

A COMPARISON OF TWO TYPES OF HOME
PROJECT REPORT FORMS

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PROJECT REPORT FORMS**

THESIS

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INTRODUCTION

Since the initiation of our national vocation program in 1917, which included training for homemaking, the home project has been accepted as a vital part of the vocational program in home economics.¹ Under the George-Deen Act of 1937, the federal government was authorized to give financial assistance to the states in promoting vocational education in home economics as well as in trades and industries, agriculture, and distributive education.²

A survey of unpublished material on home project report forms included a thesis, "A Twelve Months' Homemaking Program," by Mary E. Evans, 1950.³ The purpose of this thesis was to evaluate certain aspects of growth in forty pupils of Wylie High School, in Collin County, Texas, who participated in the twelve months' homemaking program during the school year 1948-1949. In this study, changes in individual pupils were noted through the use of the California Test of Personality, Lewerenz's Orientation Test, California

¹Federal Board for Vocational Education, The Home Project in Homemaking Education, Bulletin No. 170, p. ix.

²Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School, p. 57.

³Mary E. Evans, "A Twelve Months' Homemaking Program," Unpublished Master's Thesis, School of Home Economics, North Texas State College, 1950.

Test of Mental Maturity, and anecdotal records. The program was teacher-pupil planned for the regular semester as well as for the summer. Those taking part in the summer program were not separated from those enrolling for the nine months' term. All of the students were given the California Personality Adjustment Inventory and the Lewerenz Orientation Test the first week of school. These tests were given again at the end of nine months and also at the end of the summer to show additional growth of those participating in the twelve months' program. Written reports were not used.

Records of home visits, of radio programs, and of the work of the year were included to show how the program was carried out. Results of the tests were tabulated and the following conclusions were drawn:

"Pupils participating in the summer exhibited greater acceleration of growth than was found among those participating in the nine months' program."

"There is a relation between the number of previous twelve months' experiences and the degree of growth during the summer months."

On the basis of these conclusions, it was recommended that the year-round homemaking program be more closely related to students' needs, interests, and abilities, and more closely co-ordinated with problems in family and community living.

This study points out the practical value of home projects and shows how interests created at school are carried into the home. Through home visitations, plans and problems were worked out to the extent that desirable results were obtained. The study shows that a home project program can be carried out successfully with a small number of students without written reports.

Another unpublished thesis was a study of "Pupil Development Through Home Projects," which was conducted by Thelma Brown Walker, 1937.⁴ For the purpose of improving her own teaching practices, the investigator evaluated the development of eight girls who were carrying on home projects. In order to obtain qualitative rather than quantitative data, the case method was used. Walker carefully investigated all available literature pertaining to the case method in education; then, through observing and supervising eight girls, she studied projects worked out by an Oklahoma Agricultural and Mechanical College class in the Wyndotte, Oklahoma, high school. She made home visits, held conferences, used check sheets, interviewed reliable persons in the community, and had casual contacts with the girls and their families. A rough judgment was also made of seventeen other girls who carried on projects at the same time.

⁴Thelma Brown Walker, "Pupil Development Through Home Projects," Unpublished Master's Thesis, Oklahoma Agricultural and Mechanical College, 1937.

Written reports were used after the projects had been completed. Evidences of improvement or lack of improvement were tabulated.

The findings showed that, as a result of the project work, there was definite evidence of improvement in homemaking skills. The study affirms the value of the case method to the teacher in learning to know her students. The study also points out the practical value of home projects and the effective use of written reports in keeping records and in reporting.

Working with experimental procedures to improve the home project program in the teaching of home economics, Watson's, 1947,⁵ unpublished study was conducted in the Lake Township, Ohio, school. Fifty-two home economics students took part in the study, which was initiated in a workshop for teachers of home economics at Ohio State University. The following goals were set up: to help the girl to see the home project as an integral part of her work in home economics; to choose a home project which meets her individual needs and stimulates an interest in and gives suggestions for approved home projects; to utilize the conference period to the best advantage; to improve home visits; to improve the project report; and to help the girl evaluate the project in terms of her own growth.

⁵Frances Marian Watson, "Some Experimental Procedures to Improve the Home Project Program in the Teaching of Home Economics," Unpublished Master's Thesis, Ohio State College, 1947.

The method used in making the study included the setting up of various experimental procedures for each of the goals. The results of the procedures were summarized, evaluated, and recorded by the teacher and the students who were carrying on home projects. Detailed results were outlined for four or five procedures under each of the seven goals. The results for Goal VI show how the recommended form for the home project report was derived:

Goal VI—To Improve the Home Project Report was carried out in the following manner:

PROCEDURE I—In the planning conference, outline and record goals; make plans for work.

Results—Changed attitudes on part of the pupils in preparing reports.

Girls understood better what they were trying to do and obtain.

The girls did better home project work.

PROCEDURE II—In working conferences discuss and record procedures being followed, difficulties being encountered, and successes being achieved.

Results—Change in girl's attitude towards home project work.

Better work was done at home.

Records were more accurate.

Less difficulty in getting girls to write out their reports.

PROCEDURE III—In the final conference the teacher and pupil evaluate the home project in terms of goals achieved and pupil growth.

Results— Girls understood better the purpose of home projects.

Through the evaluation it was found that the goals were not stated clearly enough under aims or purposes of the project, so our report form was changed.

The teacher better understood the home project work done by the girls.

PROCEDURE IV—Have weekly oral or written reports of home projects.

Results— The girls have a knowledge of what the other girls are doing in home project work.

The girls had a better understanding of their own home projects when they reported on them.

The girls helped each other with problems when oral reports were given.

The slow girls were apt to work harder.

Home project reports were finished on time.

Watson used both written and oral reports in individual and group reporting. Her results indicated the effectiveness of these combined methods of reporting home projects. Watson and her students revised the project report as follows:

<u>OLD FORM</u>	<u>NEW FORM</u>
Name of girl	Name of girl
Name of project	Name of project
Plan of work	Goals to be striven for
Work done	Plan of work
Sources of information	Procedures followed
Summary and conclusions	Results of work
Time for project	Evaluation of results
Mother's name	Time used for project
	Mother's name

One of Watson's recommendations was that there is a need for experimentation with different forms for the reporting of home projects.

According to Williamson and Lyle, 1941, a well-organized written plan, record, and report make for organized thinking, and promote clear-cut, definite plans and aims.⁶ Whether all students should be held to a definite form for reporting, and what that form should

⁶Williamson and Lyle, op. cit., p. 6.

include, are important considerations. The purpose of the present study is to compare two forms of home project reports and to determine the preferred form.

