

A TEACHING GUIDE FOR A PERSONAL AND FAMILY
RELATIONSHIPS COURSE DEVELOPED FROM
PERSONAL AND FAMILY PROBLEMS OF
HIGH SCHOOL STUDENTS

By

DONNA JEAN MILBURN
Bachelor of Science
Oklahoma State University
Stillwater, Oklahoma

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Thesis Approved:

Hazel L. Ingersoll

Thesis Adviser

Josephine Toffer

Lucas MacVicar

Dean of the Graduate School

458148

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CHAPTER I

INTRODUCTION

This study is concerned with the development of a curriculum for educating youth in personal and family relationships at the high school level. Studies in family relations are being emphasized more today since the family in the American culture is changing from an institution to a family that rests on mutual companionship. (1) Today's families function in terms of personality development of members through affectional security, continuity of guidance, and cultural interpretation, in effect, they are seeking a quality of life. (2)

Personal adjustments to present and prospective family relations are considered important as a means of improving family interaction. Public education is challenged today to help students make satisfactory adjustments to life situations. Personal adjustments to family living are real life situations. The importance of real life adjustments is mentioned by Mowrer (3).

Home, school, and community are challenged with the responsibility of helping individuals make satisfactory adjustments in life situations. The ever increasing emphasis on personal and group relations in the general education plan for everyone is evidence that educators have accepted this challenge. (p. 8,9)

The writer feels that high school students desire information concerning personal and family relationships. This was evidenced by the increased enrollment of students in the Personal and Family Relations course offered at Edmond High School.

Results of studies show that understanding of adolescent-parent relationships are sometimes conflicting. (4) In adolescence the needs for freedom and guidance are in delicate balance, and the parents who can meet both of these needs build for rewarding relationships in the future. (5) Empathy on the part of both parents and adolescents is a good way for developing the understanding needed for smoother family living. (4)

Research supports the hypothesis that the ability to make positive impressions on one's peers is associated with family experiences. (6) Blois (6) states:

A part of the affection that he [adolescent] formerly directed toward his parents must now be redirected toward people outside the family. The way in which the adolescent meets this task is strongly influenced by his childhood experiences of socialization with the family. (p. 346)

An awareness of the importance of a good family foundation can help the student better relationships in the family of orientation and help to alleviate some of the problems in his family of procreation.

Students need to understand why instability in the home has increased. Popenoe (7) states that the greater part of all trouble in marriage could be described merely as failure of couples to grow up emotionally. Duvall (2) feels that increased instability results because husbands and wives are lacking dependency on each other as previous family life demanded.

The writer assumes that giving high school students an opportunity to study personal and family relations will help them develop the ability to meet their problems.

Description of the Problem

The writer of this study was asked to teach a course in personal and family relations to a mixed group of eleventh and twelfth grade high school boys and girls. The course was being taught by the psychology teacher and the demand for this kind of instruction had increased the enrollment to the extent that another teacher was needed. The immediate problem facing the teacher was to determine the content and coverage of such a course. For that purpose the teacher constructed a semester's plan for instruction which is referred to in this document as a study guide.¹ Educational philosophy prompted the investigator to use real problems of students as bases for developing the teaching guide. This meant that the problems and needs of the students must be determined by some valid method. Part of the problem, then, became one of how to detect student problems.

Purposes of the Study

The purposes of the study were two-fold. The writer wanted to discover the problem areas that youth in high school encounter, and to construct a study guide for a course built around these personal and family problems. Using a problem detecting device helped the writer to discover some of the more pertinent problems that confront youth. The problems detected would be incorporated into the study guide for teaching a course in personal and family relations.

¹Precedent was set for calling the teaching plan a "study guide" by the Oklahoma Vocational Home Economics Curriculum Committee in the construction of the Resource Materials for Personal and Family Relationships and Child Development. (8)

Assumptions

The assumptions made by the writer regarding the study are as follows:

1. That a valid problem detecting instrument can be used to define the problems of students.
2. That such problem areas represent needs of students and therefore are suitable bases for curriculum development.
3. That it is possible and desirable to use the problem areas as a basis for instruction.
4. That a study guide developed from the problems and needs of students will contribute to the personal and family adjustments of those students.
5. That the guide developed for this group may, when adjusted to the problems of the unique group, be useful for other classes and for other teachers in a similar kind of instruction.

CHAPTER II

CHOICE OF THE INSTRUMENT FOR DETECTING PROBLEMS

The investigator made a study of interest, adjustment, and temperament inventories for the purpose of selecting one to define problem areas on which to base a study guide for teaching a Personal and Family Relations Course. The writer was planning to teach such a course to a mixed class of high school students.

The inventory selected was to be administered to the classes so that the teacher might better understand the problems of these students and thus build a course of study around the problem areas delineated by the instrument.

Among the inventories reviewed were: The Mooney Problem Checklist, The Guilford-Zimmerman Temperament Survey, The Inventory of the Personal-Social Relationships: General Series, and The Science Research Associates Youth Inventory.

The S R A Youth Inventory was selected as the instrument for detecting problems among students for the following reasons: the inventory has sufficient reliability and validity for the purposes desired; it is easy to administer and has a self-evaluation profile sheet which aids the student in working on his problems with limited personal counseling; and the classifications of the norms given are useful because this is a wide scope of problem areas from which the teacher may select realistic situations.

The score sheet of the S R A Youth Inventory is divided into the following eight categories with separate scores for each: "My School", "Looking Ahead", "About Myself", "Getting Along With Others", "My Home and Family", "Boy Meets Girl", "My Health", and "Things in General". The S R A Youth Inventory was designed as a tool for helping teachers, counselors, and school administrators quickly identify the problems that young people say worry them most.

Items for the development of the S R A Youth Inventory were taken from analysis of "hundreds of essays" by students in more than 100 high schools throughout the country. The essays were written by students who were asked what things bothered them most. The inventory resulted in 298 questions divided into eight areas.(9)

Responses to items are a check mark if the statement expresses something that has been a problem to the subject or a blank for the statement that represents no problem to the subject. A self-scoring profile sheet is provided so that the student may score himself and work on his individual problem areas. A "Basic Difficulty" score stencil is provided for the counselor or teacher for interpreting the student's results. The general wording of questions, methods of scoring, and methods of translating raw scores into percentiles are carefully planned and make the instrument unusually easy to administer. (10)

The S R A Inventory is designed to provide an indication of what a student thinks are his problems. Clark (10, p.92) feels that for this purpose no validation is possible but the inventory does have external validity.¹ Another reviewer, Freeman (10, p. 92), feels that since the

¹A validity that is "external" refers to perception of problems by the subject which may or may not be based on fact. The fact that he reacts to them as though they were real makes them valid for him.

ries, concerns, and problems included in the inventory were initially specified by the teen-age group themselves, the items undoubtedly have a degree of validity.

The administrator cannot estimate whether area scores are relatively stable indicators of problems over a long time interval since no test-retest reliabilities of area scores are presented. The administrator asked to interpret the results cautiously since the scores obtained only indicate the relative frequency, not the intensity or severity, of the problems. (10)

On the whole, the inventory is felt to be one of the sounder instruments in its field. Freeman (10) states:

the hands of professional psychologists and counselors this instrument could be useful and more valid than some others of the same type in facilitating the discovery of difficulty and maladjustment as a basis for subsequent counseling or therapy. (p. 92)

For these reasons the investigator selected the S R A Youth Inventory to be used as the instrument for detecting problems among students. Among the problems most frequently designated, a study guide for teaching a course in Personal and Family Relations for high school students will be built.

CHAPTER III

SAMPLE AND PROCEDURE

Description of the Two Samples

The writer used two different groups of senior high school boys and girls in developing the study guide. The first sample was called the trial group. It consisted of twenty-six senior high school students whose ages ranged from fifteen to eighteen years. All twelve boys and fourteen girls were enrolled in the eleventh and twelfth grades.

The other sample was called the second group. The second group consisted of twenty-five senior high school students whose ages ranged from sixteen to eighteen years. All nine boys and sixteen girls were enrolled in the eleventh and twelfth grades.

The investigator makes no claim that this is a representative sample of high school boys and girls. As a whole the group had fewer problems than those of the group on which the S R A Youth Inventory was standardized. The scores of the trial and second groups were lower than the norms. The two groups were variable in interests, motivation, and intelligence, according to the judgment of the writer. A representative sample was not particularly important for the development of the study guide in that it was devised to teach this particular group of students. Were the study guide to be used for other students, adaptations might need to be made to fit the problems of each specific class.

Procedure in Developing the Study Guide

In carrying out this study the use of a problem detecting instrument was needed. Possible ways of discovering student problems were explored, and, as stated previously, the S R A Youth Inventory was chosen for this purpose.

The S R A Inventory was given to the trial group and the results were tabulated. The writer limited the tabulation to the three sections pertaining to personal and family living because of the purpose of the study.

A tentative outline based on personal and family problems found to be areas of difficulty from the S R A results was then formulated. From the outline the course was taught emphasizing the problem areas and student needs.

After teaching the eighteen-weeks course the trial group was again given the S R A Youth Inventory to detect changes as evidenced in the profiles of the students.

The first outline was revised and developed into a study guide.

The S R A Youth Inventory was given to the second sample for the purpose of detecting other problem areas the second group of students felt were pertinent. Again the results were tabulated and summarized.

The study guide based on personal and family problems found to be areas of difficulty from the S R A results was then revised. The guide included the problem areas of both groups and student needs. As the course was taught the second time the teacher revised the units to make them more adaptable for teaching.

At the end of the eighteen-weeks course the S R A Youth Inventory was again given to the second group. Changes as evidenced in the

profiles of the students were detected. Then the revised study guide with its corresponding bibliography was prepared.

CHAPTER IV

DEVELOPMENT OF THE STUDY GUIDE FROM PROBLEM AREAS

Problem Areas Defined by the S R A Youth Inventory

The writer wanted to justify, on the basis of the results of the S R A Youth Inventory, the units included in the study guide for a mixed class in Personal and Family Relations.

The S R A Youth Inventory was given to the trial group of senior high school students. Sections of the Youth Inventory used were: 4) Getting Along With Others; 5) My Home and Family; and 6) Boy Meets Girl. The other sections did not seem pertinent to the study of personal and family relations and therefore were omitted from the study guide.

The problems marked by each student were tabulated and arbitrarily weighted in accordance with the "degree of intensity" of the problems to the individual student.¹ If the score on a certain problem area fell on the profile sheet in the upper quartile, the subject is so designating that he has more problems in that area than do seventy-five percent of the population on which the scale was validated. The investigator arbitrarily assigned a weighting of two points to each score that fell in the upper quartile in order to have some means of indicating the greater significance of the higher scores. Those students scoring in the semi-interquartile showed they had about the average number of problems as compared to the norms. These scores were given a weight of one. Those students scoring in the lower quartile showed they had fewer problems in each area compared to the norms. Such scores were given a weight of zero.

¹The author assumes that a greater number of problems in an area are significant enough to the individual to represent intense concern. Hereafter the writer, when designating the "intensity" of a problem area, refers to the number of problems in that area.

Table I shows the three major areas of greatest difficulty as defined by the S R A Youth Inventory when given to the trial group. The results of weighted scores gave reason for the writer to believe that a course of study based on these problems was needed.

TABLE I

PROBLEM AREAS OF THE TRIAL GROUP AS DEFINED BY S R A YOUTH INVENTORY

N = 12 boys and 14 girls

R A Inventory Problem Areas	Scores from Arbitrary Weighting	
	Male	Female
, Getting Along With Others	13	16
, My Home and Family	15	19
, Boy Meets Girl	15	19
Totals	43 points	54 points

The sections were broken down further to show the specific problems checked by the students. Table II (p. 13) lists the question numbers and statements which one-third or more of the students checked as being problems.

After studying the problems checked the writer prepared a tentative course outline based on the results of the inventory. This outline was used as a guide to teach the trial group of twenty-six students for one semester. Changes and adjustments were made on the outline as the lessons were taught.

At the end of the course the outline was roughly evaluated by giving the S R A Youth Inventory again to the same students. In all areas the writer found the results showed a small improvement in that the problems

TABLE II

PROBLEMS CHECKED ON S R A YOUTH INVENTORY BY ONE-THIRD OR MORE
OF THE STUDENTS IN THE TRIAL GROUP

N = 12 boys and 14 girls

Question No.	Statement of Problems from S R A Youth Inventory
--------------	--

Getting Along With Others

- 115. I want people to like me better.
- 118. I don't know how to treat people whom I don't like.
- 119. I wish I were more popular.
- 120. I want to make new friends.
- 121. I need to develop self-confidence.
- 125. I'm ill at ease at social affairs.
- 126. I want to learn to dance.
- 127. I want to feel important to society or to my own group.
- 128. I wish I had things to talk about in a group.
- 131. How much initiative should I take in getting invited to parties or dances?
- 141. I'm often left out of things other kids do.
- 144. I don't know how much of my inner feelings to reveal to my friends.
- 150. I can't find a part-time job to earn spending money.
- 151. I need money for social affairs.
- 152. I don't have a (girl) (boy) friend.
- 153. I am not attractive to the other sex.

My Home and Family

- 155. I have no quiet place at home where I can study.
- 157. There is constant bickering and quarreling in my home.
- 162. I can't discuss personal things with my parents.
- 164. I don't like to invite people to my home.
- 167. I want to be accepted as a responsible person by my parents.
- 190. I'm afraid to tell my parents when I've done something wrong.

Boy Meets Girl

- 208. I seldom have dates.
- 211. I'm bashful about asking (girls) (boys) for dates.
- 212. I don't know how to keep (boys) (girls) interested in me.
- 213. I don't know what to do on a date.
- 215. How do I refuse a date politely?
- 224. Should I go steady?
- 225. Should I kiss my date the first time we go out together?
- 228. I wonder if high school students should pet and make love.
- 231. How far should high school students go in love relations?
- 236. What things should one consider in selecting a mate?

3IE II (Continued)

Question No.	Statement of Problems from S R A Youth Inventory
138.	How can I prepare myself for marriage and family life?
139.	What things cause trouble in marriage?

checked were less in number and in intensity. The improvements were not deemed by the author to be due entirely to instruction because chance factors and maturation of the students might affect a change, as well.

The S R A Youth Inventory was given to the second group of senior high school students consisting of nine boys and sixteen girls whose ages ranged from sixteen to eighteen years. The study was again limited to the three sections pertinent to personal and family relations.

Table III shows the areas of greatest difficulty as defined by the S R A Youth Inventory when given to the second group.

TABLE III

PROBLEM AREAS OF THE SECOND GROUP AS DEFINED BY S R A YOUTH INVENTORY

N = 9 boys and 16 girls

S R A Inventory Problem Areas	Scores from Arbitrary Weighting	
	Male	Female
Getting Along With Others	9	15
My Home and Family	10	21
Boy Meets Girl	13	18
Totals	32 points	54 points

Students of the second group checked some questions not checked by trial group. Table IV lists the question numbers and statements other than those checked by the trial group.

