

A HOMEMAKING UNIT FOR SENIOR HIGH SCHOOL BOYS
BASED ON RECOGNIZED NEEDS AND INTERESTS

By

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CHAPTER ONE

INTRODUCTION

Home economics, as a field of study, has been defined in various ways; in terms of what it stands for, its functions, the principles dealt with, and the individual and group development with which it is concerned.

As long ago as 1903 Ellen H. Richards, one of the early pioneer leaders in home economics, averred that home economics stood for:

1. The ideal home life for today unhampered by the traditions of the past.
2. The utilization of all the resources of modern science to improve home life.
3. The freedom of the home from dominance of things and their due subordination to ideals.
4. The simplicity in material surroundings which will most free the spirit and the more important permanent interests of the home and society.¹

A group of home economics administrators, working together in comparatively recent times stated that:

Home economics has for its primary function the preparation of individuals to be effective as persons and as family members, able to assume adequately, personal, home and community responsibilities through which family life is sustained.²

¹Keturah E. Bladwin, The AHEA Sage (Washington, D. C. 1949), p. 17.

²The Workshop on administrative Management for Home Economists (Tapoca, N. C., Oct. 1949), p. 33.

Another group of administrators defined home economics as:

. . . that area of learning which is concerned with the development within the individual of understandings, attitudes, and skills that promote his or her powers to participate in socially acceptable home and family life.³

As a contribution to organized education, it is possible for homemaking education today, to make life richer and more meaningful to all members of the community. Boys, girls, and adults can become happier and better home members because of this training for family living. In a democracy the most valuable resource is the people, and the groups of people who make up the homes of the nation. The development of home members who lead satisfying lives will strengthen our democratic form of government; and one of the functions of home economics education is to re-emphasize and supplement all previous and simultaneous home training that has been "good." The importance of real life adjustments is mentioned by Mowrer when he says:

Home, school, and community are challenged with the responsibility of helping individuals make satisfactory adjustments in life situations. Ever increasing emphasis on personal and group relations in the general education plan for everyone is evidence that educators have accepted this challenge.⁴

A homemaking program is most effective when it is in keeping with the needs and interests of the families who live in the community because greater learning takes place when the learner is interested and has need of the knowledge to be gained.

In the early history of the growth of the high school, home economics education was thought by some to be best suited to the needs of

³The Workshop for College Administrators of Home Economics (Pa. State College, July 1949), p. p. 5-6.

⁴Hobad O. Mowrer, Learning Theory and Personality Dynamics (New York, 1950), p.p. 8-9.

the non-academic minded young people. However, as the effects of World War I were felt in educational circles, the importance of homemaking as a vocation became evident. Spafford points out that, "Success or failure of the individual on the job was seen to be related closely to his home life."⁵ This idea helped to change the conception of home economics from "cooking and sewing" to one where the needs of the individuals and families in the community were considered; and where out-of-school and in-school experiences were planned to meet these needs.

At present a great deal is being written about family centered teaching. One federal bulletin states that:

Programs of homemaking education that are built on the teachers understanding of individuals, of homes, and of the community, will provide the kind of training needed by homemakers. They will be what is currently referred to as "family centered."⁶

In such a program boys have a place as well as girls.

Because of the nature of the subject matter taught in home economics, and because teachers are generally expected to "practice what they preach," the personal characteristics of the home economics teacher are important. One of these is the possession of high standards of personal and family living as expressed through religious beliefs and practices, moral behavior, and ways used in dealing with people. Good health, both physical and mental, is an asset to the teacher of home economics.

It appears vital that the homemaking teacher believe in the importance of individuals to the extent that she centers her teaching

⁵Ivol Spafford, A Functioning Program of Home Economics (New York, 1940), p. 19.

⁶U. S. Office of Education, Home, School, and Community Experiences in the Homemaking Program, (Washington, 1953), p. 20.

around their needs. As Spafford has pointed out,

Home economics has no values in itself but only in relation to students needs and interests, and the needs of the society. The home economics teacher should work to be recognized as a person interested first of all in human values, individual and social.⁷

Miss Spafford as well as many other prominent home economics educators have repeatedly pointed out that the study of needs and interests is very important to those who are teaching family living.