PROCEDURE

The general plan of the present study was: (1) to collect the types of report forms now being used in reporting home projects in representative vocational high schools in Texas and to separate them into satisfactory and unsatisfactory groups; (2) to use the satisfactory group to develop a report form, which makes use of the most frequently occurring items in their reports, to be used as a control form for the present study; (3) to develop an experimental form which was designed to meet the items of dissatisfaction in the unsatisfactory group and to include all of the essentials set forth in the home project bulletin, 1933;¹ and (4) to use and evaluate these two report forms, control and experimental, in representative schools throughout the state.

For the purpose of this study, a home project will be considered one small unit of work performed in the home for the purpose of developing skills, judgments, or abilities. Home experiences may be interrelated parts carried on in the carrying out of a project; consequently, the home project may include any number of home experiences. Students' experiences with suitable pieces of work in the

¹Federal Board for Vocational Education, The Home Project in Homemaking Education, Bulletin No. 170.

home under guidance are termed home projects,² and are so considered in this study.

In order to have a representative sampling of the vocational homemaking high schools in Texas, an atlas was secured and each school having a homemaking department, in each area, was classified according to the population of the town. Then six schools in towns with populations of less than 2,500, three schools in towns with populations of 2,500 to 10,000, and one school in a town with a population of more than 10,000 were chosen from each of the ten homemaking areas. These lists of ten schools, of representative geographical distribution in each area, were sent to the respective area supervisors for checking and for suggestions relative to the selection of typical schools.³

After one hundred representative schools had been selected according to the suggestions of the area supervisors, letters⁴ were prepared for the homemaking teachers in these schools explaining the study and requesting them to submit home project report forms used by their students. A questionnaire⁵ to be used for evaluating

²Ibid., p. 16.

³A copy of the list of schools may be found in the Appendix.

⁴A copy of the letter sent to homemaking teachers may be found in the Appendix.

⁵A copy of the questionnaire sent to the homemaking teachers may be found in the Appendix.

their project forms was enclosed with the letter. The questionnaire requested the co-operation of the teachers in running tests on the control and experimental forms over a period of one semester and offered to supply the forms in quantity for this purpose.

The home project report forms, received from thirty-six of the one hundred teachers contacted, were grouped as satisfactory and unsatisfactory as indicated in the evaluation by the teacher submitting them. The satisfactory forms were examined for similarities and differences. The most frequently recurring items on the forms were compiled and used as Form A, the control form.⁶

The unsatisfactory forms were studied and the reasons for dissatisfaction were itemized. Using the criticisms of the co-operating teachers and the criteria prescribed by the bulletin on The Home Project in Homemaking Education⁷ as a basis for determining the essentials of a report form, an experimental form⁸ was developed which was designed to correct the inadequacies of the unsatisfactory forms. Special attention was given to the continuous report and to the evaluation of the home project.

The control and experimental forms, designated as A and B, respectively, were supplied in quantity to the twenty-nine teachers

⁶A copy of Form A may be found in the Appendix.

⁷Federal Board for Vocational Education, op. cit.

⁸A copy of Form B may be found in the Appendix.

indicating a willingness to co-operate in the study. A letter of transmittal⁹ accompanied these forms explaining their use. Because second-year students have had previous experience in the use of home project report forms and because schools are consistent in the teaching of Homemaking II, this class was chosen for the experiment with these forms. The students were to be divided into two equal groups, one group using Form A and the other group, Form B. At the close of the project, each student was to evaluate the form she used by checking a questionnaire provided for this purpose. The co-operating teachers were asked to return the used forms, or to summarize the students' criticisms of each form, and to return the summary with three copies of each form.

The 212 forms returned from the fifteen schools¹⁰ completing the experiment were divided into two groups, according to whether they were liked or disliked by the students. The criticisms of the two forms were analyzed for clarification of the students' expressed likes and dislikes. These criticisms were to be used for drawing conclusions and for making recommendations. A further analysis was made to show the effectiveness with which each item was used; namely,

⁹ A copy of the letter of transmittal may be found in the Appendix.

¹⁰ A list of the schools in which teachers co-operated in the experiment may be found in the Appendix.

whether students were specific, general, incorrect, overlapping with another item, or incomplete in their statements.

To provide a basis for further evaluation of the effectiveness of the use of the home project forms, criteria¹¹ for judging the home project report were set up. These criteria were criticized, first by a jury of six homemaking teachers, and then by a jury of five specialists. The homemaking teachers were asked to criticize the criteria from the standpoint of effectiveness in meeting students' needs and effectiveness in guiding them in home project work. The specialists, consisting of two area supervisors, two college homemaking teachers, and the president of the Texas Home Economics Association, were to judge the criteria from the standpoint of the contribution of these criteria to the basic purposes of the vocational homemaking program as well as from the standpoint of their practicability in meeting student needs.

Before evaluating the home project report form, the members of the two juries were asked to indicate the type or types of home project reports preferred from the list below:

Written reports in some form.

Oral reports in class:

During the semester.

At the end of the semester.

¹¹A copy of "Criteria for Judging the Home Project Plan and Report" may be found in the Appendix.

Informal reports during teacher-student contacts, visits,
or conferences.
No reports at all.

After the jury members had evaluated the criteria for the home project report and checked the type of project report which they preferred, the juries were asked to criticize the project report forms A and B. They were also furnished with a list of items, "Criteria to be Used Jointly by Teacher and Student in Selecting, Planning, and Carrying out Home Projects,"¹² which they were to use as a point of reference in judging the forms. They were to criticize or modify these criteria as they wished.

Results of the criticisms of the criteria by the two juries were itemized and analyzed. Criticisms of the report forms A and B were treated in a similar manner.

¹²A copy of "Criteria to Be Used Jointly by Teacher and Student in Selecting, Planning, and Carrying out Home Projects" may be found in the Appendix.

RESULTS

An evaluation of the effectiveness of Form A and Form B was made possible through the co-operation of the homemaking teachers and students in one hundred high schools throughout the State of Texas. Twenty-nine teachers signified a willingness to co-operate. The returns from fifteen schools were used as a basis for the evaluation.

An analysis of the experimental and control forms to determine how effectively each form was used by the co-operating schools necessitated the selection of criteria for judging each item in the form. The criteria selected were, "specific," "general," "overlapping," "incorrect," and "omitted." The students' use of each item was then evaluated according to these five criteria.

Before proceeding with the analysis, definite meanings were assigned each criterion. Accordingly, by "specific," is meant that the statement is explicit. By "general" is meant that the statement is general rather than concrete. For example, in the item, "Statement of Project," a specific statement is "I am going to make a green tailored sport shirt," whereas, a general statement is "I am going to make a shirt." The case in point is that in Form A, where no further provision is made for an explanation or description of the project, it

is necessary to be specific. Those who used an item incorrectly simply failed to use the item for the purpose for which it was designated. An item was considered overlapping when it gave information belonging in another item. When an item was left blank, it was listed as omitted.

