved. These attitudes would indicate that the teachers in these communities had interpreted their home experience programs effectively.

Recommendations for Further Study

Suggestions for further study growing out of this study are:

(1) to determine the extent to which the reporting of projects is desirable or necessary, (2) to find by experimental method the comparative value to the pupil of various ways of reporting and the pupil's attitudes toward these ways of reporting, (3) to develop through teacher-pupil cooperation ways of evaluating home experience projects which put emphasis upon intangible as well as tangible aspects, and (4) to study methods which might be used to interest pupils in a greater variety of projects.

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APPENDIX

SCHEDULE FOR TEACHERS

SCHEDULE FOR PUPILS

TABLE XI V. SUBJECT MATTER AREAS OF LAST HOME EXPERIENCE PROJECTS BY
SCHOOLS

Teacher's name _____

School _____

Total number of pupils taught _____

Years you have taught _____

Years taught in this school _____

Home Experience Projects*

A. Choice of experience:

1. How many home experience projects do you require each girl to complete each year? _____

2. Who usually suggests the experience?

Teacher as a result of contacts at school _____

Teacher as a result of home visits . . . _____

The girl _____

Her mother _____

Other (explain) _____

3. What do you consider when guiding the selection of home experience projects? _____

B. SUPERVISION:

4. Who supervises the home experience project?

Teacher _____

The girl's mother _____

Other (who?) _____

5. How do you supervise home experience projects?

Conference at school _____

Home visit _____

Other (how?) _____

* More than one blank may be checked for each question.

Name _____

School _____

Year of Homemaking _____

1. What was your last home experience project? _____

2. Who suggested this experience?

You _____

Your mother _____

Teacher _____

Other _____

3. Did you do this home experience project because you really wanted to do it or because it was required?

4. While carrying out this home experience project did your family or any one member of your family:

Help you? _____

Encourage you? _____

Discourage you? _____

Leave you alone? _____

Explain: _____

5. From what other sources or persons did you obtain assistance?

Teacher at school _____

Teacher in home _____

Reference material _____

Other _____

6. What did you like about this home experience project?

7. What did you dislike about this home experience project?

8. How did you report on this home experience project?

9. Did your experience have greater meaning to you after you had completed the final report?

Yes

No

10. What other type of report do you think you would have found meaningful?

Report written in narrative form _____

A report form furnished by teacher _____

Oral report to class _____

Bulletin board _____

Exhibit. _____

Finished product brought to teacher. _____

Finished product brought to class. _____

Teacher visit home to see project. _____

Class visit girl's home to see project _____

Other _____

11. Would you prefer to be graded on your project?

Yes

No

12. What does your family think of home experience projects in general?

TABLE XIV. SUBJECT MATTER AREAS OF LAST HOME EXPERIENCE PROJECTS BY SCHOOLS

Homemaking subject matter area	Number of 2nd year pupils in school										All
	A	B	C	D	E	F	G	H	I	J	
Clothing	7	4	5	7	4	6	5	9	5	9	61
Housing	0	2	1	4	4	6	4	2	7	7	37
Foods	7	3	6	1	3	2	0	4	4	7	37
Child Development	0	1	9	0	0	1	4	2	0	0	17
Health	0	0	0	0	0	0	0	0	7	0	7
Family Relationships	0	0	0	0	1	1	0	0	0	0	2
Family Economics	0	0	0	0	0	0	0	0	0	0	0
All pupils	14	10	21 ^a	12	12	16 ^a	13 ^c	17	23 ^b	23	161

Homemaking subject matter area	Number of 3rd year pupils in school				All
	A	B	C	D	
Clothing	7	6	3	10	26
Housing	2	2	2	8	14
Foods	1	1	2	1	5
Family Economics	1	0	0	1	2
Child Development	0	0	0	0	0
Health	0	0	0	0	0
Family Relationships	0	0	0	0	0
All pupils	11	9	7	20 ^c	47 ^c

Homemaking subject matter area	All pupils in school										All
	A	B	C	D	E	F	G	H	I	J	
Clothing	14	10	8	17	4	6	5	9	5	9	87
Housing	2	4	3	12	4	6	4	2	7	7	51
Foods	8	4	8	2	3	2	0	4	4	7	42
Child Development	0	1	9	0	0	1	4	2	0	0	17
Health	0	0	0	0	0	0	0	0	7	0	7
Family Economics	1	0	0	1	0	0	0	0	0	0	2
Family Relationships	0	0	0	0	1	1	0	0	0	0	2
All pupils	25	19	28 ^a	32 ^c	12	16 ^a	13 ^c	17	23 ^b	23	208

^a One pupil did her home experience project in two areas of homemaking; clothing and foods.

^b One pupil did not state the area in which she did her home experience project.

^c One pupil did her home experience project in two areas of homemaking; housing and clothing.