TABLE IV

ADDITIONAL PROBLEMS CHECKED ON S R A YOUTH INVENTORY BY ONE-THIRD OR MORE OF THE STUDENTS IN THE SECOND GROUP

N = 9 boys and 16 girls

Question No.	Statement of Problems from S R A Youth Inventory
Getting Along With Others	
17.	I wish I could carry on a pleasant conversation.
38.	I'd like to learn proper table manners.
My Home and Family	
58.	I feel that I'm a burden on my parents.
61.	I feel there's a barrier between me and my parents.
76.	My parents don't trust me.
78.	My parents are too strict about my going out at night.
86.	I wish I could gain the confidence of my parents.
87.	I want to get married soon.
88.	I feel like leaving home.
94.	My family is always worried about money.
95.	My parents often pry into my private affairs.
Boy Meets Girl	
16.	I'm bothered by dirty stories or vulgar talk.
18.	I don't know how to break up with a person I have been dating without causing bad feelings.
23.	How can I keep (boys) (girls) from taking me for granted?
29.	I need an acceptable vocabulary to discuss sex.
30.	I think about sex a good deal of the time.
37.	How long should people know each other before getting married?

The writer felt that the additional problems should be included also in the study guide because they were checked by one-third or more of the students in the second group. Four unit topics were developed by categorizing the problems under specific headings as follows on the next page.

<u>Category Name</u>	<u>Unit Name</u>
1. Self-Improvement	1. Being a Better Person
2. Relationships With Others	2. Getting Along With Parents and Peers
3. Mate Selection	3. Choosing a Mate
4. Marriage Preparation and Adjustments	4. Preparing and Adjusting to Marriage

Table V lists the problems significantly related to the unit topics the study guide.

TABLE V

PROBLEMS OF S R A YOUTH INVENTORY RELATED TO THE UNIT TOPICS
OF THE FINAL STUDY GUIDE

<u>Question No.</u>	<u>Statement of Problems from S R A Youth Inventory</u>
. Being a Better Person	
15.	I want people to like me better.
17.	I wish I could carry on a pleasant conversation.
18.	I don't know how to treat people whom I don't like.
19.	I wish I were more popular.
21.	I need to develop self-confidence.
25.	I'm ill at ease at social affairs.
27.	I get stage fright when I speak before a group.
28.	I'd like to learn proper table manners.
31.	I'm often left out of things other kids do.
33.	I am not attractive to the other sex.
38.	I seldom have dates.
41.	I'm bashful about asking girls for dates.
. Getting Along With Parents and Peers	
5.	I want people to like me better.
8.	I don't know how to treat people whom I don't like.
9.	I wish I were more popular.
10.	I want to make new friends.
17.	I want to feel important to society or to my own group.
18.	I wish I had things to talk about in a group.
1.	How much initiative should I take in getting invited to parties or dances?
5.	There aren't enough places for wholesome recreation where I live.
1.	I'm often left out of things other kids do.

TABLE V (Continued)

Question No.	Statement of Problems from S R A Youth Inventory
144.	I don't know how much of my inner feelings to reveal to my friends.
*151.	I need money for social affairs.
*152.	I don't have a (girl) (boy) friend.
*153.	I am not attractive to the other sex.
155.	I have no quiet place at home where I can study.
157.	There is constant bickering and quarreling in my home.
*158.	I feel that I'm a burden on my parents.
*161.	I feel there's a barrier between me and my parents.
162.	I can't discuss personal things with my parents.
*164.	I don't like to invite people to my home.
*167.	I want to be accepted as a responsible person by my parents.
*176.	My parents don't trust me.
*178.	My parents are too strict about my going out at night.
*186.	I wish I could gain the confidence of my parents.
*188.	I feel like leaving home.
*190.	I'm afraid to tell my parents when I've done something wrong.
*194.	My family is always worried about money.
*195.	My parents often pry into my private affairs.
208.	I seldom have dates.
211.	I'm bashful about asking girls for dates.
212.	I don't know how to keep (boys) (girls) interested in me.
*213.	I don't know what to do on a date.
215.	How do I refuse a date politely?
*216.	I'm bothered by dirty stories or vulgar talk.
*218.	I don't know how to break up with a person I have been dating without causing bad feelings.
*223.	How can I keep (boys) (girls) from taking me for granted?
*224.	Should I go steady?
*225.	Should I kiss my date the first time we go out together?
*228.	I wonder if high school students should pet and make love.
*229.	I need an acceptable vocabulary to discuss sex.
*230.	I think about sex a good deal of the time.
*231.	How far should high school students go in love relations?
II. Choosing a Mate	
*187.	I want to get married soon.
*188.	I feel like leaving home.
236.	What things should one consider in selecting a mate?
*237.	How long should people know each other before getting married?
238.	How can I prepare myself for marriage and family life?
IV. Preparing and Adjusting to Marriage	
*157.	There is constant bickering and quarreling in my home.
*194.	My family is always worried about money.

TABLE V (Continued)

Question No.	Statement of Problems from S R A Youth Inventory
238.	How can I prepare myself for marriage and family life?
239.	What things cause trouble in marriage?
*Problems checked only by the trial group.	
*Problems checked only by the second group.	

Because of the large number of problems in unit two relating to the family of orientation the writer added a fifth unit on preparation for parenthood with the thought that such education might help to alleviate some of those problems in the students' families of procreation.

The study guide was revised to include the added problems of Table V.² The guide was then used to teach the second group of twenty-five students for a period of eighteen weeks. Changes and adjustments were made on the guide as the lessons were taught.

At the end of the course the study guide was again evaluated by giving the S R A Youth Inventory to the second group of students. The writer found the results again indicated slight improvement in that the problems checked were less in number and in intensity.

The final study guide developed through categorizing the problems of the S R A Youth Inventory was organized under four headings, namely: Behavior Desired, Basic Understandings, Activities, and Resources.

Details concerning the development of the framework for the teaching guide is in the section which follows.

²Question numbers 126 and 150 "I want to learn to dance" and "I can't find a part-time job to earn spending money" were not covered in the study guide even though one-third of the students checked them as being problems. The teacher felt that these two problems could not be handled in the classroom situation.

Framework of the Revised Study Guide

In developing the learning program for the Personal and Family Relations Course, the items on the S R A Youth Inventory checked by the students were considered thoughtfully for the implications they might have on course content, method, and teacher-pupil relations.

Educators believe that student needs should serve as fundamental bases in developing a curriculum. Spafford (11, p. 41) has pointed out: "Some economics has no values in itself but only in relation to student needs and interests, and the needs of the society."

The same emphasis upon needs of youth can be seen in the statement from the New York State curriculum guide: (12, p. 5)

Homemaking education must meet several needs based on the fact that family and community life is continuous and progressive, embracing all ages, sexes, races, and creeds.

Specifically, some of the interests and needs experienced in the later adolescent years in the Denver Public School publication are as follows: (13, p. 33)

Desire to establish girl-boy friendships.

Concern with becoming self-supporting.

Concern with future home.

Interest in adult activities.

Eagerness for adult standards.

Enjoyment of abstract terms and discussion of ideals.

Interest in social problems and espousing a cause.

Functional teaching is planned to meet individual needs and should be sufficiently varied to be acceptable to many student personalities. In order to make teaching function in the life of the student, the instructor must know the students' needs, at least as they relate to the subject

to be taught. This means, in effect, knowing each student. Yauch (14) states that:

In order to guide learning we must know as much as possible about each individual--the peculiar way he will behave. He must have all the sympathetic understanding, companionship, and guidance which will help him develop successfully in ways that prove good for him. (p. 73)

The knowledge of individual needs and interests proves valuable in aiding the learning experiences of the group. The plan by which a program of work is developed should include interesting and stimulating experiences to meet these student interests and needs. These experiences should incorporate the basic learnings that will help to achieve the objectives of the unit. Resources are used that are of interest and pertinent to the learning experiences. In light of these understandings, the writer has chosen the following basic framework on which to base the curriculum of the Personal and Family Relations Course: Behavior Desired, Basic Understandings, Activities, and Resources. An explanation of these headings follows in the next paragraph.

The Behavior Desired column indicates the basic purposes of the particular study. The writer feels that unless the student understands, comes aware, or develops ability to meet and solve his problems the course may be ineffectual. The Basic Understandings column is provided as a guide for the teacher pointing out the essential learnings from the sources cited. The Activities column gives the experience by which teacher and students reach their goals. This column is to stimulate the interests of the student in order to experience the learnings. The sources column is used in directing the student to information needed in order to carry out the learning experience.

The reader will find the revised study guide and its corresponding bibliography as Appendix B of this study.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to develop a study guide for a course in Personal and Family Relations based on the problems that high school boys and girls encounter. The device selected for detecting student problems was the S R A Youth Inventory. The Inventory was administered to a trial group of twenty-six boys and girls in the eleventh and twelfth grades. A tentative outline of subject matter and teaching experiences was developed from the results and used to teach the class. Revisions were made on the outline as lessons were taught. The S R A Youth Inventory was administered at a later date to a second group of twenty-five boys and girls in the eleventh and twelfth grades to discover additional problems. The areas revealed in a categorization of the problems most frequently checked were used to develop a study guide. The guide was then used to teach the second group of students and a final revision of the guide is presented in the study.

The results of the S R A Youth Inventory revealed that the problems significant for this study fell in the following four areas: self-improvement, relationships with others, mate selection, and marriage preparation and adjustment. A study of preparation for parenthood was added because a large number of the problems checked by the students were parent-adolescent conflicts in nature. The writer hoped that the inclusion of the fifth area would provide opportunity for education

which might help to alleviate some of their future problems in parent-child relations.

The final study guide was developed by incorporating the problems defined by the S R A Youth Inventory into the following units: Being a Better Person, Getting Along With Parents and Peers, Choosing a Mate, Preparing and Adjusting to Marriage, and Preparation for Parenthood.

The writer believes that the assumptions stated in the first chapter were verified in the following ways and with the following limitations:

1. A valid problem detecting instrument can be used to define the problems of students. The S R A Youth Inventory is designed to indicate problems the student thinks he has. When the student thinks that certain things bother him it makes little difference whether the problems are real or whether he is unconsciously exaggerating their importance; for he reacts to them as though they were real. (15) Therefore, the items which an individual checks have validity for that individual.

2. The problems detected by the S R A Youth Inventory represent needs of students and therefore are suitable bases for curriculum development. The S R A Youth Inventory was developed by the students themselves. Hundreds of essays were written by high school students stating what things bothered them most. These were analyzed by trained psychologists. The ideas presented were compiled and screened to cover as wide a range of student needs as possible. The statistical data upon which the inventory is based were obtained from a stratified sample. (9) Such precautions taken in developing the instrument give some assurance that it detects the needs of most students of the sample.

3. Using the problem areas in instruction is possible and desirable. Problems detected were included in the curriculum taught. Knowledge

These problems aided the instructor in dealing with them according to the intensity of the problems to the students. The writer found interest greater among the students when their specific problems were studied.

4. A study guide developed from the problems and needs of students will contribute to the personal and family adjustments of those students. Personal and family adjustments of the students cannot adequately be evaluated at the end of the course because of the time element involved. Changes in behavior cannot be measured by immediate actions, but by the stability of these changes through the years. Results of the course showed some improvement in that fewer items on the inventory were checked the second time by both groups. The writer cannot justify that the changes in the responses to the S R A items are entirely due to teaching because chance factors and maturation may be involved.

5. The final guide developed for this group may, when adjusted to the problems of the unique group, be useful for other classes and for other teachers in a similar kind of instruction. The writer believes the teaching plan developed will be of value to other teachers but cannot make definite claims at this time. Other teachers will be given the opportunity for using the study guide; and the guide will be used by the writer to teach the course more effectively in the future.

The study implies that further educational goals might be set for future teaching. The writer suggests the following:

1. The results of the S R A Inventory imply that there were relationship problems of which both parents and adolescents needed to become aware and needed help in approaching. This need could be the basis for an adult education class.

2. The frequent checking by the students of the item regarding the need for more places for wholesome recreation suggests a project for a civic club or for the Parent-Teachers Association.

Implications for further use of the teaching guide were felt to be as follows:

1. Devising more ways to obtain increased parent interest and participation.
2. Developing better evaluation instruments for use at the end of each unit.
3. Lengthening the class schedule to a full year instead of limiting it to one semester.
4. Decreasing the size of the class to twenty students evenly balanced between the sexes.

The writer has enjoyed teaching the classes in Personal and Family Relations to the boys and girls at Edmond High School, and has gained satisfaction in developing a study guide which will aid other teachers of similar courses. The results of student improvement from the study will not be considerably revealing until years later, but it is hoped by the teacher that these students have gained sound guidance and growth toward better adjustments in personal and family living for the future.

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"APPENDIX A"

S R A YOUTH INVENTORY QUESTIONNAIRE COPIED

PROFILE CHART FOR THE S R A YOUTH INVENTORY

S R A Y O U T H I N V E N T O R Y ¹

FORM A

Prepared by H. H. Remmers, Purdue University
and Benjamin Shimberg, U.S. Public Health Service

The statements on the following pages are about matters that have bothered teenagers all over the United States. You will recognize some of them as things that have been troubling you; others of them may apply to you, but cause you no concern; still others may not apply to you at all.

Read each statement in the questionnaire carefully. If it expresses something that has been a problem to you, make a mark in the answer box corresponding to that statement. If the statement does not express one of your difficulties, or it does not apply to you, do not make any mark on the answer sheet but go on to the next statement.

REMEMBER, when you do not mark a statement on the answer sheet you are saying, "This is not a problem for me."

There are two types of answer sheet for this test:

Example A

1.
2.
3.

Example B

1.
2.
3.

If the answer sheet you are using looks like Example A, mark your answers like this: 1 If you change your mind, DO NOT ERASE. Circle the box like this: to show you did not mean to mark it.

If the answer sheet you are using looks like Example B, be sure to use the special pencil with which you have been provided and mark your answers like this: If you change your mind, erase your mark thoroughly.

Be sure that you put the answers to each page in the proper column. Whenever you turn a page, be sure the questions line up with the spaces on the answer sheet.

This questionnaire is not a test, so do not hesitate to answer the questions frankly. Your answers will not affect your school grades in any way.

Be sure to mark every statement that represents one of your own problems.

NOW GO ON WITH THE QUESTIONS ON THE FOLLOWING PAGES.