Analysis of Home Project Form A

An analysis was made to determine the relatively effective use of the various items in the project report form by the students using them. Percentages and examples of each of the items are given. Table 1 presents this information.

In the use of "Statement of Project," 43 per cent of the 106 students who used form A were specific in their statements; for example, one girl said, "I am going to make a slip for my Easter dress and a school dress for my little sister." Fifty-two per cent used general statements, such as, "Wardrobe improvement." The other 5 per cent used the item incorrectly.

"Reasons for Choosing" was used specifically by 43 per cent of the students in the following manner: "I need a new slip; I need to know how to put on lace; my sister needs another spring dress for school; it would help me to read a pattern better; and I can learn to sew straighter." The majority, 52 per cent, were general in the use of this item, as follows: "Because I wanted some new clothes." The

other 5 per cent used the item incorrectly and overlapped its use with other items.

"Goals to Reach" was used specifically by only 29 per cent, for example: "Learn to sew with this material; learn to cut bias facings; learn to sew straighter seams; learn to put on lace; and learn to make a collar." Thirty-nine per cent were general in using this item. One general statement was given in this manner: "To keep the yard clean, and to keep the house clean at all times." The other 32 per cent of the students overlapped this item with another item or used it incorrectly.

"Plan of Work" was almost evenly divided between specific and general usage. Forty-one per cent were specific, as in the following illustrations: "For slip—straighten the material, cut out, baste together, and sew together; for the dress—straighten the material, cut out, stay stitch, baste together, make alterations, permanent stitch waist, permanent stitch skirt, sew together, fix placket, and hem." General statements were made by 43 per cent of the students; such as, "I planned to work over as many things as I could and then make whatever else I needed." The other 17 per cent were either incorrectly used or overlapped with another item.

The majority of the students used "Record of Work" specifically, as the following example illustrates: "I have gone through my summer

clothes to see what needs to be done to them to be ready for the summer days; I remodeled a blue silk dress and put red buttons on it; I have made a blouse and a skirt; I put some lace on a white pique dress; I added snaps to a plaid sundress; I laundered a white linen bolero; and I took up the waist on a yellow and gray skirt." General statements were made by 37 per cent, such as: "I have worked thirty hours on my project. I have made two dresses, two skirts, and I have put hems and zippers in some dresses. I have washed and ironed clothes for myself and the family." The other 12 per cent either used the item incorrectly or omitted it.

The majority, 75 per cent, were specific in the use of "What I Learned." For example: "I learned to plan and prepare meals better and faster; I cleaned house better and quicker; I learned to sew flat fell seams in making shirts; I learned to put in a shirt collar; I learned how to sew on organdy; I learned how to measure pleats to fit my waist; I learned how to bake a better and faster pie; and I learned to bake rolls and cinnamon rolls." Only 22 per cent used general statements, such as: "I learned how to care for my clothes better and to sew better." Three per cent omitted this item.

The "Family Comments" were specific in 58 per cent of the forms. The following comments of a mother were specific: "Wanda is progressing very much in her clothing, both in speed and in neatness,

and in choosing materials and combinations of colors and materials.

I am very pleased with her progress." A minority, 32 per cent, were general in using this item, such as: "Laura worked very hard planting her garden and it is doing very well." The other 10 per cent omitted filling in the item.

Very few students failed to give their "Source of Help." Ninety-six per cent stated their source of help and 4 per cent did not.

In illustrating specific and general use of each item, "specific" does not necessarily mean adequate or inadequate. In an over-all view of either form, the general use of one or more items may be considered adequate for that item if the essentials of the project report are provided for elsewhere. In most instances, a general statement of the project is satisfactory. The reasons for choosing a project should be carefully and specifically thought out so that the student is aware of the benefit of the project to herself and to other members of her family. Clear and suitable reasons will help to keep the student interested in completing the project. Since there is considerable overlapping in the use of "Goals to Reach" and "Reasons for Choosing," and since the two items might easily be combined, "Goals to Reach" need not be specific if "Reasons for Choosing" were specific. The plan of work needs to be specific enough to help the girl understand what she is going to do and how she is going about it. The record of work should

be specific enough to show that the work was carried on in a well-planned manner. It should also serve as a point of reference for judging whether goals have been achieved. A student should be able to be very specific about what she learned or about the fact that she failed to learn, so that she can judge the value of the project for herself. If "What I Learned" is specific, then "Comments or Evaluation" could very satisfactorily be general. The important factor is that the student is aware of the value of the project. It is a simple matter to be specific about "Sources of Help" and the information would be ready for reference when the girl needed help on her project.

No item analysis was made in any of the unpublished theses used in related studies. Only one study gave the report form used and also the revised form. Watson¹ and her students realized the importance of setting up "Goals to be striven for." They also gave definite space for "Procedure followed," "Results of work," and "Evaluation of results." These items were not designated in their original form. Evans² did not use written reports; Walker³ used a form available at that time, but did not give it; Watson⁴ used both written and oral procedures in

¹Watson, op. cit.

²Evans, op. cit.

³Walker, op. cit.

⁴Watson, op. cit.

planning, carrying out, and evaluating home projects. Thus diverse practices are in evidence with regard to the use of report forms in the related studies.

An Analysis of Home Project Report Form B

An analysis was also made to determine the relatively effective use of various items in Form B and to compare it with Form A. Percentages and examples of specific and general statements of each of the items are given. Table 2 presents the number and per cent in each instance.

Of the 106 students who used Form B, 20 per cent were specific in naming their project; for example, "I am making an orchid blouse and skirt." The majority, 80 per cent, were general in this item, making statements such as, "Home improvement."

A very small number, 6 per cent, were specific in the use of "Brief explanation of project." One of the 6 per cent gave her explanation as follows: "I plan to make three pies to learn to make crusts, fillings, and meringue with more accuracy and assurance; I also plan to make two cakes with icing for more experience; I plan to bake rolls, cinnamon rolls, and cook two meals; I want to learn to bake them faster and better; I also plan to make a blouse for more experience in putting in sleeves, collars, and cuffs, and I want to clean house to learn to do

TABLE 2

NUMBER AND PER CENT OF STUDENTS SHOWING
RELATIVELY EFFECTIVE USE OF VARIOUS
ITEMS IN HOME PROJECT FORM B

Items	Specific		General		Incorrect		Overlapping		Omitted	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Name of project	23	20	87	80						
Brief explanation of my project	7	6	55	50	48	44	2	2		
My plan of work: Things to do	33	30	47	43	18	16	11	11		
Source of help	101	91							9	9
Record of progress:										
Date	93	84	8	7					9	9
What I did	74	67	25	23	1	1			10	9
How it turned out	37	34	58	53	1	1			15	14
Comments or suggestions for improvement, if any	51	46	13	12	6	6			37	36

it faster and better." The use of this item was nearly equally divided between general use, 50 per cent, and incorrect use, 44 per cent. The following statement illustrates general use: "I am making a gabardine suit which I plan to wear throughout the year." One way that the item was used incorrectly was in using the space meant for an explanation of what she planned to do to give a summary of what she did. For example: "I kept six children for eight hours—two boys age two, two boys age six, and two girls age seven. I dyed a white rayon dress blue."