Teaching that is planned to meet individual needs, and still is sufficiently varied to be acceptable to many different personalities, has been termed functional teaching. To teach in this manner, it is necessary for teachers to know their students. Yauch 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.⁸

Thus, respect for, and knowledge of individual differences will prove of value to those guiding the learning experiences of individuals or groups.

Home visits help to correlate the teachers plans with family goals, and also prove an excellent means for becoming better acquainted with individual students. One United States office of education bulletin states:

A teacher who directs a "family centered" program will be familiar with the total environment of her pupils, and she will have gained this familiarity through first hand contacts with the homes and community.⁹

A homemaking program can not be truly family centered unless the teacher knows the families because it is only through such knowledge that class

⁷ Spafford, A Functioning Program of Home Economics, p. 41.

⁸ Wilbur A. Yauch, How Good is your School, (New York, 1951), p. 73.

⁹ United States office of Education, Home, School and Community Experiences in the Home Making Program, p. 20.

problems can be initiated which propose to improve home and family life.

The teacher holds the key to success in any homemaking program because she has the major responsibility for recognizing needs, introducing new ideas, encouraging cooperative participation, maintaining faith in objectives, and inspiring progressive action. A teacher can be effective when she expresses her appreciation of a democratic society through vital and enthusiastic teaching. The government bulletin previously mentioned says, "A good teacher of homemaking must do more than teach in a school; she must work in the community."¹⁰ Leadership for this type of training is developed by a continuous plan which involves both pre-service and in-service guidance for teachers.

Another important factor, second only to the choice of the teacher, is the plan by which the program of work is developed. A program the framework of which is pre-planned by the teacher, and then further developed through cooperative planning by teacher, administrators, students, and parents provide activity experiences in relationships, management, and skills. When these experiences are provided, the community will be more likely to realize the importance of a family centered program. Esther McGinnis has described a family centered program as one which relates all phases of subject matter to the entire life cycle of the family.¹¹

This type of program can be planned to serve people at all age levels, because family and community life are continuous and progressive. One great challenge, significant to all, is for the homemaking

¹⁰Ibid., p. 19.

¹¹Esther McGinnis, "Family Centered Education," Journal of Home Economics, 44, (Jan. 1952), p. 9.

program to help bridge the gap between generations. It has been said that, although this gap has always been with us, it is now wider than ever before. Luella Mortensen believes home economics teachers fill a special need here when she says, "Because of the nature of your field—home economics—you teachers have an added advantage in helping mold the lives of our young people."¹² A family centered program, if effective, will help each family member to understand the problems of other family members. Students not only need to share in helping to plan this program, but also to help evaluate it because through evaluation they realize achievement. It is hoped that this program will be flexible, well organized, and built upon a sound philosophy.

Homemaking education may become a factor in helping youth and adults become more creative, by showing that activities concerned with daily living can be creative. Also, attention needs to be given to the development of aesthetic qualities in daily living. Home economics has a function, not only to conserve the values of the past, but to provide for continuous re-interpretation of our cultural heritage; and to be concerned with the goals of each individual and his means of achieving them. It is not enough for teachers to be the leaders in this program, they must see that their students actively participate in it, because we learn by doing. Spears stresses this by stating: "Lasting education is not a matter of teacher telling but of pupil doing."¹³ Lasting education as applied to home economics education means communities,

¹²Louella Mortensen, "Are We Keeping Faith With Our Teen Ager?", What's New in Home Economics (May 1954), p. 48

¹³Harold Spears, Some Principles of Teaching, (New York, 1949)

schools, and individuals, placing satisfactory home living as the number one issue of importance to all. Homes, schools, churches, and governing agencies must work together to reach this goal.

Philosophy of Homemaking for Boys

Home economics courses originally were conducted exclusively for girls: However many schools have increased their homemaking programs to include boys.

Boys first asked for admittance to girls foods classes, or to have classes of their own, as early as 1916. Now they believe that they, as well as girls, should have the advantage of education to help them meet their personal and family problems.¹⁴

The changing world in which we live today is necessitating a change in the developmental tasks of family members. Twenty five years ago very few women worked away from home, and fifty years ago even fewer found reason to enter professions and industry. With the economic depression in the early nineteen thirties, followed closely by World War II in the next decade, thousands of women left their homes to assist in supplementing the family income and also to take the place of men who were serving their country. Along with all of these developments in our culture, women were seeking greater equalities of rights and attending colleges and universities in larger numbers than ever before. During the beginning of the second half of the twentieth century, thirty percent of all the workers were women. This means that many men were accepting partial or entire responsibility in the homes for activities which heretofore had been considered "women's work."