¹Copied from S R A Youth Inventory published by Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

MY SCHOOL

- . I have difficulty keeping my mind on my studies.
- . I wish I knew how to study better.
- . I wish I knew more about using the library.
- . I have difficulty taking notes.
- . I don't know how to prepare for tests.
- . I wish I could be more calm when I recite in class.
- . I spend too much time studying.
- . I would like to take courses that are not offered in my school.
- . I dislike my courses.
- . I have too much homework.
- . I hate school.
- . I feel sleepy in class even when I've had enough sleep at night.
- . I wish I could quit school now.
- . I doubt the value of the things I study.
- . I am too restless to stay in school.
- . I have difficulty keeping my mind on what goes on in class.
- . My courses are too far removed from everyday life.
- . I must select a vocation that doesn't require college.
- . I would like to get some practical work experience.
- . I have difficulty expressing myself in writing.
- . I need some individual help with my courses.
- . My teachers give me no encouragement.
- . My teachers make fun of me.
- . My teachers don't make assignments clear.
- . My teachers aren't interested in me.
- . My teachers are too strict.

- My teachers are too impersonal.
- My teachers play favorites.
- My teachers don't understand me.
- Class periods are not well organized.
- My teachers aren't interested in the things that interest me.
- My teachers don't like me.
- I have difficulty expressing myself in words.

AFTER HIGH SCHOOL???

- What are my real interests?
- What shall I do after high school?
- For what work am I best suited?
- How much ability do I actually have?
- I would like to know more definitely how I am doing in my school work.
- I need advice in choosing courses.
- I want to know more about what people do in college.
- Should I go to college?
- What are the requirements for college?
- How shall I select a college?
- Can I get into the college of my choice?
- I wish I could afford college.
- Should I borrow money for college?
- What are some ways of financing a college education?
- How do you fill out application blanks for college?
- Do I have the ability to do college work?
- I would like to have more vocational courses.
- How can I get apprenticeship training?
- What are some careers for girls?

- , I want to learn a trade.
- , What courses will be most valuable to me later on?
- , What fields are overcrowded?
- , What career shall I pursue?
- , What training do different vocations require?
- , How will the draft affect me?
- , What are the opportunities in different fields?
- , What jobs are open to high school graduates?
- , How do I go about finding a job?
- , Where can I go for help in finding a job?
- , I wish I could write good letters of application.
- , How can I prepare for a job interview?
- , For what kind of job should I apply?
- , How should I act during an interview?
- , I have no work experience.
- , What's expected of me on a job?
- , What is proper office etiquette?
- , Am I likely to succeed in the work I do when I finish school?

ABOUT MYSELF

- , I'm easily excited.
- , I have trouble keeping my temper.
- , I worry about little things.
- , I'm nervous.
- , I can't sleep at night.
- , I can't help daydreaming.
- , I have thoughts of suicide.
- , I feel guilty about things I've done.

9. I'm not popular with (boys) (girls).
10. I often feel lonesome.
11. I feel "low" much of the time.
12. My feelings are easily hurt.
13. I need to learn not to let people push me around.
14. I don't see much future for myself.
15. I often do things I later regret.
16. People dislike my race or nationality.
17. I lack the drive others have.
18. People stare at me.
19. I feel that I'm not wanted.
20. I have a "crush" on an older person.
21. I'm not ready for any job when I graduate.
22. I hesitate to take responsibility.
23. I feel that I'm not as smart as other people.
24. I must always be "on the go".
25. I prefer to be alone.
26. I must learn to "keep my head" when things go wrong.
27. I would like to discuss my personal problems with someone.
28. I wonder if I am normal in the way my mind works.
29. I worry about tests.
30. I'm unsure of myself.
31. I feel that I'm different from the other kids.
32. I'm trying to get rid of an undesirable habit.
33. I'm afraid of failure or humiliation.
34. My nose is ugly.
35. I bite my nails.

6. I can't help feeling bad when I can't get my own way.
7. I don't know why people get angry with me.
8. I don't know what is expected of me.
9. I wish I could overcome being careless.
0. I'm always thinking up alibis.
1. I'm afraid of making mistakes.
2. I'm afraid to speak up in class.
3. I can't do anything right.
4. I don't want to leave home for a job or college.

GETTING ALONG WITH OTHERS

5. I want people to like me better.
6. I don't know how to introduce people properly.
7. I wish I could carry on a pleasant conversation.
8. I don't know how to treat people whom I don't like.
9. I wish I were more popular.
0. I want to make new friends.
1. I need to develop self-confidence.
2. I need to be more tactful.
3. I wish I knew how to drop a person I no longer want for a friend.
4. I don't know how to act on formal occasions.
5. I'm ill at ease at social affairs.
6. I want to learn to dance.
7. I want to feel important to society or to my own group.
8. I wish I had things to talk about in a group.
9. I can't live up to the ideals set by groups to which I belong.
0. I need to learn how to keep from being too aggressive.
1. How much initiative should I take in getting invited to parties or dances?

1. I need to learn to be a good listener.
2. I need to learn to be more tolerant of other people's opinions.
3. I need to learn how to plan a party.
4. There aren't enough places for wholesome recreation where I live.
5. I don't know what clothes to wear on different occasions.
6. I get stage fright when I speak before a group.
7. I'd like to learn proper table manners.
8. I need to learn how to get along with people my own age.
9. I need to learn to be a "good sport" in games.
10. I'm often left out of things other kids do.
11. I need to learn how to select the right clothes for my figure.
12. I wish I knew how to use cosmetics properly.
13. I don't know how much of my inner feelings to reveal to my friends.
14. I need to learn to be on time for appointments.
15. I need to learn how to order food in a restaurant.
16. I need to learn how to work for the good of the group.
17. I'd like to know how to become a leader in my group.
18. I have difficulty deciding between my own standards and those of the crowd.
19. I can't find a part-time job to earn spending money.
20. I need money for social affairs.
21. I don't have a (girl) (boy) friend.
22. I am not attractive to the other sex.
23. I can't seem to live up to the ideals I have set for myself.

MY HOME AND FAMILY

5. I have no quiet place at home where I can study.
6. I can't get along with my brothers and sisters.
7. There is constant bickering and quarreling in my home.

8. I feel that I'm a burden on my parents.
9. I have to do too many chores around the house.
0. My allowance is too small.
1. I feel there's a barrier between me and my parents.
2. I can't discuss personal things with my parents.
3. My father is a tyrant.
4. I don't like to invite people to my home.
5. I don't feel that I belong in the family.
6. I am seldom consulted in family decisions.
7. I want to be accepted as a responsible person by my parents.
8. My parents play favorites.
9. My parents interfere with the spending of the money I earn.
0. My parents are trying to decide my vocation for me.
1. My parents are too strict about letting me use the family car.
2. My parents are too strict about dating.
3. My parents won't let me make my own decisions.
4. I get no encouragement at home.
5. My parents don't usually respect my opinions.
6. My parents don't trust me.
7. My parents expect too much of me.
8. My parents are too strict about my going out at night.
9. I'm criticized for dating someone older than I am.
0. I'm criticized for dating a person of whom others do not approve.
1. I have too many dates.
2. I wish I could get my parents to treat me like a grownup.
3. I wish I had my own room.
4. I'm ashamed of my father's job.

6. I'm ashamed of my parents' dress and manners.
5. I wish I could gain the confidence of my parents.
7. I want to get married soon.
3. I feel like leaving home.
9. My family tries to hold me down.
0. I'm afraid to tell my parents when I've done something wrong.
1. I must turn over my earnings to the family.
2. I feel disloyal because I don't share the views of my parents.
3. My parents are too strict about permitting me to date on school nights.
4. My family is always worried about money.
5. My parents often pry into my private affairs.
6. My parents object to my following fads.
7. My parents continually nag about studying.
8. My parents neglect me.
9. My parents interfere in my choice of friends.
0. My parents disapprove of my social activities.
1. My parents won't let me do my own shopping.
2. My parents hate to admit that I'm sometimes right.
3. My parents are cold toward my friends.
4. My parents aren't interested in what I accomplish.
5. My parents criticize me too much.
6. My parents don't let me decide in which activities I can take part.
7. My parents avoid discussing sex with me.

BOY MEET GIRL

3. I seldom have dates.
7. I don't know how to ask for a date.
9. There is no place to dance in the town where I live.

1. I'm bashful about asking girls for dates.
2. I don't know how to keep (boys) (girls) interested in me.
3. I don't know what to do on a date.
4. What are good manners on a date?
5. How do I refuse a date politely?
6. I'm bothered by dirty stories or vulgar talk.
7. I wonder if I am normal in my sexual development?
8. I don't know how to break up with a person I have been dating without causing bad feelings.
9. Is there anything wrong with going places "stag"?
0. Is it all right to accept "blind dates"?
1. Is drinking harmful?
2. I am dating a person of a different religion than mine.
3. How can I keep (boys) (girls) from taking me for granted?
4. Should I go steady?
5. Should I kiss my date the first time we go out together?
6. Must I neck to be popular?
7. I'm embarrassed in any discussion of sex.
8. I wonder if high school students should pet and make love.
9. I need an acceptable vocabulary to discuss sex.
0. I think about sex a good deal of the time.
1. How far should high school students go in love relations?
2. I need more correct information about sex.
3. I don't understand how children are born.
4. I have conflicting information about sexual matters.
5. I want to know about venereal disease.
6. What things should one consider in selecting a mate?
7. How long should people know each other before getting married?

- . How can I prepare myself for marriage and family life?
- . What things cause trouble in marriage?

HEALTH

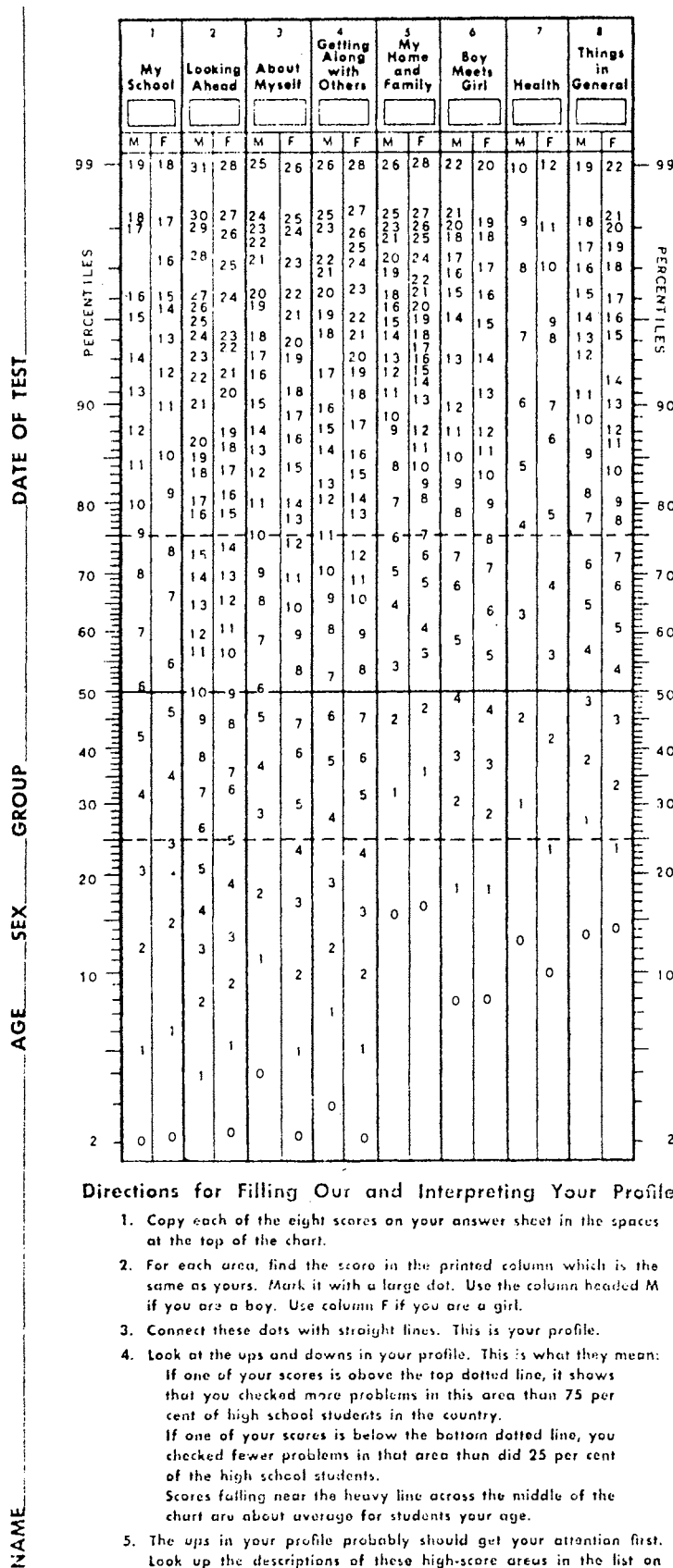
- . I want to gain (or lose) weight.
- . I want to learn how to select foods that will do me the most good.
- . I smoke too much.
- . I am crippled (or have some other handicap).
- . I am bothered by menstrual disorders.
- . I'm concerned about improving my figure.
- . I want to improve my posture and body build.
- . My stomach is upset easily.
- . What can I do about bad breath?
- . Is smoking harmful?
- . What can I do about body odor?
- . I worry about my health.
- . I don't get enough exercise.
- . I get tired easily.
- . I don't get enough sleep.
- . I have no "pep."
- . My teeth need attention.
- . I have frequent headaches.
- . I have frequent colds.
- . I don't hear very well.
- . My muscles are poorly developed.
- . I have no appetite.
- . I want to get rid of pimples.

- 3. I sometimes feel faint.
- 4. I wonder if I am normal in my energy and endurance.

THINGS IN GENERAL

- 5. I'm concerned with what life is all about.
- 6. I'm confused in my religious beliefs.
- 7. I'm bothered by thoughts of Heaven and Hell.
- 8. Is there a conflict between the Bible and my school subjects?
- 9. I feel that I'm not living up to my religion.
- 0. I'm searching for something to believe in.
- 1. How does one set standards of "right" and "wrong"?
- 2. I'm concerned about cheating.
- 3. I'm having difficulty deciding what's important in life.
- 4. I'm confused on some moral questions.
- 5. Can I believe the newspapers and radio?
- 6. How can I help get rid of intolerance?
- 7. How can I help to make the world a better place in which to live?
- 8. What can I do about the injustice all around us?
- 9. I'm mixed up about world affairs.
- 0. I'm worried about the next war.
- 1. Is there something I can do about race prejudice?
- 2. Is there any way of eliminating slums?
- 3. What can I do to help get better government?
- 4. How can I learn to use my leisure time wisely?
- 5. I have difficulty budgeting my time.
- 6. How can I learn to get the most for my money?
- 7. Does one have to take advantage of people to be successful?
- 8. What can I contribute to civilization?

- . I'm losing faith in religion.
 - . I need to develop a satisfactory philosophy of life.
 - . I can't decide whether or not money is the major thing to work for in life.
 - . How can we get honest government?
 - . Can I believe advertising?
 - . What is eternity?
 - . Does it really pay to be honest?
 - . I wonder about the after-life.
 - . Is it wrong to deny the existence of God?
 - . What makes people selfish or unkind?
- Are there any other problems you have or any comments you wish to add about these problems in the space on the answer sheet.