In planning their work, only 30 per cent of the students were specific in planning "Things to do." One specific plan included the following: "Buy pattern and material, straighten the material, fit the pattern, lay the pattern on the material and cut, baste and sew, sew together bodice, sew skirt and waist together, and put in placket and hem." The majority, 42 per cent, were general, similar to the following: "Make a summer dress, make other summer clothes, and make a shirt for brother." Sixteen per cent used the item incorrectly, and 11 per cent overlapped this item with another item. Less than 10 per cent failed to give sources of help.

In keeping the "Record of progress," the date was kept specifically by 84 per cent in the following manner: March 1, March 8, March 22. Seven per cent were general, and just wrote in March or April, and 9 per cent omitted the date.

The majority of the students, 67 per cent, were specific in stating "What I did." For example: "Cut out dress, stay stitched, basted seams on top and stitched, finished facing the top, basted and sewed the skirt, sewed top to the skirt, marked hem and put in, marked off buttonholes and worked, and trimmed seams." Only 23 per cent were general in a manner similar to this: "I made a pleated skirt, I made a straight skirt, and I made a plain blouse." Nine per cent omitted this item.

Only about one third, 34 per cent, were specific in telling how the project turned out. For example: "I had trouble getting the pattern fixed on the material; I had trouble with the skirt and getting the skirt and waist together; I had trouble with the seam tape." Over one half of the students, 53 per cent, reported this item in a general way, similar to this example: "All right; not too well; pretty well; fairly good." Thirteen per cent failed to give any record of how their project turned out.

Thirty-six per cent failed to give comments and suggestions. Of those who filled in this item, the majority, 46 per cent, were specific. For example: "I could have cut it out better and the seams would have been even; I need to get the seams even and learn to put in a zipper." Twelve per cent made general statements, such as: "Mom says it looks very nice on me." The other 6 per cent used the item incorrectly.

In evaluating their projects, the students were 100 per cent in stating that their projects were worth-while, that they gained confidence in themselves, enjoyed the project, and that it helped in other ways. Fifty-seven per cent indicated that they learned a great deal, 60 per cent learned something new, and only 3 per cent felt that they did not learn.

An over-all view of home project report Form B, indicates that a general statement of the name of the project is satisfactory because explanation of the project allows for fuller statements as to the scope of the project, reasons for choosing, and goals to reach. These items explaining the project should be jointly worked out by the teacher and student before work is begun on the project. The plans for carrying out the project should be specific enough to be a real guide. Sources of help should be given when the plan is worked out to provide for adequate guidance. Additional sources, not anticipated, may be added as the project progresses. What the student did should be reported specifically to show whether or not the project was carried on in a logical manner. It should be consistent with "Plan of work" if the project was well thought out in the beginning. How the project turned out should be kept specifically to help the student to see if the project was worth-while and to point to needed improvements. If the student is specific in "How it turned out," a general statement of evaluation

is satisfactory, for she is already aware of the value of the project.

The helpfulness of a project to the student is the important factor.

Again, we have only Watson's⁵ report forms, without any analysis, for comparison. Her improved form was more detailed and similar in some respects to Form B developed in the present study. The similarities are in the provisions for keeping a definite record of "Procedure followed," "Results of work," and "Evaluation of results."

The students were provided with a form for checking their likes and dislikes of the form they used. The following table indicates their likes and dislikes.

TABLE 3
STUDENT CRITICISM OF FORM A AND FORM B

Items	Form A	Form B
	Per Cent	
Liked the form	84	86
Disliked the form	16	14
Too long	9	4
Too difficult	4	4
Other reasons	7	7

⁵Watson, op. cit.

TABLE 3—Continued

Reasons for Disliking Form A	Reasons for Disliking Form B
<p>There wasn't room for plan of work and record of work done.</p> <p>Not clear.</p> <p>The same questions are asked twice and the meanings are not clear.</p> <p>Too detailed and overlapping.</p> <p>Does not call for direct information.</p> <p>Does not fit in notebook.</p> <p>The "Reasons for choosing" and "Goals to reach" were too much alike to place separately.</p>	<p>Not enough room to keep record conveniently. Need more room for plan of work.</p> <p>Needed more room for "Record of work" and "Record of progress."</p> <p>The record of progress is not practical.</p> <p>Not the right way I wanted to express my attitudes.</p> <p>I can better express myself by writing my project out in paragraphs.</p> <p>There wasn't room enough to tell everything I did.</p> <p>Didn't have place for time.</p>
Reasons for Liking Form A	Reasons for Liking Form B
<p>It is easier to follow than the usual method and allows for self-expression.</p> <p>It saves time and work and is easily and plainly understood.</p>	<p>I prefer this form best as it is easier to understand.</p> <p>This type of report is time-saving and easier to understand.</p>

TABLE 3—Continued

Reasons for Liking Form A	Reasons for Liking Form B
This form is more like a complete story rather than a formal outline.	The questions are brief, to the point, and express my thoughts exactly.

Table 3 indicates that the majority of the students liked both project report forms. Student criticisms were similar for both forms. Favorable comments stated that the forms were easy to understand, easy to follow, and saved time and effort. Unfavorably, students commented that not enough room was allowed for filling in the items, that there was an overlapping of items in Form A, and not enough opportunity for self-expression in Form B. The planning of projects was done in a general way in both report forms, whereas what was accomplished and the value of the project were given more specifically. These responses indicate that most students do not foresee the project well enough to plan effectively.

Jury Evaluation of Home Project Forms

In addition to the evaluation of the home project report forms by the classes using them, and by the teachers of these classes, further evaluations were made by two juries. The juries criticized not only

the two report forms, but also a list of criteria for teacher-student planning and criteria for judging the essential elements of a home project report form.