The sociological trend which shows that more families are moving

¹⁴Federal Security Agency, Boys and Girls Study Homemaking and Family Living. (Washington, D. C.), p. 1.

to the cities is also a factor in the changing role men are accepting in the family. Whereas in the early years of the century young couples lived near their families--it is not now uncommon for them to live thousands of miles away from all relatives. This means, in case of child care, home care of the sick, and many other phases of homemaking that young couples must become more independent than was formerly necessary. With the mobility of families, and women employed outside the home, many husbands are necessarily accepting tasks which they may not be prepared to perform.

There is reason to believe that almost all men will live in family situations as a son, brother, husband, or father, and as such, have homemaking responsibilities. Few of them would attempt to perform any other vocational duties without some training; therefore it seems desirable that boys, as well as girls, should receive some education for successful family living.

Family living today is more complex than ever before, and an understanding of one's culture, community, and family are required in order to receive the greatest possible satisfaction out of life. In line with this philosophy:

An increasing number of schools are offering some homemaking education for boys and men, an important trend with modern homemaking requiring team work for all family members. Twenty one states mentioned successful programs in which boys and girls study homemaking together although no specific request was made in the report outline. These classes are found largely at the 11th and 12th grade level. New York reported teaching 5,297 boys in homemaking classes.¹⁵

Taken from this same report, the number of boys enrolled in nine other

¹⁵Federal Security Agency, Digest of Annual Reports of State Boards of Vocational Education (Washington, 1951), p. 46

states are reported below:

| State | No. of Boys Enrolled in Homemaking |
|------------|---------------------------------------|
| California | 911 |
| Georgia | 1,981 |
| Illinois | 725 |
| Louisiana | 1,275 |
| Michigan | 1,118 |
| New Jersey | 811 |
| Oklahoma | 1,783 |
| Texas | 5,250 |
| Washington | 1,019 |

The increase in numbers of boys enrolled in homemaking classes has been rapid. In 1942 the enrollment totaled 29,503. In 1951 this figure had more than doubled with 65,318 enrolled, an increase of one hundred and twenty-one percent.

It is believed that education in home economics can help boys and young men in many ways. Some of these are:

1. Help them to form values and ideals for home living which will be useful in both present and future living.
2. Help them to understand the difficulties women face in full time homemaking jobs.
3. Help them to realize that in a democracy all family members

¹⁶Ibid., p. 89

need to participate in making decisions.

4. Help them to see the many contributions men and boys can make toward successful family living.
5. Help them to acquire techniques and skills needed for successful family living.
6. Help them to investigate the vocational possibilities of home economics for men.

The greatest mistake home economics teachers have made in planning a program for boys, is that of failing to plan from the boys point of view. This is pointed out when Spafford says, "Interests of boys and men carry into all aspects of personal and home life problems, but neither their interests or needs should be thought of as always identical with those of the other sex."¹⁷ To be "real" this program must be planned for, by, and with the boys enrolled in the course and should relate to the problems and needs they recognize. If homemaking education is to influence the home and community as it has the potential to do, then this education must be extended to boys and men as well as girls and women.

Relation of Background Information to the Problem

Many articles in educational literature show that parents, teachers, administrators, and students believe that education for family life should no longer be limited to the young women in our American schools. As has been previously indicated, many states are offering family life courses for boys while others are planning classes which will include both boys and girls. Still others are requiring a family living course

¹⁷Spafford, A Functioning Program of Home Economics, p. 254

for each boy and girl to complete graduation requirements. The importance of these changes in the curriculum is mentioned by Grambs when she says:

As society changes so must the curriculum. In the realm of education for adequate family life there are a number of important social changes that suggest the need for parallel curricular revisions. The following trends are important because the problems they pose for the schools have been constantly avoided or neglected: (1) rising rate of divorce, (2) smaller family groups, (3) new leisure for women, (4) decreasing opportunity for joint family enterprises.¹⁸

The United States has long been a nation to meet emergencies, and by pulling together we have managed to preserve our freedoms and the democratic form of government. However, the adage that a chain is only as strong as it's weakest link, seems to fit the state of the nation today. If home and family life is not strong the major supports of the democratic form of government will be weakened. Today's youth will be tomorrow's citizens and all will be homemakers in some sense of the word. Education has as great a responsibility to turn out good home members as it does to turn out good doctors. In order to take their rightful places in democratic homes, boys need school training to supplement the home and church training now being offered. Alma R. Ritchie says:

Also we are glad to learn that many minds are earnestly thinking of a program to fit each boy who goes through our schools for his place in the family unit and the American way of life.¹⁹

This strengthens the idea of strong homes being the basis for a strong democracy.