Directions for Filling Out and Interpreting Your Profile

- Copy each of the eight scores on your answer sheet in the spaces at the top of the chart.
- For each area, find the score in the printed column which is the same as yours. Mark it with a large dot. Use the column headed M if you are a boy. Use column F if you are a girl.
- Connect these dots with straight lines. This is your profile.
- Look at the ups and downs in your profile. This is what they mean:
 If one of your scores is above the top dotted line, it shows that you checked more problems in this area than 75 per cent of high school students in the country.
 If one of your scores is below the bottom dotted line, you checked fewer problems in that area than did 25 per cent of the high school students.
 Scores falling near the heavy line across the middle of the chart are about average for students your age.
- The ups in your profile probably should get your attention first. Look up the descriptions of these high-score areas in the list on pages 2 and 3.

"APPENDIX B"

THE REVISED STUDY GUIDE FOR A PERSONAL AND FAMILY RELATIONSHIPS
COURSE AT THE HIGH SCHOOL LEVEL
AND ITS BIBLIOGRAPHY

Behavior Desired	Basic Understandings	Activities	Resources
A. Self-understanding			
Realizes the importance of being sincere and of making a favorable impression on others.	One's impressions are important to his success. He must be sincere for others will see him as he really is.	Impressions one gives others: Poems--"You and Yourself" and "You Don't Have to Tell It, They Know It."	¹ Okla. State Guide, p. 129.
Understands the importance of family living influences on the life of children reared in that family.	The family plays an important part in one's being the kind of person he is.	Assign reading to understand how the family influences the individual. (a) Biological inheritance (b) Environment (c) Personal integration of what happens to one. Show film: "Heredity and Environment"	Duvall, Evelyn, <u>Facts of Life and Love</u> , Chps. 3 and 4. ² Okla. State Univ. Film Library and others.
Becomes aware of individual differences.	No two children, related or not, find their total environment exactly alike.	Discuss question: "Why are children different if they are from the same family, with same surroundings, and have the same opportunities?"	Duvall, Evelyn, <u>Family Living</u> , Chp. 2.

¹Oklahoma State Board of Vocational Education, Home Economics Division, Resource Materials for Personal and Family Relationships and Child Development, 1956.

²All films can be ordered from Oklahoma State University Film Library, Central State College Film Library, Oklahoma University Film Library, or Oklahoma Health Department Film Library.

Behavior Desired	Basic Understandings	Activities	Resources
		Conduct class poll of those who are youngest in family, oldest, middle child. Discuss advantages and disadvantages of each position as student has experienced it.	
	Parents do more for their children than their children often times realize.	Show film: "Appreciating Parents"	
Realizes the importance of the basic functions of the family for meeting the needs of all its members.	The family functions to provide children with physical care, to facilitate growth of personality, and to meet emotional needs of both children and parents.	Assign reading and reports to help students understand function of the family.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chps. 1 and 2.
	The primary function of the family today is to develop individual personalities. Therefore one needs more understanding of the whole personality.	Assign special report to be given by a student on new trends in family living.	Dybwad, Gunner, "Family Life In a Changing World", <u>Children</u> , mag., Jan.-Feb. '59.
Recognizes that the process of maturing takes place in many areas and at different rates for different people.	There is more than one type of maturity; there are chronological, physical, intellectual, emotional, social, and philosophical types.	Discuss question: "What is maturity?" Have students learn six kinds of maturity and discuss advantage of being mature in all areas.	Duvall, Evelyn, <u>Family Living</u> , Chp. 1.

Behavior Desired	Basic Understandings	Activities	Resources
Develops some ability to recognize and define fears and to recognize and to dispel minor frustrations.	Generally speaking, people meet their problems in either attacking or in withdrawing behavior. Daydreaming is a way of escaping from fearful thoughts.	Use activity sheet: "How emotionally mature are you?"	Okla. State Guide, p. 116.
	Understanding of various reactions used by people, helps the individual to empathize and to approach his own problems in an acceptable manner.	Assign topic: "How do we meet our problems?" Have students write down three most common fears and three most common daydreams. Divide class into small groups and tabulate fears and daydreams. Also, discuss examples of different ways of meeting problems. Share results of small group discussions with the entire group.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 3.
	Frustration results when basic needs are blocked.	Role-play incidents of frustration provided by class members. Make suggestions for solving the problems presented or for redirecting the frustration.	
Gains a clearer conception of some of the defense mechanisms and how they operate in human behavior.	Other ways of approaching problems are rationalizing, compensating, regressing, projecting, and sublimating.	Identify individually, or as a class project, examples of different ways people have of approaching problems.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , p. 31.
B. Sociability			
Increases understanding of the need for social acceptance.	Most of the fears and many of the daydreams expressed by the class	Recall the incidents discussed in the previous lessons relative to fears and daydreams.	

Behavior Desired	Basic Understandings	Activities	Resources
Becomes aware of the student's own characteristics that contribute to his social acceptance.	center around the desire for social acceptance. The likeable person is one who shows genuine interest in others, who is courteous and who has few annoying habits.	Discuss question: "What makes a person likeable?" Discuss habits that help or hinder one in making friends. Assign students to list specific behavior in others throughout the day and evaluate this behavior to find out what habits are liked or disliked in others. Bring findings back to class.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 4.
	Observing and evaluating behavior patterns of others helps one to choose those habits he wishes to cultivate in himself. Some habits that hinder a person are holding grudges, gossiping, feeling jealous, arguing and contradicting others, using sarcasm and cutting remarks, laughing or making fun of others, and bragging.	Role-play some undesirable habits. Have class respond to open-end statements: "I like people who..." "I don't like people who..." Have class member tabulate and report results to class. Role-play some of the desirable characteristics.	

Behavior Desired	Basic Understandings	Activities	Resources
Becomes aware of habits that are more positive than negative in relation with others.	Some annoying habits can be noted in oneself and substitute behavior adopted that will be positive in nature.	Discuss question: "What are the substitutes for undesirable habits?" Find ways of substituting positive for negative thinking. Have class make posters of "this, not this".	
Becomes aware of ways of showing more friendliness through school, home, and community life.	Friendly people come from friendly families.	Set up groups of students for round table discussion on following questions: (a) "Does friendliness run in the family?" (b) "What is popularity?" (c) "List ways school might make it easier for people to become more friendly--attitude of students, teachers, clubs, general school atmosphere."	Duvall, Evelyn, <u>Family Living</u> , Chps. 8 and 9.
Improves in attempts of friendliness toward greater popularity.	Popularity is that combination of qualities that makes a person generally liked by people.	Show film: "Are You Popular?"	
Becomes aware of the difference in goals of the college fraternity as compared with those in the high school.	Generally speaking, disadvantages of the closed clubs include causing hard feelings among those left out (expense may prohibit the worthy	Discuss question: "Should fraternities and sororities be abolished in high school? In college?"	McKinney, Fred, <u>Psychology of Personal Adjustment</u> , pp. 419-423.

Behavior Desired	Basic Understandings	Activities	Resources
<p>individual from membership), limiting friendships, having dominant peer group standards curb individual thoughts and actions.</p> <p>Generally speaking, advantages of the closed clubs include offering an impelling force to individual to improve scholastically and socially, gaining closer unity within the membership, and securing social acceptance.</p> <p>C. Etiquette</p> <p>Increases understanding of the reasons for using courtesy.</p>	<p>individual from membership), limiting friendships, having dominant peer group standards curb individual thoughts and actions.</p> <p>Generally speaking, advantages of the closed clubs include offering an impelling force to individual to improve scholastically and socially, gaining closer unity within the membership, and securing social acceptance.</p> <p>Courtesy is an outgrowth of concern for others.</p> <p>When one uses social courtesy he is noticed and accepted by the group.</p>	<p>Have college student speak on advantages and disadvantages of fraternities at the college level.</p> <p>Invite college students from Greek organizations and independents to act as consultants to answer questions on the advantages and disadvantages of high school versus college fraternities.</p> <p>Assign class to write short paper on "My greatest gain from this unit was..."</p> <p>Have students give skit "Courtesy, What It Isn't". Discuss the following characters: "The Line Pusher Inner"; "The Public Maker-Upper"; "The Gum-Popper"; "The Bookworm", others mentioned.</p> <p>Show film: "Social Courtesy". Discuss advantages of being courteous.</p>	<p>Okla. State Guide, p. 114.</p>

Behavior Desired	Basic Understandings	Activities	Resources
Develops ability to use table etiquette.	Knowledge and practice of proper table etiquette helps one feel more at ease when dining out.	Set up family-type table service in class and practice proper table etiquette.	Lewis, Peckham, Hovey, <u>Family Meals and Hospitality</u> , Chp. 5.
	People judge a person by the impressions he makes. By discussing and practicing proper etiquette he can develop self-confidence and thus not be offensive to others in various social situations.	Assign the following group activity reports on etiquette to be demonstrated in class: "How to make proper introductions" "How to dress properly for different occasions" "What to do when dining out" "How to meet others" "How to be a good conversationalist" "How to use correct correspondence" "How to use proper parliamentary procedures" "What to do on a date"	Pierson, Irene, <u>Campus Cues</u> . <u>Everyday Manners for 4-H Boys and Girls</u> , pamphlet, OSU Extension Div. Vanderbuilt, Amy, <u>Complete Book of Etiquette</u> . Post, Emily, <u>Etiquette</u> .
Gains understanding of simple date etiquette rules to follow in order to have a more enjoyable dating relationship.	For a more successful date a person needs to know how to ask for (or accept) a date, how to dress for the date activity, how to meet the parents, and other simple rules of date etiquette.	Show film: "Date Etiquette" Assign crossword puzzle from the <u>Co-ed</u> magazine dealing with date etiquette.	<u>Co-ed</u> , mag., Apr. '58, p. 48.

Behavior Desired	Basic Understandings	Activities	Resources
Develops more social ease within home room.	Social etiquette must be practiced as well as studied.	<p>Have class plan and give a party for the opportunity of practicing social etiquette.</p> <p>Evaluate the social experience by discussion in terms of growth in social competence, and in ability to make new friends.</p>	
D. Understanding Others			
Becomes aware of why others around them feel as they do.	<p>To really know a person one must understand why he acts or feels as he does. This can only be accomplished if one can develop the ability to empathize with the other.</p> <p>Empathy is the ability to project one's self into the feelings of another person, to "put one's self in the other person's shoes."</p>	<p>Fix bulletin board entitled "How well do you understand your friends?" Picture gossiping girl with subtitle "Why does she gossip?"; picture a boy driving recklessly with subtitle "Why does he drive so fast?"; picture girl babysitting with subtitle "Why does she like children?"</p> <p>To help students understand empathy divide class into pairs. Have each couple find some problem about which they disagree. Then have couple try to use empathy, not to change his own viewpoint, but to understand and respect the viewpoint of the other person.</p>	<p>Murray, John, M.D., <u>Normal Personality Development</u>, pamphlet.</p>

Behavior Desired	Basic Understandings	Activities	Resources
Becomes aware of cultures and customs of other nationalities so that one can better understand why a person from another country feels and acts as he does.	Customs in other cultures are different from those in the United States. To understand a person from another country one needs to study his culture and meet his people when possible. In this way one can gain greater empathy for his customs and beliefs.	Role-play situations in which students react as they feel their friends would react to the situation. Example: A boy breaks a date with a girl giving questionable reason. Role-play how the girl will react. Now reverse the role and let the boy play the part of the girl. Read article "A Living Doll". Point out that the main character could not empathize with her mother until she herself could be understood by her boyfriend. Have class plan social event for foreign students for opportunity to practice social etiquette and gain better understanding of other countries. Use local person or persons who have been abroad to show slides or movies of people from other cultures. Have talks on customs of different nationalities. Have international student from nearby high school or college visit and give first hand study of his country.	Schuman, Sylvie, "A Living Doll", <u>Co-ed</u> , mag., Feb. '59. Najafi, Najmeh, <u>Persia Is My Heart</u> .

Behavior Desired	Basic Understandings	Activities	Resources
Develops a respect for arts and crafts of other nations.	Many of the arts and crafts of the older civilizations are superior in quality.	Exhibit arts of other countries.	
Develops a respect for international understanding.	Regardless of differences in customs, mankind has much in common with his brother.	Have student report on article "I Married a Moslem". Study foods and set up international dinner service. Example: Use Japanese chopsticks and rice bowls. Students could obtain "pen pal" list and write to high school students of other lands.	Dabbagh, Nancy E., "I Married a Moslem", <u>Good Housekeeping</u> , Mar. '58.
Develops understanding of different races in one's own community.	To understand the Negro problem one must empathize with the Negro.	Discuss question of integration in our state, community, and local school.	Public Affairs Pamphlets: <u>The Negro in America</u> , No. 95.
Gains insight into the problems faced by the Negro race.	Integration in the schools is making slow progress in increasing interracial understanding.	Study problems of Negro student--his school facilities, his economic status, his occupational opportunities, and his home life.	<u>The Races of Mankind</u> , No. 85. <u>Segregation and the Schools</u> , No. 209.
Gains understanding of ways to help improve the racial problem in our own community.	The home and school are both the two major institutions affected by the processes of desegregation and integration.	Have student report on article dealing with interracial understanding through home and family life.	Jefferson, Ruth, "Interracial Understanding", <u>Journal of Home Economics</u> , Feb. '59, pp. 87-93.

Behavior Desired	Basic Understandings	Activities	Resources
Becomes aware of the problem of integration in the public school system.	Integration in the schools may have greater success in improving interracial relations if it starts in primary grades where prejudices are limited.	Discuss positive suggestions for improving interracial relations in the public schools.	
	Interracial understanding is a two-way process. Both the white groups and the Negro need to modify some of the attitudes learned; both need to discover that they share similar values in personal, family, and social living.	Role-play situations in which students may empathize with characters to portray their roles. Example: Negro student being integrated into the white school; international bride in American home.	
Gains an understanding and helps others to understand international differences.		Prepare an international exhibit. Borrow materials from persons in neighborhood. If costumes are available ask persons to wear or exhibit them and man the booths. Invite the public.	

Behavior Desired	Basic Understandings	Activities	Resources
A. Getting Along With the Opposite Sex			
Develops acceptable dating skills and behavior which meets a personal code of ethics and also wins the approval of the peer group.	Dating problems are common among teen-agers and as such, may be regarded as a normal part of growing up.	Prepare a bulletin board entitled "What Makes a Good Date?" using Do's and Don'ts. Example: Picture girl well-groomed versus girl not well-groomed; picture girl and boy courting in car versus girl and boy enjoying soda at drug store or engaging in sports or games.	
		Set up question box and place in convenient spot for students to submit questions anonymously on dating problems.	
		Have students evaluate themselves as to areas they need to work on in dating. Use questionnaire "Am I a Good Date?"	Okla. State Guide, p. 131.
	A good date is a person who is a good sport, is interesting to talk with, practices good grooming habits, is courteous and dependable.	Divide class into small groups to decide what five questions are more important than the others for being a good date. Tabulate results of all groups.	
		Assign another date questionnaire-- one specifically for boys and a different one specifically for girls.	