The first jury consisted of six vocational homemaking teachers; the second, of a group of five specialists, including two area supervisors, two college teachers of home economics, and the president of the Texas Home Economics Association. An itemized analysis of each set of criteria giving comments and reactions of each jury follows. This analysis, presented in Tables 4 to 8, is set up to show the criteria in the left-hand column, the comments of the homemaking teachers in the center column, and comments of the specialists in the right-hand column. Items in the criteria not criticized were indicated as acceptable to the jury members.

TABLE 4

COMMENTS OF THE JURIES ON "CRITERIA TO BE USED JOINTLY BY TEACHER AND STUDENT IN SELECTING, PLANNING, AND CARRYING OUT HOME PROJECTS"

Criteria*	Comments of Home-making Teachers	Comments of Specialists
It should grow out of or be related to work at school.	Accepted	It should be related to work at home that school experience can help with.
It should meet a personal and/or family need.	Accepted	It should also meet community needs.

TABLE 4—Continued

Criteria*	Comments of Home-making Teachers	Comments of Specialists
It should be based on interests and abilities of the pupil.	Accepted	This item was accepted by all.
It should require thinking, planning, judgment, the seeking of new learning.	Accepted	Also execution or follow-through without too much outside pressure.
<u>Manner of working:</u>		
The setting of definite goals.	A few	Tentative goals are preferable.
Planning before work is begun.	Some	It should be followed by continuous planning as outgrowth of continuous evaluation.
Sufficient detail in planning to be a real guide to the work.	Accepted	Yet not so detailed as to eliminate all initiative, originality, and incentive on part of individual having the experience.
Definite references on sources of help.	Marked for omission by one teacher.	Not so definite that it fails to encourage resourcefulness.
Occasional evaluation of progress toward goals.	Accepted	Continuous, rather than occasional. Frequent, rather than occasional.

TABLE 4—Continued

Criteria*	Comments of Home-making Teachers	Comments of Specialists
<p>Evaluation of the completed project to show: present value, future value, new or additional needs.</p> <p><u>Achievement:</u></p> <p>Improved work habits.</p> <p>Improved ability to manage time, energy, materials, or money.</p> <p>New knowledge, improved skills, improved abilities in one or more areas.</p> <p>Changed attitudes.</p> <p>Improved character or personality traits.</p> <p>Increased awareness of family needs and interests</p> <p>More readiness to assume family and home responsibilities.</p>	<p>Simple evaluation</p> <p>Accepted</p> <p>Accepted</p> <p>Accepted</p> <p>Accepted</p> <p>Accepted</p> <p>Accepted</p> <p>Accepted</p> <p>Accepted</p>	<p>Check-up, rather than evaluation. How could one know future values? Evaluation by whom?</p> <p>Accepted</p> <p>Accepted</p> <p>Accepted</p> <p>Or growth of more desirable personal or social attitudes.</p> <p>Accepted</p> <p>Also, one's role as a family member.</p> <p>Readiness accompanied by desire to assume responsibilities.</p>

*The nature of the project, the manner of working at the project, and the achievement resulting from the project should include one or more of the items listed.

The jury of six homemaking teachers indicated that they accepted the majority of the items in the criteria for carrying on home projects. They felt that goals should be few in number and that only partial planning should be done before the work is begun, allowing for further development as the students can see the need. Of the jury of five specialists, two accepted the criteria as stated. They considered the list very good. Two of the specialists suggested only four changes, namely: "Frequent evaluation rather than occasional"; "Use of check-ups rather than evaluation"; "Evaluation by whom?" and preferred the term "experience" rather than the term "project." The other comments, suggestions, and criticisms were made by the fifth specialist.

TABLE 5
JURY PREFERENCES AND COMMENTS ON
VARIOUS TYPES OF REPORTS

Items	Comments of Home-making Teachers	Comments of Specialists
Written reports in some form.	<p>To help the student see what she has accomplished.</p> <p>Could consist of a summary, perhaps in diary form.</p> <p>Preferred.</p>	<p>Brief but concise record of pupil's work is needed to avoid repetition.</p> <p>Prefer a combination of some written, but mostly oral.</p>

TABLE 5—Continued

Items	Comments of Home-making Teachers	Comments of Specialists
<p data-bbox="289 905 540 968">Oral reports in class:</p> <p data-bbox="326 1016 626 1079">During the semester</p> <p data-bbox="326 1612 597 1675">At end of semester.</p>	<p data-bbox="675 611 1036 716">Dependent upon teacher's contacts with family.</p> <p data-bbox="675 758 1036 863">For teacher reference —to use in teacher-pupil conference.</p> <p data-bbox="675 1016 1068 1199">About four or five weeks after she starts, to let others see what progress is being made. Very brief.</p> <p data-bbox="675 1241 1024 1346">Yes, gives time for suggestions, inspires others.</p> <p data-bbox="675 1388 1008 1493">Allows student more freedom of expression. Girls enjoy it.</p> <p data-bbox="708 1646 935 1677">No comments.</p>	<p data-bbox="1078 1016 1419 1121">For checking progress and sharing experience.</p> <p data-bbox="1078 1163 1409 1310">Important for giving ideas to other students and for stimulating interest.</p> <p data-bbox="1078 1352 1435 1415">These may be written up as given.</p> <p data-bbox="1078 1457 1435 1562">Students are often rewarded by a feeling of success.</p> <p data-bbox="1130 1646 1357 1677">No comments.</p>

TABLE 5—Continued

Items	Comments of Home-making Teachers	Comments of Specialists
<p>Informal reports during teacher-student contacts, visits, or conferences.</p>	<p>Usually receive more information and get better picture of project.</p> <p>Good, but not sufficient for records.</p> <p>Very important to keep up interests among the girls.</p>	<p>Important for teacher guidance.</p> <p>This is the preferred method.</p> <p>This method is essential for meeting individual needs.</p>
<p>No report at all.</p>	<p>All indicated that some type of report is necessary.</p>	<p>Not accepted by anyone.</p>

The method of reporting is as important to both the teachers and the students as the information that is desired in a report. The teachers' preference regarding the method of reporting home projects is essential to the evaluation of any report form. The homemaking teachers commented that a written report helps the student to see what she has accomplished. The report may consist mainly of a summary, with the amount of writing dependent upon the teacher's contacts with the family. The reports are exceedingly helpful in teacher-student conferences. One specialist stated that the written report has

a place when and if the individual writing the report finds it helpful in clarifying and evaluating procedures and techniques used in the problem-solving experience or experiences. Another specialist felt that in many cases written forms or reports could be done by the teacher rather than the students. Mostly, they preferred a combination of some written and some oral reports. All members of the jury approved of oral reports in class as a means of stimulating experiences, checking progress, and allowing freedom of self-expression. Informal reporting during teacher-student conferences, visits, or contacts were considered essential in meeting individual needs and keeping up interests among the girls. The entire jury indicated that some type of reporting is necessary for carrying out effective home projects.

The homemaking teachers considered more of the items in Table 6 essential than did the specialists. The specialists indicated that most of the items were important but not essential and could be provided for with a minimum of writing. The written items should be left flexible to meet the needs of individuality of the students. Some of the jury members checked only the items they considered essential and made no indication as to their thinking on the other items. One specialist stated that long, detailed reports have discouraged home projects and have caused some to tend to write rather than to do. She felt that the criteria could be accomplished in several ways other than

TABLE 6—Continued

Teachers		Reactions of Specialists					
Not Essential		Essential		Important but Not Essential		Not Essential	
Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
..	..	2	40	..	..	1	20
..	..	1	20	1	20	1	20
..	..	1	20	1	20	1	20
1	17	..	..	2	40	1	20
1	17	1	20	2	40	1	20
..	..	2	40	1	20	1	20
1	17	1	20	2	40	1	20

a large written plan; part by conferences, part in group discussions, part in oral check-ups, etc.

Comments were also given by the jury members on each of the forms, A and B. (See Tables 7 and 8.) Homemaking teachers presented many different viewpoints. One teacher stated that she followed a plan somewhat the same as Form A and found it sufficient for her records as well as easy for students to use, while another teacher thought that the form did not give enough detailed explanation of the information desired. One teacher liked the form because it can be answered briefly and to the point and still give the girl a view of what she has completed. It was suggested by another teacher that the report be kept in diary form, including all necessary information, plus oral comments, conferences, and home visits.

The specialists, too, presented a variety of comments on Form A. One disliked formal reports of any type; another preferred this form if it could be used in groups and students not feel it is just something to write. A third specialist believed that a student would need some explanation of items. For example: Record of work done should be defined as "What I did." She preferred developing such a form with the students rather than using any printed form.

Many of the comments of the jury members apply to Form B as well as to Form A. In addition to comments made about Form A, the

TABLE 7
REACTION OF THE JURY MEMBERS TO HOME
PROJECT REPORT FORM A

Items	Comments of Home-making Teachers	Comments of Specialists
Name of student	Accepted	Accepted
Statement of project	Restate as, "What you did."	Designated as home experience rather than home project.
Reasons for choosing	Combine reasons for doing it and goals to reach.	Accepted
Goals to reach	Combine with reasons for choosing.	What I expect to learn.
Plan of work	Marked for omission by one; accepted by others.	Add, "When I plan to do it."
Record of work	Marked for omission by one; accepted by others.	Include results.
What I learned.	Accepted	Accepted
Family comments or evaluation.	Omit, "or evaluation."	Omit "evaluation."
Sources of help or information.	Marked for omission by one; accepted by others.	Accepted
Student criticism of report form.	Accepted	No comment.

TABLE 8

**REACTIONS OF THE JURY MEMBERS TO HOME
PROJECT REPORT FORM B**

Items	Comments of Home- making Teachers	Comments of Specialists
Name of student	Accepted	Accepted
Classification	Accepted	Prefer to use "Homemaking class."
Name of project	Marked for omission by one.	Designated as home experience rather than home project.
Brief explanation of project.	Accepted	Include goals, reasons, and what I expect to learn.
My plan of work:		
Things to do	Satisfactory	Accepted
Problems I will have	Satisfactory	How can they know in advance?
Source of help	Satisfactory	Accepted
Record of progress:		
Date	Marked for omission by three.	Why?
What I did	No comments.	Accepted
How it turned out	No comments	Accepted

TABLE 8—Continued

Items	Comments of Home-making Teachers	Comments of Specialists
<p>Comments or suggestions for improvement, if any</p> <p>My evaluation of the project</p> <p>Student criticism of form</p>	<p>No comments</p> <p>Students' real feelings would not be expressed after checking the items listed.</p> <p>Accepted</p>	<p>Accepted</p> <p>Students should give examples to show project was worth-while, enjoyed, cause of gain of confidence, and how it was helpful to the student.</p> <p>Accepted</p>

specialists felt that Form B restricts the individuality of the students. All indicated that the date of the work was unimportant. One homemaking teacher preferred Form B because of the "Record of work," since girls will answer the questions and give more information than on Form A. Another teacher said that girls will not keep a daily running record, but fill in the record when they write the rest of the report; therefore, it tempts them to falsify records. A third homemaking teacher stated that form B is the type of form that would make her students give something definite. This form would help keep the criteria for judging home projects in mind.

SUMMARY AND CONCLUSIONS

Since the majority who experimented with the two forms of home project reports liked both forms, their evaluation did not determine which form was better for reporting home projects. However, in an item analysis which was made to show how effectively each form was used, the following trends were indicated:

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 evaluating 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.

Students who thought the forms were too long, too difficult, too overlapping, or too much unnecessary work were the ones who did the poorest job of filling them in. Those students who did an exceptionally good job of filling in the forms stated that there was not enough room to record all of their plans or to keep the record of work. Students who filled in the forms satisfactorily, but not as fully as others, stated that they enjoyed using the forms because they helped them to give a clear picture of what they did without an unnecessary amount of writing.

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.

The juries made the following suggestions concerning written project reports:

1. That projects carried on prior to the current one be listed.
2. That "Reasons for choosing" and "Goals to reach" should be combined under "Explanation of project."
3. That "What I plan to do" should be added to "Plan of work."
4. That "Results" should be included in "Record of work done."
5. That care should be taken not to restrict the individuality of the student.
6. That goals and plans should be tentative so changes can be made as the need arises.
7. That the planning should be flexible enough to allow for originality and initiative on the part of the student.
8. That students should frequently check up on their progress by oral reporting.
9. That the reports should be kept in diary form in junior high school.
10. That, upon the completion of the project, a summary of the project should be written, but that the choosing, planning, and periodic reporting should be done in class.
11. That home visits, conferences, and personal contacts are the best ways of understanding individual students and helping them to carry out their projects successfully.
12. That the project form should be worked out in class jointly by the teacher and the students.

The majority of the forms from several schools were well filled out, while the majority of the forms from other schools were poorly filled out. The students themselves gave the following reactions to the forms which they used:

1. Felt that "Reasons for choosing" and "Goals to reach" overlapped and could be combined.
2. Lacked understanding of what to put in "Brief explanation of project."
3. Indicated that some wanted a definite form to aid in organizing the information to be given, whereas others preferred only a guide to write up their projects so they could express themselves in their own way.
4. Preferred a form that would fit into their notebooks.
5. Some preferred a very simple form, whereas others preferred a more detailed form with plenty of room for reporting.
6. Wanted opportunity for more self-expression.