Behavior Desired	Basic Understandings	Activities	Resources
Gains some knowledge of the differences that exist between the sexes.	Boys take the aggressive role in asking for dates.	Assign reading on rules of dating such as who pays, who asks for date, etc.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 5.
Gains understanding of why sexes react differently.	The sexes differ psychologically and physically. Women outlive men by about three to six years. Men have more physical strength than women. Women can adjust better to real crises since society permits them to release tension by crying. Women live more in the realm of feelings while men live more in the realm of deeds.	Prepare charts showing physical growth development differences between the sexes. Discuss the real and culturally determined differences between the sexes. Assign readings on physical and emotional sex differences.	Breckenridge and Vincent, <u>Child Development</u> . Duvall, Evelyn, <u>When You Marry</u> , Chp. 16.
Gains understanding that a person's temperament needs to complement the temperament of his date.	Usually it is necessary to date a number of different people before one can be sure what type person is most desirable and interesting to date.	Show film: "It Takes All Kinds". Discuss the following characteristics in temperament: "What characteristics in temperament do you have?" "What temperament qualities do you admire and dislike in your friends?"	Landis, Paul, <u>Your Marriage and Family Living</u> , Chps. 5 and 6.
Gains some knowledge of acceptable dating skills	Usually the real causes of failure to continue dating are self-centeredness, aggressiveness, or	Use dating IQ tests from teen-age magazine to stimulate response.	<u>Co-ed</u> , mag., Oct. '57, p. 19.

Behavior Desired	Basic Understandings	Activities	Resources
Gains appreciation of the importance of being able to converse easily and well.	inability to make others feel comfortable. It is important to know a variety of topics of popular interest about which to talk. Sometimes what makes a person a good conversationalist is the ability to listen well to others talking.	Select a "Queen of Conversation" from the class by popular vote and interview her in class about what she considers to be suitable topics for conversation on a date, in a mixed group. Have students bring to class suitable topics for conversation and practice intelligent questioning and listening in couples.	<u>Co-ed</u> , mag., Feb. '58, p. 25. McDermott and Nicols, <u>Living with Young Moderns</u> , Chp. 5.
Develops ability to make wise choices in selection of dating partners.	It is better not to accept a blind date unless one has met the person first, or knows the person arranging the blind date.	Present the question: "Is it all right to accept a blind date?" Role-play "setting a friend up" for a blind date. Have students evaluate themselves by writing a short paper on "How Can I Be a More Dateable Person?"	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 5.
Is aware of some of the problems as well as advantages arising from "steady" dating.	The biggest disadvantage of going steady at the high school level is the danger of not developing ability to judge different personalities for later mate selection.	Introduce the topic of steady dating by discussing: "What does 'going steady' mean?" Show film: "Steady Dating"	Duvall, Evelyn, <u>Family Living</u> , Chp. 11.

Behavior Desired	Basic Understandings	Activities	Resources
	<p>Advantages of going steady as given by Duvall:</p> <ul style="list-style-type: none"> (a) Belonging to someone who belongs to you (b) Going with someone whom you prefer to others (c) Being sure of a date when you want one (d) Being in a social set made up of "steadies" (e) Having informal, inexpensive fun with a person with whom you can relax 	<p>List on blackboard the advantages and disadvantages of steady dating at the high school level.</p> <p>Have one student read "Sweet Lorraine" article on problems of going steady and report it before the class.</p>	<p>Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u>, Chp. 5.</p> <p>Public Affairs Pamphlet, <u>Going Steady</u>.</p> <p>Schuman, Sylvie, "Sweet Lorraine", <u>Co-ed</u>, mag., Sept. '58, p. 20.</p>
	<p>Disadvantages of going steady:</p> <ul style="list-style-type: none"> (a) Having variety of friendships limited (b) Limiting choice of "the one" (c) Leaving some facets of your personality undeveloped (d) Getting involved may become overly absorbing (e) Becoming too intimate with steady. 	<p>Discuss ways to break off going steady.</p> <p>Role-play some acceptable ways of breaking off with a steady.</p>	
B. Standards of Behavior			
Gains a sense of responsibility for personal actions.	A student represents his school, his fellow teenagers, his family, and	Read to class the article about being a public relations representative.	"Your Public Relations", <u>Co-ed</u> , mag., Feb. '58, p. 26.

Behavior Desired	Basic Understandings	Activities	Resources
Learns what is acceptable and what is unacceptable peer group behavior in relation to intimacy in dating.	<p>himself in the way he conducts himself.</p> <p>It is natural to want to show affection, but it is not advisable to kiss on the first date. Two fallacies often believed by young people are that a boy expects a girl to "court", and that a girl considers a boy who does not try to make advances to be slow.</p>	<p>Discuss questions concerning the good night kiss:</p> <p>(a) Is kissing good night on the first date acceptable?</p> <p>(b) If a boy shows the girl a delightful evening, is the girl obligated to kiss him good night as payment for the fine time?</p> <p>(c) Is a boy considered to be "slow" if he does not try to kiss the girl good night?</p>	<p>Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u>, Chp. 6.</p> <p>Duvall, Evelyn, <u>Facts of Life and Love</u>, Chps. 10 and 11.</p>
Understands the importance of setting up and maintaining a good workable moral code for dating.	<p>The middle class society holds a definite and established standard in that it forbids sexual union before marriage. Degrees of intimacy within reason, excluding sex union, are acceptable, however.</p>	<p>Study the basic moral codes regarding:</p> <p>(a) Necking</p> <p>(b) Petting</p> <p>(c) Pre-marital sex relations</p>	<p>Clark, Edwin L., <u>Petting Wise or Otherwise?</u></p>
The best way to prevent alienating friends is to avoid a situation that is questionable.	<p>Show film: "How to Say No"</p> <p>Discuss situations in which it is necessary to say "no" and the best ways to say it.</p>	<p>Menninger, William, and others, <u>How to be a Successful Teen-Ager</u>.</p>	

Behavior Desired	Basic Understandings	Activities	Resources
	The responsibility for maintaining moral standards in dating should be shared by the girl and boy, but in practice the girl is expected to take the lead.		
Understands the part the family plays in setting up and maintaining good moral ethics.	Some young unwed mothers want to have babies as a means of seeking revenge against overly rejecting parents.	Study some of the reasons why boys and girls "get into trouble".	Duvall, Evelyn, <u>Facts of Life and Love</u> , Chp. 4.
Gains an understanding of the effects of narcotics on the individual.	The user of narcotics will be effected in one or more of the following ways: (a) Emotional dependence on the drug (b) Tolerance to the drug (c) Physical dependence on the drug	Arrange bulletin board entitled: "Can Narcotics Affect Dating Habits?" Picture charts giving facts about narcotics lessening one's ability to think clearly or react to stimuli. Have students give symposium on alcoholism, narcotics, and smoking.	Public Affairs Pamphlets, <u>Alcoholism Is a Sickness</u> , No. 118. <u>What Can We Do About the Drug Menace?</u> , No. 186.
Gains some knowledge of where one can get help in overcoming habits of narcotics.	The potential addict is one who is emotionally unstable and immature. He often seeks pleasure and excitement outside the conventional realm.	Ask member of Alcoholic Anonymous to speak to the class.	Okla. State Dept. of Education, <u>Alcohol and Narcotics Education</u> , pamphlet.
	Alcoholism is an illness and needs to be treated as such.	Obtain from police force samples of drugs to show class.	

Behavior Desired	Basic Understandings	Activities	Resources
Develops some ability to express own values and goals.	To overcome alcoholism one must desire to be treated and must be willing to abide by the treatment.	Consult a local police officer who serves on the night force about the effect of the use of alcohol and other narcotics upon family life.	
C. Family Understanding	Some people use narcotics as escapes or substitutes for basic satisfactions in life. Every person needs to find a reason for living that will lend meaning to life.	Assign students to write individually, the values and goals worth striving for that will make it possible for one to make choices, keep one's balance, and give one a sense of direction.	
Develops ability to find humor in family problems.	Humorous anecdotes regarding family living relaxing tensions for its members and make family living more fun.	Arrange a bulletin board entitled: "Families Add Spice to Life". Use cartoons illustrating lighter side of family problems. Have class tell humorous anecdotes about family members. Discuss value of seeing humorous side of family problems.	
Gains understanding and appreciation for family unity.	Family problems arise due to mismanagement of time, money, and responsibilities. Family council is one way to approach these problems.	Show films: "You and Your Family"; "Family Life"; "You and Your Parents"	

Behavior Desired	Basic Understandings	Activities	Resources
Realizes that to become independent of family as one grows up is a natural, normal process.	Process of "growing away" from the family is natural and normal. Freedom and responsibility should be given children on basis of maturity rather than calendar age.	Discuss points shown about family situations. Decide how class members can make their family life more satisfying. Use questionnaire "How Do You Rate as a Family Member?".	Okla. State Guide, pp. 96 and 97.
Develops ability to understand why parents resent their children's "growing away" and to find ways of combating this.	A well-integrated adolescent will seek to understand why his parents behave as they do, and to profit by his association with them.	Have class discuss the most frequent situations in which they feel understood and misunderstood by their parents.	Landis, Judson and Mary, <u>Personal Adjustments Marriage and Family Living</u> , Chps. 5, 6, and 7.
Gains some understanding of how to achieve acceptance in peer group and at the same time gains parent understanding.	Adolescents are at an age when they want to gain independence from parents. Adolescents need to gain recognition among their peers by being like them. They want parents to give them the same freedom as other parents are giving their children. On the other hand, they want to maintain good relations with parents	Study parent-adolescent problems such as the following: (a) Use of the family car (b) Time to get home at night (c) Having friends in the home (d) Lack of privacy (e) Use of the telephone, television, radio, and other family facilities (f) Presence of money problems Discuss recent television programs about typical family life. Compare the television characters to personal family members. Select a class committee to interview parents regarding adolescent-parent problems and report to class.	Duvall, Evelyn, <u>Family Living</u> , Chps. 5, 6, and 7. Public Affairs Pamphlet, <u>Keeping Up with Teen-Agers</u> , No. 127.

Behavior Desired	Basic Understandings	Activities	Resources
Gains knowledge and skills in discussing parent-adolescent situations openly in a mature manner.	Better relations between parents and adolescents can be obtained by discussing problems in an open mature manner.	Set up panel on parent-adolescent problems. (a) Assign students to act as parents on panel. (b) Ask parents to come to class to be on panel discussion to give their viewpoints. (c) Widen panel by asking minister, school counselor, Family Service personnel from YW or YMCA to be on panel.	Life Adjustment Pamphlet, <u>How to Live with Parents</u> . Grossman, Jean S., <u>You Don't Have to be Perfect (even if you are a parent)</u> , pamphlet.
Develops better relationships with elderly family members by understanding and helping them feel more like a part of the family.	Older relatives can be enjoyed when they are recognized and accepted as contributing family members.	Present skit: "But, Grandmother, Please!" Discuss reasons older relatives in the home need to be understood and accepted. Try to empathize with them by role-playing. Select a class committee to visit elderly persons in the community and report to class.	Okla. State Guide, p. 137. Public Affairs Pamphlet, <u>When You Grow Older</u> . OSU Extension Bulletin, <u>The Art of Growing Old</u> .
Becomes aware of importance of empathy in understanding family members, including grandparents and siblings.	Understanding of siblings is needed to improve relationships.	Role-play or discuss home situations in which one needs to empathize with elderly relatives. Study problems between siblings.	Okla. State Guide, pp. 83 and 84. Landis, Judson and Mary, <u>Building Your Life</u> , Chp. 20.

Behavior Desired	Basic Understandings	Activities	Resources
Understands parents and other members of the family.	Putting one's self in the role of others helps him better understand other members of his own family.	Role-play family situations such as trouble over who gets the family car; two sisters wearing each others clothes; two brothers sharing same room with different hobbies to display; conflict over use of the telephone; parents disapproval of daughter's selection of a date. Then reverse the roles to get the feel of being "the other".	Life Adjustment Pamphlets, <u>Life with Brothers and Sisters</u> , <u>Helping Brothers and Sisters Get Along</u> .
Understands that it is not uncommon for family members to differ over the value and worth of objects.	Families need more understanding among all the members. A good way to achieve this understanding is through family councils.	Dramatize the skit: "Television Troubles" Discuss possible solutions to such a problem. Have students write short paper on "When I Get to Be a Parent, I will ..." Prepare bulletin board showing contributions of each family member to harmonious living. Use this experience as an evaluation of student progress.	Okla. State Guide, p. 140.
Recognizes how family unity can help both individual members and family as a whole.	A family council is an open discussion with all family members present to present problems and suggestions for improving family relations.	Discuss question: "What is a family council?"	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 8.

Behavior Desired	Basic Understandings	Activities	Resources
Puts into action improving family relations.	Better understanding can come about by acting instead of merely discussing problems as a class.	<p>Have class dramatize a good family council. Discuss such family problems as use of the telephone, television, radio, or family car. Have students try to council on money matters which includes counciling of all family members.</p> <p>Summarize the value of the family council in working out solutions to the problems that are satisfactory to all members of the family.</p>	
		Assign home project: "What Can I Do to Help Improve <u>My</u> Family Relations?"	
		<p>Have students report the project in three parts as follows:</p> <ol style="list-style-type: none"> 1. State the Problem 2. Plan of Action 3. Evaluation of the Results 	
		Each student could work on some personal family problem such as planning a family night, planning a family council, working out such family problems as the use of the telephone, television, radio, and family car.	

Behavior Desired	Basic Understandings	Activities	Resources
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Invite students to share family project results with the other members of the class.

Behavior Desired	Basic Understandings	Activities	Resources
A. Qualities One Needs to Develop and Qualities One Should Look for in a Mate			
		Prepare bulletin board using pictures of young people of all types and title "Which One Would I Choose? Which Would Choose Me?"	
Understands that physical characteristics are not the most important factors in mate selection.	Physical appearance is not a good basis on which to judge character.	Discuss the statement "Marriage is no better than the material that goes into it."	Adams and Packard, <u>How to Pick a Mate</u> , Chp. 10.
	Love is not likely to last unless there are many things upon which love can continue to grow.	Show film: "Marriage Today" Discuss how the two young couples in the film built lasting marriages.	
Understands that there are family patterns of behavior that affect marriage.	Family background plays a big part in conditioning young people for their future marriages.	Have students evaluate case studies or stories of marriage. Decide what conditions effected these marriages.	
	Successful marriages are due in part to: (a) Happiness of parents (b) Lack of parent-child conflict (c) Good physical health (d) Well balanced personality (e) More than one child in the family	Set up panel of a young married couple and a parental couple. Discuss "Background factors that affect marriage."	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 9.