A summary of these findings indicated that the written home project report should be adapted to the needs of the individual. The student who has difficulty in stating her problems and writing her report may choose the following simple form:

What I am going to do

Why I am going to do it

How I plan to carry it out

Sources of help

What I did

How it turned out

What I gained from my project

On the other hand, the student who has the ability to express herself in writing may use a more detailed plan, such as the one given below:

Name of project

Explanation of project (give aims, purposes, reasons, and goals)

Plan of work:

Things to do

When I plan to do them

Sources of help

Record of work:

What I did

How it turned out

My project was (was not) worth-while. Tell why.

Comments (family, friends, etc.)

The use and interpretation of any form or method of reporting home projects is largely dependent upon the attitude and approach of the homemaking teacher toward home projects. Such use and interpretation

of project reports is also dependent upon the teacher's ability to create interest in home projects and to guide students in selecting, planning, and carrying out projects suited to their interests, abilities, and needs.

Students should be allowed choices in the types of home project report forms they use, or they should plan a report form jointly with the teacher.

Since oral reports to the group tend to create and maintain interest and since they stress doing rather than writing, such reports should be used as much as possible. These reports provide a means of checking student progress, of discussing problems, and of gaining group assistance in solving these problems. Furthermore, oral reports are effective means of evaluating when students tell how they benefitted from the project, what changes they would suggest, and what further experiences they need.

When working with a small number of students, very little writing on the part of the students may be necessary.

Any home project report form should be considered only as a guide by which students write their own reports. It should allow for originality and initiative on the part of the student.

The home projects should be evaluated by teacher and student, according to the goals set up when the project was planned.

The teacher should know her students and their home environment as well as possible so she can guide students into projects suitable

to their interests and abilities, and suitable also to the family situation,
and effective in making worth-while contributions to family welfare.

APPENDIX

COPY OF LETTER SENT TO AREA SUPERVISORS

July 30, 1951

Dear Miss _____:

For research on home projects which I am doing for my master's thesis, I would like to have copies of forms used in making home project reports. These forms should come from typical schools of communities of representative size and location in the various areas. The study does not include large cities (over 50,000).

I wish to ask your help on three items:

1. Please check the enclosed list to show representative schools in your area, either approving those starred, or making suggestions and changes as you think best.
2. If you have the opportunity to do so, encourage the teachers who are contacted to fill in the questionnaire and return it with copies of forms used.
3. Please name four or five teachers from your area who would be willing to run tests on two forms of home project reports by using them with two groups of students. I shall supply the forms, in quantity, when plans have been completed. I shall also supply the teachers with objective check sheets for evaluating the effectiveness of each form.

Allow me to express my sincere appreciation for whatever help you can give. I hope to make this study a worth-while project with a summary of results available to all who are interested. The list of schools to check and the outline of the research project are enclosed.

Sincerely yours,

OUTLINE OF RESEARCH PROJECT

Title: A Comparison of Two Types of Home Project Report Forms.

Purpose: Four-fold—

1. To collect and classify a representative sampling of the types of home project report forms used during the regular school term in Texas.
2. To determine the most frequently occurring form(s) used and adapt it for use as the control form.
3. To formulate another form from the extreme variables of the most frequently occurring form(s) for use as the experimental form.
4. To test and evaluate these two types of forms.

Procedure: I plan to send letters and questionnaires to ten homemaking teachers in each area.

After compiling the forms received and working out the control and experimental forms, I would like for four vocational homemaking teachers in each area to run a parallel test on these project report forms in the spring. Quantity needed for testing each report form will be supplied to the teachers. Check sheets for evaluating results will be sent near the end of the semester.

Results of these tests will be compiled to see which (if either) of the forms is considered better for reporting home projects.

LIST OF SCHOOLS SELECTED FOR GEOGRAPHICALLY

REPRESENTATIVE SAMPLING

Walnut Springs	Midlothian	Hico	Granbury
Gordon	Hamilton	Blum	Lampasas
Brownwood	Stephenville	Quail	Plainview
Levelland	Childress	Dalhart	Lorenzo
Silverton	Amherst	Stinnet	Happy
San Angelo	Monahans	Alpine	La Mesa
Ackerly	Blackwell	Roby	Eldorado
Stanton	Denison	Post	McKinney
Jacksboro	Weatherford	Anna	Muenster
Henrietta	Mesquite	Boyd	Abernathy
Hale Center	Muleshoe	Farwell	Garrison
Joinerville	Joaquin	Gary	Carthage
Jacksonville	Henderson	Lufkin	Overton
Bronson	Huntsville	Warren	Palestine
Crockett	Navasota	Corrigan	Grapeland
Montgomery	Latexo	Cayuga	Holliday
Megargle	Iowa Park	Graham	Cross Plains
Baird	Melvin	Tyler	New Boston
Commerce	Mt. Pleasant	Linden	Red Water
Pleasanton	San Marcos	Gober	Forney
Kerrville	Johnson City	Buda	Natalia
Floresville	Columbus	Orange	La Port
Ingleside	Georgetown	Alice	Goliad
Bertram	Alta Loma	Mexia	Saratoga
Marble Falls	Louise	Odell	Grapevine

**COPY OF LETTER SENT TO ONE HUNDRED
HOMEMAKING TEACHERS**

October 1, 1951

Dear Homemaking Teacher:

For research on home projects which I am doing for my master's thesis, I would like to have copies of forms used in making home project reports. I am requesting forms from typical schools in communities of representative size and location in the various areas. Your school has been chosen by your area supervisor to help represent your area.

The experience report may include not only the final report on the project, but the plan and progress record as well, if these are used and are available. If this type is not used, I should like whatever form(s) you use.

I am enclosing a questionnaire of pertinent information needed. Will you kindly check it and return it with the home project forms?

From the forms that are sent in from various schools, I plan to select for further investigation the two that are considered most satisfactory by the largest number of teachers. These two forms will be sent, in quantity, to selected schools to be used for one semester by equal numbers of students for reporting regularly scheduled home project work. They will then be evaluated co-operatively by the teacher and pupils on a check list provided for this purpose. If you are willing to run these tests for me, will you please indicate it on the questionnaire?

Your co-operation in this matter is earnestly desired and will be fully appreciated. I will be glad to furnish you with a summary of results.

Sincerely yours,

QUESTIONNAIRE ON HOME EXPERIENCE REPORTS

Teacher's name

Address

How many years have you taught homemaking?

Check classes taught: Foods..... Clothing..... General HM

Others

Check the following blanks to show amount of preparation you have had for guiding home experiences.

Preparation in college:

½ semester to 1 semester.....; 1 week to ½ semester.....; Less than 1 week None.....

Experience in guiding home experiences:

Years.....; Semesters.....; Less than 1 semester.....

Number of students carrying out home experiences:

Anglo-Americans, (Girls)..... (Boys).....

Latin-Americans, (Girls)..... (Boys).....

Do boys and girls use the same form? Yes..... No.....

Do Latin and Anglo-Americans use the same form? Yes..... No.....

Do you use the same report forms for all home experiences?

Yes..... No.....

Please send a copy of the form(s) used for the regular school semester. If more than one form is used, please number and rank them in the order of your preference.

Please check to indicate how form(s) is used:

Form 1 Form 2 Form 3 Form 4

Followed closely

Modified by student

Modified by teacher

Modified by teacher and student

If form(s) is unsatisfactory, please indicate the reason:

Too long.....; Too complicated.....; Too vague.....; Too brief.....;

Incomplete.....; Uninteresting..... Lacks self-teaching helps.....;

Others

Are you willing to run a parallel test with me in the spring?

Yes..... No.....

**COPY OF LETTER SENT TO HOMEMAKING
TEACHERS USING THE FORMS**

January 24, 1952

Dear Homemaking Teacher:

I am sending you the home project report form blanks for your Homemaking II students for use during the spring semester. You will recall that one-half of the class, a control group, will use one form; the other half, an experimental group, will use the experimental form. The control group will use the form they usually use, or Form A, a composite of several satisfactory forms submitted by different teachers, whichever they choose. The experimental group will use Form B.

In developing Form B, "reasons for choosing" was omitted because the students' reasons for choosing the project are usually developed during the selection of the problem. Form B is written in teen-age language with emphasis on evaluation and on the concurrent record.

At the end of the project report is a form for checking students' criticisms of the home project report used. You may send their project report forms to me, or you may summarize the students' reactions and include three representative samples of each type of report form used. Please send them by May 15, if possible.

I will send you a summary of my findings by October first.

Sincerely yours,

COPY OF LETTER SENT TO SEVEN HOMEMAKING
TEACHERS

June 19, 1952

Dear Homemaking Teacher:

For a study which I am making as a basis for my master's thesis, I am attempting to set up criteria for judging home project reports. These criteria are to be used for judging two types of home project forms which were used by fifteen schools in various areas of the state.

Will you please check the enclosed sheet, "HOME PROJECT REPORTS," which include (A) "Types of Reports" and (B) "Criteria for Judging the Home Project Plan and Report," to show your thinking on the relative importance of the items indicated? Add any additional comments, suggestions, or criticisms you may wish.

You will also find enclosed a sheet on "Criteria to be Used Jointly by Teacher and Pupil in Selecting, Planning, and Carrying out Home Projects," intended to serve as a guide for the selection, the carrying out, and the report of the project. This list of criteria which might be used jointly by the teacher and pupils in planning and developing the project, is enclosed for your convenience as a point of reference for judging the importance and nature of the home project report. Please feel free to reject it or make any criticisms you may have.

I hope this will not be an undue imposition on your time. Your help will be greatly appreciated. Since I am planning on completing my thesis within six weeks, I should like to have the checked form returned as soon as possible.

Sincerely,

**THE SCHOOLS PARTICIPATING IN TESTING
FORMS A AND B**

San Angelo

Farwell

Hamilton

Commerce

Eldorado

Denison

Blackwell

Ackerly

Sterling City

Stephenville

Palestine

McKinney

Melvin

Joinerville

Floresville

**CRITERIA TO BE USED JOINTLY BY TEACHER AND
PUPIL IN SELECTING, PLANNING, AND
CARRYING OUT HOME PROJECTS**

- A. The nature of the project should be characterized by one or more of the following:**
1. It should grow out of, or be related to, work at school.
 2. It should meet a personal and/or family need.
 3. It should be based on interests and abilities of the pupil.
 4. It should require thinking, planning, judgment, the seeking of new learning.
- B. The manner of working at the project should include one or more of the following:**
1. The setting of definite goals.
 2. Planning before work is begun.
 3. Sufficient detail in planning to be a real guide to the work.
 4. Definite reference on source of help.
 5. Occasional evaluation of progress toward goals.
 6. Evaluation of the completed project, to show present value, future value, new or additional needs.
- C. The achievement resulting from the project should include one or more of the following:**
1. Improved work habits.
 2. Improved ability to manage time, energy, materials, or money.
 3. New knowledge, improved skills, improved abilities in one or more areas.
 4. Changed attitudes.
 5. Improved character or personality traits.
 6. Increased awareness of family needs and interests.
 7. More readiness to assume family and home responsibilities.

HOME PROJECT REPORTS

A. Type of Reports.

Please indicate which type(s) of home project reports you prefer:

Comments (give reason for choosing, when to use, etc.)

1. Written reports in some form

2. Oral reports in class:

a. During the semester

b. At end of semester

3. Informal reports during teacher-pupil contacts, visits, or conferences

4. No reports at all

Other comments:

B. Criteria for Judging the Home Project Plan and Report.

If you feel that written reports in some form are essential, check the following criteria to show your thinking:

	Important	
Essential	but not	Not
	Essential	Essential

1. To provide a clear statement of problem.

2. To serve as a means of setting up goals.

Essential	Important but not Essential	Not Essential
------------------	--	--------------------------

3. To record problems encountered and source of help.

4. To serve as a means of developing and recording the plan for carrying out the project.

5. To provide a record of activities, with results or criticisms.

6. To provide a record of pupil achievement.

7. To encourage and provide for accurate and careful evaluation.

Others:

FORM A

Name of student

Classification

Statement of project

Reasons for choosing

Goals to reach

Plan of work

Record of work done

What I learned

Family comments or evaluation

Sources of help

Student criticism of report form

Did you like this report form? Yes _____ No _____

If not, give reason. Too long _____ Too difficult _____

Others:

FORM B

Name of student

Classification

A. Name of project

B. Brief explanation of my project

C. My plan of work

Things to do

Problems I will have

Source of help

D. Record of progress (Keep the record up to date)

Date

What I did

How it turned out

Comments or sugges-
tions for improvement,
if any

E. My evaluation of the project

(a) Mark out the word or words that do not express your feeling.

1. I feel that my home project was (was not) worth-while.
2. I did (did not) gain confidence in myself.
3. I enjoyed (did not enjoy) my home project.
4. It did (did not) help me in other ways.

(List ways if convenient)

(b) Check the blank which expresses your feeling.

- I learned a great deal.
- I learned something new.
- I did not learn.
- The project benefited someone besides myself.
(Name persons or persons it benefited)

Student criticism of project report.

Did you like this form? Yes _____ No _____

If not, give reason. Too long _____ Too difficult _____

Others:

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Books

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