Behavior Desired	Basic Understandings	Activities	Resources
Realizes that personality needs of people differ widely and different personality types are admired and loved by various types of people.	Personality needs differ with the individual. Some needs are complemented, in that a person is sought who makes up for one's own deficiency. Other needs are met in terms of response such as "He makes me feel wanted, or protected."	Show film: "Choosing for Happiness" Discuss from basis of film the characteristics or qualities "I" would choose in a mate; and what qualities "I" need to develop to be a good mate.	Duvall, Evelyn, <u>When You Marry</u> , Chp. 1.
Develops an interest in observing personality types and analyzing one's own personality needs.	Marriageable people develop the ability to identify with others, to put themselves in the place of others and feel as they feel.	Study personality traits necessary to being a good marriage partner. List favorable personality traits on the blackboard.	Strain, <u>Love at the Threshold</u> , Chp. 3. Foster, <u>Marriage and Family Relations</u> , Chp. 5.
Understands that to find a choice mate one must develop personal qualities of being a choice mate.	It is important to recognize the qualities and characteristics that are needed for happy harmonious living. There are several persons one could marry successfully.	Divide into groups and discuss importance of adaptability, empathy, and problem solving ability in marriage. Discuss the question: "Is there a 'One and Only' for you?"	Johnson, <u>Looking Toward Marriage</u> . Duvall, Evelyn, <u>Family Living</u> , Chp. 13.
Understands the value of homogamy in mate selection.	The tendency is for people to marry those who are about the same age	Relate a case, either true or imagined, to illustrate each homogamous characteristic as listed:	

Behavior Desired	Basic Understandings	Activities	Resources
Gains some ability to judge likeness and dissimilarity in background factors as a basis for exercising good judgment in mate selection.	<p>and of similar stature, health, intelligence, temperament, race, religion, educational level, socioeconomic class, and nationality.</p> <p>People tend to marry those who have the same drinking and smoking habits and the same leisure time activities.</p>	<p>(a) Similar background (b) Similar values and goals (c) Similar religious background (d) Common interests and habits (e) Similar hobbies and recreation (f) Similar educational experiences (g) Same race and nationality</p>	<p>Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u>, Chp. 10.</p> <p>Landis, Paul, <u>Your Marriage and Family Living</u>, Chp. 10.</p> <p>Skidmore and Cannon, <u>Building Your Marriage</u>.</p>
Gains some knowledge of the similarities which should be matched in mate selection.	In mate selection persons are wise to choose those of like interests since marriages grow into companionship when interests are shared.	Show Film: "Choosing Your Marriage Partner". Discuss the factors of emotional maturity, family background, philosophy of life, and harmony of personalities, which were brought out in the film as being necessary to consider in selection of a marriage partner.	
Gains some understanding of the importance of religion for personal and home stability.	Sociologists tell us that people who are church members have happier marriages on the average than those who have had nothing to do with the church.	<p>Display pictures or show home movies of a church wedding.</p> <p>Assign reading about the importance of religion for personal and home stability.</p>	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 13.

Behavior Desired	Basic Understandings	Activities	Resources
Gains some understanding of the problems arising in interfaith marriages.	Many people through their religion, are able to develop a working philosophy of life which gives them a better perspective of themselves and the world around them.	Have class analyze just what religion means to them personally, apart from their families.	Duvall, Evelyn, <u>Family Living</u> , Chp. 13. Tyler, Wilfred and Frances, <u>The Little World of Home</u> .
B. Problems of Teen-Age Marriages	Interfaith marriages have less chance for happiness than marriages within the same religious faith.	Ask representatives from the Protestant, Catholic, and Jewish faiths to come before the class and discuss mixed marriages from their respective points of view. If cannot get minister, priest, or rabbi to attend class, send representatives to the church offices to get information for the class.	Public Affairs Pamphlet, <u>If I Marry Outside My Religion</u> , No. 204.
Understands problems which may arise in a young marriage.	The median age at first marriage for young men and women in the United States today is approximately 20 for women and 22 for men.	Prepare and explain to students charts on marriage statistics. Discuss the question: "What is the best age for marriage?"	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 11.
	The divorce rate decreases as the age at marriage increases.	Discuss problems of teen-age marriages. Consider the factors of maturity, in-laws, money, readiness to settle down, education, and children desired.	Duvall, Evelyn, <u>Family Living</u> , Chp. 14.

Behavior Desired	Basic Understandings	Activities	Resources
Understands that high school marriages are frowned upon in some communities.	Couples who marry at a very early age are more likely to be dependent on their parents for guidance as well as for financial support.	Conduct a class poll on the question: "Should a couple depend on parental subsidy after they marry?"	Public Affairs Pamphlet, <u>Too Young to Marry</u> .
Understands that responsibilities that might alter personal plans come with marriage.	School boards have no legal right to expel or suspend students for marrying, but surveys indicate that students who marry tend to drop out of school.	List on the blackboard the pros and cons of marriage while in high school. Consider the school's attitude. Clip recent news articles on young couples getting married and school boards objecting to participation of married students in school activities.	
Understands that level of maturity achieved by two people has more to do with successful marriages than age at which they marry.	Early marriages might mean the end of education, and thus, the person might accept a life work that is secondary to the one he would have preferred.	Have students make a list of long-term goals. Discuss what ways early marriage could help or hinder fulfillment of these goals.	
	Marriage requires that people be emotionally mature in order to achieve success and happiness. People mature at different ages.	Discuss the difference between readiness for marriage and the age at which one should marry.	

Behavior Desired	Basic Understandings	Activities	Resources
Understands the problems of separation if couple marries while boy is in military service.	<p>Couples should not allow the urgency or the excitement of the situation to blind their eyes to the fact that sound marriages always require compatible individuals who have had time to get well acquainted.</p> <p>Both persons will do much growing and changing during the period of separation.</p>	<p>Ask question: "What effect does military separation have upon young married couples?" Discuss in small groups and report group results to the class.</p> <p>List points a young couple should consider concerning marriage before the boy goes into military service.</p> <p>Have young couple visit class and discuss their experiences of being separated by military service.</p>	<p>Landis, Paul, <u>Your Marriage and Family Living</u>, Chp. 9.</p>
C. Understanding of True Love			
Understands how love grows from stage to stage.	<p>Love is not a static emotion; it changes and grows with each stage of life.</p>	<p>Prepare bulletin board showing the various steps of affectional growth.</p>	
Learns that person must get love from family members and others before he is free to give love.	<p>People experience the development of affectional maturity in about the same order.</p> <p>(a) Self-love (b) Love for mother (c) Love for father (d) Love for siblings (e) Love for other relatives</p>	<p>Display chart or draw chart on blackboard showing the steps in growth of affection from self love to altruistic love.</p> <p>Assign class to read books and pamphlets on mature love.</p>	<p>Okla. State Guide, pp. 5 and 6.</p> <p>Duvall, Evelyn, <u>Facts of Life and Love</u>, Chp. 10.</p>

Behavior Desired	Basic Understandings	Activities	Resources
Realizes how normal love progresses from self love to love for others.	(f) Love outside family (g) Interest in same sex, same age (h) Interest in same sex, older age (i) Love for other sex, older age (j) Love for other sex, same age (k) Love for children (l) Love of mankind	Have each student write an example of the different stages of love so they might fully understand how love is a growing thing.	Foster, <u>Marriage and Family Relations</u> , Chp. 3.
Understands behaviors which are associated with true love.	One does not fall in love, but grows in love. Basically, falling in love at first sight is either physical attraction or it may be the result of a similarity to a previous love.	Discuss the question: "Does a person ever really fall in love at first sight?"	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 14.
Realizes that the sharing and giving experience from each mate is an expression of true love.	Love is a giving as well as receiving. It includes the satisfying of personality needs of both who love each other. Love includes physical attraction and sharing.	Discuss questions: "What is Love?" "Will love carry a couple through all their difficulties?" Have students evaluate magazine stories they have encountered recently that presented unrealistic pictures of falling in love and marriage.	Public Affairs Pamphlet, <u>So You Think It's Love</u> , No. 161.

Behavior Desired	Basic Understandings	Activities	Resources
Gains ability to judge and evaluate the elements necessary in a lasting love.		Evaluate the type of love pictured in a recent movie. Did the relationship of hero and heroine include the elements necessary to be a lasting love? What elements were emphasized and what ones were lacking.	
Recognizes "puppy love" as a normal stage in love development.	Puppy love may be an enriching experience that may contribute to a wise and lasting love sometime in the future.	Role-play the following subjects: (a) Love promotes outward interests rather than self-centered interests. (b) Love is lasting. (c) Love is wanting to share. (d) Love is a "we" feeling.	Skidmore and Cannon, <u>Building Your Marriage</u> , Chp. 5.
Recognizes difference between love and infatuation.	Love that lasts is stable and deep; not a passing thrill. Love which is expressed in many ways, is a sharing and giving of experiences.	Discuss the difference between love and infatuation. Show film: "How Do You Know It's Love?" Discuss how understanding, discussion, insight and judgment of problems affect the chances for a happy marriage among young couples.	Duvall, Evelyn, <u>Facts of Life and Love</u> , Chp. 11.
Realizes that, with personalities that are similar, love has a good chance to develop.			
Gains ability to evaluate own love feelings toward others.		Assign questionnaire to help students decide whether or not the love they feel for someone is the kind that can grow and last in a marriage.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , p. 177.

Behavior Desired	Basic Understandings	Activities	Resources
D. Understanding the Purpose of the Engagement			
Understands the importance and purpose of the engagement period.	The law recognizes the engagement as a period of serious courtship, a time during which the couple can take a last careful look before they leap into marriage, but not a binding legal agreement.	Discuss the questions: "What does it mean to be engaged?" "What is the purpose of the engagement?" Show film: "The Meaning of Engagement". Discuss film in relation to what class members feel engagement means today. Prepare bulletin board entitled: "Make Sure You Are Sure". Show a couple in harmony on basic matters such as home, income, religion, and children desired.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 12.
Understands the job of the pre-marriage counselor.	The marriage counselor's job is to guide persons toward the best choice they can make in the choice of a marriage partner. He does not judge nor advise.	Have marriage counselor visit class and tell of the type service available to young couples contemplating marriage. Send out a class committee to a marriage counseling service to bring back information concerning the work done by the organization.	Duvall, Evelyn, <u>Facts of Life and Love</u> , Chp. 16. Public Affairs Pamphlet, <u>What Is Marriage Counseling?</u> , No. 250.
Realizes that there are certain problems that need to be discussed before marriage.	Couples should discuss certain issues during the engagement period such as where to live; how to	Assign reading on problems to be discussed before marriage.	Landis, Paul, <u>Your Marriage and Family Living</u> , Chp. 12.

Behavior Desired	Basic Understandings	Activities	Resources
Develops desirable attitude toward solving problems that might arise during the engagement period.	<p>spend money; what church to attend; how many children desired; will the wife work?</p> <p>It is better for a couple to find out they are not suited for each other during the engagement period than to enter marriage and then regret having married.</p> <p>A good relationship is one that is making progress in solving problems.</p> <p>It is important to learn how to settle differences by empathizing with the other, attacking the problem rather than each other, and using the recognized problem solving methods.</p>	<p>List on blackboard some of the issues a couple should discuss during the engagement period.</p> <p>Analyze the statement "A broken engagement is better than a bad marriage." Discuss some considerations involved in a broken engagement? In a bad marriage?</p> <p>Role-play engaged couples with different problems. Suggested situations:</p> <ul style="list-style-type: none"> (a) Girl wants to go to a dance and boy wants to go bowling. (b) Girl wants to buy a new car and boy wants to save money for emergencies. (c) Girl wants to work after marriage and boy does not want his wife working. <p>Discuss which engagements have good possibilities for future happiness and which should be re-evaluated with the possibility of a definite break.</p>	<p>Okla. State Guide, p. 85.</p> <p>Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u>, Chp. 3, p. 33.</p>

Behavior Desired	Basic Understandings	Activities	Resources
<p>Realizes that ability gained in solving problems satisfactorily during engagement, will aid in solving problems that might occur after marriage.</p>	<p>Those who tend to make good adjustments in the engagement period tend to make good adjustments in marriage.</p>	<p>Show film: "Are You Ready for Marriage?" Discuss the check-list for engagement and marriage offered by the marriage counselor.</p> <p>Assign class problem of making out a check sheet to help engaged couples evaluate their fitness for marriage.</p>	
<p>Gains ability in evaluating characteristics one desires in a marriage partner, and evaluating characteristics one needs to develop in being a desirable marriage partner.</p>		<p>Assign paper to cover unit on mate selection. Title: "The Husband/Wife I Want to Marry; and the Husband/Wife I Want to Be". Require reading references to expand source of information.</p>	

Behavior Desired	Basic Understandings	Activities	Resources
A. Importance of Starting Marriage Out On the "Right Foot"			
Understands the meaning of the vows taken in the marriage ceremony.	The religious wedding ceremony starts a marriage on a note of sincerity and spirituality.	Play recording of marriage ceremony, read ceremony to class, display wedding pictures, or show home movies of church wedding. Prepare bulletin board picturing a planned church or home wedding versus an elopement or secret marriage.	Strain, <u>Love at the Threshold</u> , pp. 118-133.
Realizes that secret marriages do not supply the joyful experiences people should have when they marry.	There are many reasons why people elope or marry secretly. Some reasons are family objections, legality of age, impulse, unexpected pregnancy.	Divide class into small groups and each group take a discussion question on planned weddings versus elopements: (a) Discuss reasons some people elope or marry secretly. (b) Discuss difficulties which might arise from secret marriage or elopement. (c) Discuss the advantages and disadvantages of planned weddings either at home or at church.	
Understands that there are few valid reasons for elopement or secret marriage.	Eloperments or secret marriages cause people to suspect the couple married because of illicit sexual relations.	Act out skit: "Thorns of Secret Marriage"	Okla. State Guide, p. 146.

Behavior Desired	Basic Understandings	Activities	Resources
Understands that a good beginning improves chances of making a happy marriage.	Church or home weddings require planning in which family members enjoy participating. Elopements, although they are less costly, may take their toll in stress and strain because of the necessity to keep the marriage a secret.	Discuss the skit and list on blackboard the advantages and disadvantages of secret marriages and elopements.	
Understands reasons people marry and understands the compensations to expect from married life.	<p>People marry to establish a home for companionship, for sexual satisfaction, and for social acceptance. These desires are difficult to achieve in secret marriage.</p> <p>A person who is mature in the growth of his affections is one who realizes that he must prepare for marriage during the courtship and engagement and that a hasty secret marriage may defeat this purpose.</p>	<p>Assign class reading to find out why authorities feel a good beginning is important to a lasting marriage. Discuss findings with the class.</p> <p>Write a paper on "The Kind of Wedding I Want and Why". Evaluate the paper as to how this can be achieved through a planned church or home wedding.</p> <p>Plan a simple wedding for a young couple that may be impressive but not a financial strain.</p> <p>Discuss the etiquette and the cost involved in a wedding.</p>	<p>Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u>, p. 192.</p> <p>Foster, <u>Marriage and Family Relations</u>, pp. 94-104.</p> <p>Popence, <u>Marriage, Before and After</u>, pp. 123-145.</p>

Behavior Desired	Basic Understandings	Activities	Resources
Understands the marriage customs and laws of the state.	The most common form of marriage is monogamy, the marriage of one man to one women.	Discuss question: "Why does the state pass laws regulating marriage?" Show film: "Marriage Customs and Laws". Discuss the laws and customs of the home state.	
Understands that states differ in their laws regulating marriage because of marriage customs of that section of the country.	The laws in each state tend to be based upon the marriage customs of that section of the country. All states now recognize the necessity for prohibiting marriages which might produce defective offspring.	Ask lawyer to visit class and discuss the home state laws regulating marriage. Have the lawyer evaluate the home laws to laws of other states. Discuss such questions as follows:	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 15.
Understands reasons some states require waiting period from the time the couple gets their marriage license to the date of the wedding.	Authorities believe that many ill advised and potentially unhappy marriages can be prevented if people are forced to hesitate a little before rushing into marriage. A pre-marital examination is for the purpose of discovering diseases which might affect offspring, to obtain blood	"Why do marriage laws differ from state to state?" "Why should laws object to consanguineous marriages? Affinity marriages?" (Have a student define these words and report definitions to class.) "What are the legal steps for getting married in the home state?" "What is the purpose of the pre-marital examination?" Invite a married couple to visit class and tell of their experiences in getting their blood tests.	

Behavior Desired	Basic Understandings	Activities	Resources
	test, and to give chance for couple to ask questions about sex in marriage.	Send a student to visit the school nurse for the purpose of obtaining information about how to secure a blood test. Have student report learnings to class.	
B. Meeting Problems and Making Adjustments in Marriage			
Understands the importance of a honeymoon which provides a couple the first experience of marriage away from people they know.	The honeymoon gives the newlyweds an opportunity to meet the first experience of marriage away from people they know and who know them.	Plan a bulletin board picturing a couple "just married" leaving the church. Picture below different places they may spend their honeymoon.	
	Principles to guide couple in planning their honeymoon: (a) Should not be so expensive it will be a burdensome debt. (b) Should be free from the rush and hurry of ordinary living. (c) Should be spent in complete privacy (d) Should be where couple can enjoy social and recreational activities they both enjoy.	Discuss following: (a) Importance of honeymoon away from families and friends (b) Importance of honeymoon immediately following the wedding (c) Different ways of spending honeymoon--their advantages and disadvantages	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 15.

Behavior Desired	Basic Understandings	Activities	Resources
Understands that all marriages require some adjustments.	The seven chief areas in which married couples must reach workable agreement are:	Display charts with graphs to show areas of agreement and disagreement among married couples.	Landis, Judson and Mary, <u>Building a Successful Marriage</u> , pp. 354-357.
	(a) Money management (b) In-law relationships (c) Sex adjustment (d) Social and recreational activities (e) Association with friends (f) Religious adjustment (g) Training and disciplining children	Discuss the adjustments a couple has to make and suggest other ways adjustments could be made.	
	People do not change their basic habits and beliefs after marriage.	Discuss the statement "He/She will change his/her bad habits after we are married."	Duvall, Evelyn, <u>Family Living</u> , Chp. 15.
Understands that each member of the family must do some adjusting to maintain a happy marriage.	A happy marriage is an accomplishment that requires the reconciling of differences.	Role-play irritations among couples and how they overcome or adjust to the situations: (a) Husband wants to spend Christmas with <u>his</u> family; wife wants to visit <u>her</u> family.	McDermott and Nicholas, <u>Living for Young Moderns</u> , Chp. 8. Public Affairs Pamphlet, <u>Building Your Marriage</u> , No. 113.
	Differences can be resolved in many instances by the following problem solving methods: (a) Recognize whether or not a real problem exists. (b) Face the problem.	(b) Husband wants to buy a new car; wife wants to buy a house--they cannot do both. (c) Wife wants to attend one church, and husband's viewpoint conflicts with hers.	

Behavior Desired	Basic Understandings	Activities	Resources
<p>Understands the importance of settling problems by discussion rather than by quarreling.</p>	<p>The difference between discussion and quarreling is that in a discussion people attack the problem, while in a quarrel they tend to attack each other.</p> <p>Quarrels in marriage are likely to be more damaging than those among friends because married people, knowing one another's weaknesses, may attack them purposely.</p>	<p>(d) Husband wants to go on a weekend fishing trip; wife wants to visit friends who live out of town.</p> <p>(e) Both husband and wife work outside the home. Wife feels husband should help with the housework; husband feels this is woman's work because he washes car and cares for lawn.</p> <p>(f) Wife frequently suggests they eat out; husband objects because he likes home cooking and feels eating out is too expensive.</p> <p>Discuss the differences between quarreling and talking out the differences.</p> <p>Show film: "Who's Right?" Discuss the roles of the husband and the wife in the film. Suggest ways to solve their problem.</p> <p>Analyze a recent quarrel with a friend. How much of it was due to:</p> <p>(a) A real difference in viewpoint? (b) Tiredness? (c) Misunderstanding?</p>	<p>Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u>, Chp. 3.</p>
<p>(c) Seek the cause. (d) Decide upon a goal or course of action. (e) Begin working in a positive way to carry out the plan for solving the problem.</p>			

Behavior Desired	Basic Understandings	Activities	Resources
Gains some knowledge of acceptable ways in which a person can relieve tension without hurting his marriage partner.	Constructive outlets for relieving tension might be participating in physical exercise, absorbing self in creative activity, exercising a good sense of humor.	<p>(d) Irritation over something besides the quarrel? (e) Anything else?</p> <p>Discuss acceptable ways of relieving tension.</p> <p>Role-play a small quarrel. Follow this with a "talk out" that reaches a solution of the difference.</p>	
Understands how a family conference brings things out into the open in a peaceful way to avoid friction.	Any situation in which several people are living together co-operatively requires discussions or periodic conferences in order that the members of the group may live together harmoniously.	<p>Discuss the advantages of a family conference to settle differences.</p> <p>Role-play a family conference and evaluate the outcome. Students supply the situation under discussion.</p>	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 17.
Understands the value of good in-law relationships in marriage.	<p>Parents are far more interested in the lives of their children than their children realize.</p> <p>Mothers, especially, invest most of their time, thought, and energy in the lives of their children.</p>	<p>Make a collection of pictures and cartoons depicting in-law relationships. Display them on the bulletin board.</p> <p>Discuss reasons why the characters in the pictures are reacting the way they are.</p> <p>Discuss the statement "I'm marrying Bob, not his family."</p>	

Behavior Desired	Basic Understandings	Activities	Resources
Understands that couples who marry young may have a harder adjustment in their in-law relationships.	Generally speaking, those couples who marry young are not so good at understanding their in-laws as those couples who marry at an older age.	Role-play problems arising among young couples and in-laws: (a) Financial difficulties (b) Living with parents or parents picking house and furniture for the young couple (c) Differences in way in-laws and young couple feel children should be disciplined.	Landis, Paul, <u>Your Marriage and Family Living</u> , Chp. 15.
	Emotional maturity consists in part in being able to shift deepest emotional attachments from the parents to the mate.	Role-play a sewing circle or bridge club in which wives discuss their in-law relationships. Present both subjective attitudes, and objective, constructive attitudes, toward the in-laws.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 18.
	There is a correlation between general happiness and adjustment with the in-laws.	Show film: "Marriage is a Partnership". Follow film by discussion on understanding in-laws. Discuss recent movie or television series on in-law relationships.	
Learns the importance of good management of the family income.	The use of money determines how the family will live.	Prepare a bulletin board of cartoons on money matters. Title: "How do You Manage Your Money?"	
Learns how to set up a personal spending plan.	The making and spending of the family income is a difficult problem between married couples.	Have each student keep account of all the money he spends for one average week. Evaluate the spending of that money and set up a personal budget.	Institute of Life and Health Ins., <u>Moderns Make Money Behave.</u> , pamphlet.

Behavior Desired	Basic Understandings	Activities	Resources
	The values of budgeting:	Show filmstrips: "Directing Your Dollar"; "A New Look at Budgeting"; "Your Money's Worth in Shopping"	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 19.
	(a) Puts spending on a business-like basis.		
	(b) Helps people decide what they value most.		
	(c) Serves as a record which helps family live within a given income.	Discuss how the filmstrips can aid the students in managing their incomes more effectively.	
	(d) Aids family in achieving long-time goals.	Set up imaginary family budget using an average family income.	Public Affairs Pamphlets, <u>Income and Economic Progress</u> , No. 1.
	(e) Helps couple discuss money problems more freely.	First decide on fixed expenses and then flexible expenses.	<u>Credit for Consumers</u> , No. 5.
		Study some budgets that other young couples use in keeping house.	<u>Loan Sharks and Their Victims</u> , No. 39.
Becomes aware of what is involved in buying large items such as a house or a car.	Difficulties facing people in connection with the family income are:	Invite a realtor to visit class and explain how to finance a new or used house.	<u>When You Invest</u> , No. 221.
	(a) Many families do not have enough income to meet their needs.		
	(b) Major difficulty is because of inability of couple to agree on how to spend their money.	Plan a field trip to look at local housing to rent or buy.	McDermott and Nicholas, <u>Living for Young Moderns</u> , Chp. 7.
	(c) Some cannot agree on who should control the spending in the family.	Study different kinds of housing available such as apartments, separate houses, trailers, and motels.	

Behavior Desired	Basic Understandings	Activities	Resources
Understands some of the vocabulary terms used in finance.	<p>Spending is dependent upon:</p> <p>(a) Necessities</p> <p>(b) Most desired items</p> <p>Each couple must decide on what they need most and what they desire most.</p> <p>Interest rates vary from one lending agency to another. People who have a high credit rating can borrow money at a low rate of interest if they will shop carefully for their credit.</p>	<p>Plan a field trip to trailer court to see facilities and discuss cost of parking.</p> <p>Have a car dealer visit class and explain how to finance a new or used car.</p> <p>Discuss such terms as down payment, escrow, installment buying, cash loan, loan sharks, and interest rates.</p> <p>Study the facts about consumer credit.</p> <p>Visit a local bank to see how it operates. Have banker explain how to open a charge account and a savings account.</p>	<p>Institute of Household Finance Corp., Money Management Department.</p>
Becomes aware of the different sources of information to help guide the consumer in his selection of goods.	<p>Listed below are reliable sources of information on consumer products.</p> <p>(a) Public Affairs Pamphlets</p> <p>(b) Household Finance</p> <p>(c) American Institute for Economic Research</p> <p>(d) U.S. Dept. of Labor</p> <p>(e) Consumers Union</p> <p>(f) Consumers Research</p>	<p>Show filmstrip: "How to Use Consumer Credit Wisely"</p> <p>Visit school library and introduce students to the <u>Consumers Guide</u> and <u>Consumers Report</u>.</p> <p>Browse around for other magazines or news articles to help the consumer get reliable information about products on the market.</p>	

Behavior Desired	Basic Understandings	Activities	Resources
Becomes aware of money problems other couples encounter to avoid the same mistakes.		Assign individual reports from recent magazines on money problems in the home. Learn to evaluate worth of written articles by who wrote the article and where it was published.	
Becomes aware of means for helping a family gain security against unexpected hardships.	One way that the individual family has of protecting itself against financial hardship is to insure against certain unpredictable losses.	Study different types of insurance. Invite life insurance representative to visit class and explain different types of coverage, costs and benefits.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 20.
	The chief purpose of life insurance should be protection rather than savings. Common types of policies are called term, straight or whole life, limited-pay life, and endowment.	Invite representative from a health insurance company to visit class to explain factors to consider in buying health insurance. Discuss the necessity of insurance for the feeling of security. Discuss the aspect of savings through life insurance.	
Recognizes the fact that advertising makes people want more.	Advertising causes people to buy more things than they can afford.	Assign class to give attention to advertising read or heard. Evaluate the claims made.	Landis, Paul, <u>Your Marriage and Family Living</u> , Chp. 14.

Behavior Desired	Basic Understandings	Activities	Resources
Understands the value of sales resistance.	Resistance to sales appeal is an important factor in learning to live within one's means.	Visit different grocery stores and find out how much variation there is in prices of identical articles.	Institute of Household Finance Corp., Money Management Department.
Understands that being an expert consumer can actually give the family an increase in pay.	<p data-bbox="602 574 1020 634">American housewives spend 80% of the family income.</p> <p data-bbox="602 672 1020 829">In most families the wife should become an expert in consumer economics since she must do a large part of the family buying.</p> <p data-bbox="602 867 1020 954">It is not always necessary to purchase the <u>best</u> quality of merchandise.</p>	<p data-bbox="1035 477 1535 537">Show filmstrip: "How to Stretch Your Food Dollar"</p> <p data-bbox="1035 574 1535 634">Learn how to read and interpret labels.</p> <p data-bbox="1035 672 1535 954">Show to the class several cans of a certain vegetable--the lowest priced, the highest priced and a medium priced brand. Open the cans and decide by taste and appearance which is the best buy for the purpose intended. Remove labels before testing so that price will not be an influence.</p>	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 20.
Understands that money management is a two-way affair for a married couple.	Both the husband and the wife must have something to say about how the money is to be spent.	<p data-bbox="1035 992 1535 1052">Discuss the question: "Who should control the family money?"</p> <p data-bbox="1035 1089 1535 1149">Role-play money problems arising in a family.</p>	
Becomes aware that to live as one prefers one must plan a vocation which will provide the necessary finances.	A co-operative plan for working, spending, and saving is important if the family is to make the most of its life together.	Have students analyze their own financial standards in the following way: Look through magazines and find a picture of the home desired. What does it cost? Prepare	

Behavior Desired	Basic Understandings	Activities	Resources
		<p>a list of clothing to buy in a year. Estimate the cost of this clothing. What type of meals are preferred? Estimate this cost. Follow same procedure for health costs, cleaning, furnishing a house, recreation, buying an automobile, education, and number of children desired. Find the total cost per year to live as pictured. (Keep in mind that a couple starting out should not expect to live as well as they might in future years.)</p>	
C. Avoiding Divorce			
<p>Becomes aware before marriage why divorces occur.</p>	<p>The time for studying divorce is in the teens in order to avoid it after marriage.</p>	<p>Display recent charts of divorce rates.</p>	<p>Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u>, Chp. 21.</p>
	<p>Marriage fails earlier than the divorce occurs.</p>	<p>Have class visit a divorce court for a few hours. Notice particularly the causes given for seeking the divorce, the effect of the divorce upon the children, who is given custody of the children, and what the financial settlement is.</p>	
	<p>Half of all divorces occur during the first six years of marriage.</p>		
<p>Understands that divorce brings problems of adjustment.</p>	<p>Divorce is the legal seal that officially ends a marriage.</p>	<p>Divide the class into small groups to discuss the following: (a) To prevent divorce would it be better to make it more</p>	<p>Landis, Paul, <u>Your Marriage and Family Living</u>, Chps. 19 and 20.</p>

Behavior Desired	Basic Understandings	Activities	Resources
Understands that many couples who divorce wish the marriage might have been saved.	<p>Divorce is the evidence of unhappiness, not the cause.</p> <p>Divorce is not a solution; it is rather an attempt to escape from a problem situation.</p> <p>The grievances listed by each mate against the other are based upon personality traits which were present before marriage.</p> <p>In some cases the difficulties in the marriage are such that a complete break is the most desirable course of action.</p> <p>Some marriages could be saved by timely and adequate marriage counseling.</p> <p>Many persons regret having to be divorced.</p> <p>In 3 out of 5 divorces, there are no children since the break comes early in marriage.</p>	<p>difficult to get a divorce, or to make it more difficult to marry?</p> <p>(b) What is divorce?</p> <p>(c) What specific personality traits do divorced people have?</p> <p>(d) Is divorce ever a solution?</p> <p>(e) Do you think people who seek a divorce should be made to give the real reasons they desire to separate.</p> <p>Consult or write to the State Department of Vital Statistics to find out the ratio of marriages to divorces in the state and in the home city.</p> <p>Show films: "Courtship to Court-house"; "In Time of Trouble"</p> <p>Invite marriage counselor, local lawyer, or minister to visit class to explain the counseling work done to prevent divorce.</p>	<p>Public Affairs Pamphlets, <u>Broken Homes</u>, No. 135. <u>Saving Your Marriage</u>, No. 213.</p> <p>Public Affairs Pamphlet, <u>What Is Marriage Counseling?</u>, No. 250.</p>

Behavior Desired	Basic Understandings	Activities	Resources
Gains ability to evaluate adjustments one needs to make to maintain a stable and happy marriage.	<p>Children suffer most from experiencing the loss of security.</p> <p>The child will be better able to adjust and accept divorce if he can realize that both his parents were at fault in making the marriage unhappy.</p>	<p>Discuss the children involved in divorce cases:</p> <p>"Do the children involved suffer from social stigma?"</p> <p>"How can the child best adjust and accept the divorce?"</p> <p>Assign class to write a paper on: "Ways I Can Prevent Divorce In My Own Marriage Relationship".</p>	

Behavior Desired	Basic Understandings	Activities	Resources
A. Learns the Role of Parents			
Understands the importance of preparing for parenthood just as one would prepare for any other profession.	The profession of parenthood, which most people enter, is still considered by many as one for which all are qualified without formal training.	Prepare poster of newly married couple on top, below at right side put mother and baby picture, and another picture of father; at left side place picture of happy family group which includes mother, baby, and father.	Okla. State Guide, p. 82.
Understands that as a couple approach parenthood there must be some adjustments made.	Even before the baby is born, he forces himself into the picture as an influence on the relationship of his parents.	Discuss such questions as: "What changes have taken place in the husband-wife relationship?" "How may the husband-wife relationship be affected?" "How may the baby be affected?" "What might be the outcome of the unhappy relationship?"	Public Affairs Pamphlet, <u>Making the Grade as Dad</u> , No. 157.
	The family atmosphere surrounding the child in infancy and childhood is the most important single factor in personality development, for the child absorbs the atmosphere of life about him.	Have class fill out a questionnaire regarding their opinions about being a parent, or on what they already know about children.	Okla. State Guide, pp. 94, 104, 117.
Understands that having babies is a normal function of parents and is a wonderful experience if both husband and wife	Pregnancy is not an illness.	Assign class reading or have a student give report on studies made on childbirth without fear.	Read, Dr. Grantly Dick, <u>Childbirth Without Fear</u> .
	Both husband and wife need to show consideration and	Show film: "Before the Baby Comes"	

Behavior Desired	Basic Understandings	Activities	Resources
share in training and caring for their children.	understanding for each other during pregnancy.	If the community has a class for expectant parents, have director visit class and explain the work being done.	US Dept of Health, Edu., and Welfare, <u>Prenatal Care</u> , pamphlet.
	Fathers and children have sometimes been cheated because of a tendency in society for mothers to take most of the responsibility for rearing children.	Discuss the benefits derived by both baby and parents when fathers take a greater share in training and caring for their children.	Goodrich, <u>Natural Childbirth</u> . Landis, Paul, <u>Your Marriage and Family Living</u> , Chp. 16.
Understands that economic consideration is wise in planning number of children in family.	In the average family, regardless of the amount of income, it requires about three years of a man's salary working life-time to rear each child.	Obtain information from local doctor on how much it costs to have a baby. Invite mother or father to visit class and tell the cost of rearing children.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 22.
B. Learns Physical and Emotional Needs of Children			
Gains some knowledge of the needs of children.	Babies have some essential needs which must be met if they are to grow normally. Four of these needs are for food, for sleep and rest, for elimination, and for close physical contact.	Invite a mother and her young baby to visit class and display a baby layette. Mother could talk on caring for the young infant. Have students interview mothers and prepare a baby layette display.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 23.

Behavior Desired	Basic Understandings	Activities	Resources
Understands how differences in children's personalities can be accounted for by the relationships and environmental factors experienced, as well as by heredity.	An infant's personality is influenced directly by his parents and how they treat him.	<p>Show film: "Care of the Newborn Baby"</p> <p>Invite county nurse to give demonstration on preparing the baby's formula using the terminal method.</p> <p>Show film: "Bathing Time for Baby"</p> <p>Demonstrate proper way to bath a baby. Have class members repeat the demonstration using a doll.</p> <p>Show film: "Baby Meets His Parents"</p> <p>Discuss how environmental factors influence the baby.</p> <p>Study daily schedules for babies.</p> <p>Discuss why sleeping, eating, and eliminating are important for baby.</p>	US Dept. of Health Edu., and Welfare, <u>Infant Care</u> , pamphlet.
Understands that children differ in rate of growth.	Each baby is an individual and must be allowed to grow and develop in his own way and at his own speed.	<p>Prepare poster of different aged children engaging in different play activities. Discuss "Can you tell their ages by what they are doing?"</p> <p>Assign special readings on growth of children at different ages to be reported to class.</p>	<p>Smart and Smart, <u>Living and Learning with Children</u>.</p> <p>Public Affairs Pamphlet, <u>Enjoy Your Child--Ages 1, 2, and 3</u>, No. 141.</p>

Behavior Desired	Basic Understandings	Activities	Resources
Understands that children generally follow a certain pattern of behavior.	The two year old is aggressive, stubbornly independent, turbulent and in conflict with socializing forces. The three year old is agreeable, attentive, trusting, loving, delightful, docile, and talkative. The four year old is lively, assertive, imaginative, versatile and boastful. The five year old is sociable, self-contained, purposeful, serene, and integrated.	<p>Show film: "Child Care and Development". Discuss ways to establish good habits of eating, sleeping, and bathing in children.</p> <p>Show films: "Terrible Twos and Trusting Threes"; "Frustrating Fours and Fascinating Fives"</p> <p>Have class visit a nursery school to observe children at play. Look for their reactions to different situations.</p> <p>Discuss later observations made. "How did chronological age or age of maturity affect the child's reaction to different situations?"</p>	<p>Federal Security Agency, <u>Your Child from 1 to 6</u>, No. 30, pamphlet.</p> <p>US Dept. of Health, Edu., and Welfare, <u>Your Child from 6 to 12</u>, No. 324.</p>
Understands the social and emotional needs of children.	The aim of child training is to help the child to be an independent, responsible person who is happy and well-adjusted in his environment.	<p>Show films: "Meeting the Emotional Needs of Children"; "Children Growing Up with Other People"</p> <p>Discuss situations in which emotional or social needs are not being met in children. Stress importance of treating the underlying causes and not the symptoms:</p> <p>(a) Child throws temper tantrum.</p>	<p>Landis, Judson and Mary, <u>Personal Adjustments Marriage and Family Living</u>, Chp. 24.</p> <p>Metropolitan Life Insurance Company, <u>Understanding Your Young Child</u>, pamphlet.</p>
Gains some insight into why children behave as they do.	Some children learn by imitating those around them.		

UNIT V: (Continued)

Behavior Desired	Basic Understandings	Activities	Resources
Understands how children develop good habits.	<p>Impatience is a major handicap in dealing with children.</p> <p>Behavior is a result of underlying causes which one must understand in order to guide it.</p>	<p>(b) Child talks back to parents. (c) Child tries patience of parent. (d) Child tries to hurt other playmates. (e) Child is afraid of dark. (f) Child is jealous of sibling.</p>	<p>Ridenour, Nina, PhD, <u>Some Special Problems of Children</u>, pamphlet.</p>
Understands that praise develops the desire in children to improve.	<p>Children develop good habits in three ways: (a) By example (b) By desire to form desirable habits (c) By guidance from an adult who loves and understands them</p> <p>More is achieved by parents if they follow a positive rather than a negative guidance approach.</p>	<p>Assign class reading about how to develop desirable habits in children.</p> <p>Show films: "Helping the Child Accept the Do's"; "Helping the Child Accept the Don't's".</p> <p>Follow films with discussion of negative and positive approaches to guidance.</p>	<p>Public Affairs Pamphlets, <u>How to Discipline Your Children</u>, No. 154. <u>The Shy Child</u>, No. 239.</p>
Sees some relation between child behavior and human behavior in self and others.	<p>Attention and approval are needs common to everyone. If these needs are not met or satisfied in acceptable ways, the child may try to satisfy these needs through unacceptable ways, often by using attention getting devices.</p>	<p>Relate ways class members have used to get attention, approval, recognition. Compare these to child behavior.</p>	

Behavior Desired	Basic Understandings	Activities	Resources
Understands the importance of consistency in child guidance.	Parental agreement on child guidance practices leads to consistent child rearing. Consistency contributes to a sense of stability and security in the child's life.	Show film: "Fears of Children" Discuss the parents' inability to agree about how to train the child and how this attitude confused the child.	
Understands the importance of parents' ability to agree about viewpoints toward child training.	Children are happier and better adjusted in life if their parents present a unified front in child training—even if the methods used are not the best, and even if parents are perhaps too strict or too lenient in their discipline.	Study the importance of parents agreeing about child training. Role-play two family scenes: (a) Parents in constant disagreement (b) Parents presenting a unified front Discuss the ways the children are affected in both cases.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 24.
Understands that children need to learn to live their own lives as they mature.	Granting the child an opportunity to make decisions as he develops is essential to normal growth. Some parents who are demanding do not realize that they may be expecting their children to make up for their own lack of success.	Role-play parents who try to impose their preferences and ideas on their children. Role-play parents who give their children practically no direction showing the resultant confusion of the children. Follow up with discussion in which the group develops principles for training children, such as allowing freedom within limits.	Landis, Paul, <u>Your Marriage and Family Living</u> , Chp. 17.

Behavior Desired	Basic Understandings	Activities	Resources
Understands the value and gains some knowledge of how to answer children's questions concerning sex.	<p>Children feel more secure if parents will put some constraint on actions.</p> <p>Children have a right to honest, straight forward answers insofar as parents are able to give answers.</p> <p>Some points about giving sex information follow:</p> <p>(a) Questions should be answered when they are asked.</p> <p>(b) Exactly what is asked should be answered.</p> <p>(c) Whichever parent is asked should answer.</p> <p>(d) Most important of all is the attitude with which the questions are answered.</p> <p>(e) If questions about sex are answered wisely when children are small, parents will find it easier to help their children understand emotional aspects of sex later.</p>	<p>Describe the reaction of a child to the knowledge that there is to be a new baby in the family.</p> <p>Discuss the most common questions children ask about sex and reproduction and how to answer them.</p> <p>Have two groups role-play right and wrong ways to prepare older children to accept a new baby in the family.</p> <p>Show film: "Human Beginnings". Follow with a discussion.</p>	<p>Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u>, Chp. 25.</p> <p>Strain, Frances, <u>New Pattern in Sex Training</u>, pp. 25-28.</p> <p>Public Affairs Pamphlet, <u>How to Tell Your Child About Sex</u>, No. 149.</p>

Behavior Desired	Basic Understandings	Activities	Resources
C. Understands Homes Without Children			
Understands that some couples cannot have their own children, so they learn to accept adopted children.	Among would-be parents who are childless, the female usually feels the greater desire to adopt a child.	Show film: "Nobody's Children" Invite a panel of mothers of adopted children to report their experiences in adopting a child.	
Understands that adopted children are influenced by their environment and will grow to be like their foster parents.	If the adopted child becomes a delinquent, it is usually because of the conditioning he has received in his foster home. Problem behavior usually has its origin in the environment, not in the biological make-up of the person. Adopted children should be told that they are adopted from the time that they can understand.	Divide into small groups and discuss the following questions: (a) If the adopted child does not have satisfactory actions, why do parents tend to blame heredity? (b) When should adopted children be told they are adopted? (c) How do you explain the unfair treatment of children born out of wedlock in our country? Tabulate the answers and report to class. Show film: "How to Raise a Boy". Evaluate how the family environment made the adopted boy feel wanted.	Landis, Judson and Mary, <u>Personal Adjustment Marriage and Family Living</u> , Chp. 26. Public Affairs Pamphlet, <u>So You Want to Adopt a Baby</u> , No. 173.
Understands that some couples are happy without having children.	A few couples would prefer not having children at all. A couple may feel a child would interfere with their relation to each other.	Discuss reasons why couples may prefer not having children.	

Behavior Desired	Basic Understandings	Activities	Resources
		<p>Assign students to write a paper on "The Kind of Parent I Hope Someday to Be".</p> <p>Plan a field trip to a nearby orphanage or foster home. Students could plan party games and refreshments to take.</p> <p>Invite foster parents to visit class and explain the state program for foster homes.</p>	

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VITA

Donna Jean Milburn

Candidate for the Degree of

Master of Science

Thesis: A TEACHING GUIDE FOR A PERSONAL AND FAMILY RELATIONSHIPS COURSE
DEVELOPED FROM PERSONAL AND FAMILY PROBLEMS OF HIGH SCHOOL
STUDENTS

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born at Stillwater, Oklahoma, August 4, 1933, the
daughter of John W. and Thelma Inez Heusel.

Undergraduate Study: Oklahoma State University, 1951-1955, B.S. in
Home Economics.

Graduate Study: Oklahoma State University, Summer Sessions, 1955,
1958, 1959, 1960.

Professional experience: Vocational Home Economics teacher at
Edmond High School 1957-1959.

Member of: American Home Economics Association, Oklahoma Home Economics
Association, Oklahoma Education Association, and National Education
Association.

Date of Final Examination: June 23, 1960.