If education for family living can be offered our boys as well as

¹⁸Jean D. Grambs, "Some Issues on Family Life Education," California Journal of Secondary Education, 25 (April 1950), p. 218

¹⁹Alma R. Ritchie, "Homemaking Emphasizes Family Problems in the Santa Barbara School," California Journal of Secondary Education, 25 (Jan. 1950), p. 40

girls, this will help them to make wise choices in many areas of living.

Regarding choices Ralph Eckert asks the following questions:

Can it be that we are giving young people greater freedom of choice without giving them understandings upon which intelligent decisions are made? Are we giving them freedom to choose their own mates without giving them a basis for choice, except the romantic literature, novels, and popular songs? Can we help young people see that happiness in marriage results not so much from finding the right person as becoming the right person, so that they may become affectionate rather than hostile, appreciative rather than critical, likable rather than impressive, helpful rather than demanding, predictable rather than impulsive, spiritual rather than cynical?²⁰

Guidance in making wise choices has long been a goal of home economics education. This exemplifies our responsibility to the younger generation in helping them to establish values. Establishing satisfactory relationships in their present families is of primary importance. Eckert states further:

All over the state of California imaginative and creative teachers and administrators are tackling the job of helping youth to become more mature adolescents, more understanding sons and daughters; and helping them develop the attitudes, feelings, and understandings that will make them increasingly mature husbands, wives, fathers, and mothers.²¹

It is very urgent in successful family living for Christian attitudes, wholesome feelings, and genuine understandings to serve each family member in developing his personality to the fullest extent; and still respect the rights of all the other family members.

It is believed that discussions regarding the problems of parenthood will not only help prepare future parents, but will help bring generations together. This is shown in a study by Wattenberg when he relates:

²⁰Ralph G. Eckert, "Education for Family Life," California Journal of Secondary Education, 25 (Jan. 1950), p. 10

²¹Ralph G. Eckert, "Growing Interest in Family Life Education is statewide," California Journal of Secondary Education, 25 (Jan. 1950), p. 42

Studies of all boys with whom the police deal because of complaints reveal that a surprisingly large number of offenders come from good homes in good neighborhoods. What are the significant factors? The outstanding one was parental neglect or indifference. In less than 1/12 of the cases did parents regularly take part in the recreational activities of their sons.²²

Boys who understand these facts will go more than half way to become better family members both now and in the future.

Some men and boys are also looking at home economics training as a profession. Poulsen brings one instance to our attention when she says, relative to the beliefs of men teaching homemaking:

First of all he believes that homemaking is for all boys and all girls. And last but not least Fred Stokes believes, along with many other homemaking teachers, that homemaking is the most important job in the life of everybody including boys and girls.²³

In developing family living courses for both sexes, it seems logical for men to join in teaching this important subject. Many men and boys are using home economics as a stepping stone toward a related profession. McHunt tells of this when she says,

"No one could get me to change my course," exclaimed one college senior as he rolled up his sleeves, donned his chef's apron, and began his day's class work making cakes in the institution management kitchens at Purdue University. This attitude is typical of young men who have chosen to invade home economics fields for life careers. These men are now holding various types of positions. One supervises the coordination of four kitchens and eight dining rooms and approves the grades of food purchased in a men's residence hall on the Purdue campus. Another is assistant manager of food service for a large pharmaceutical company while still others manage country clubs and metropolitan cafeterias and restaurants.²⁴

It is very possible that in a good many instances, boys and men will

²²William Wattenberg, "Boys Who Get in Trouble," Journal of Education, 131 (April 1948), p. p. 117-118

²³Helen S. Poulsen, "Men Teach Homemaking Too," Practical Home Economics, 31 (June 1953), p. p. 12-44

²⁴Helen McHunt, "Look Ma, I'm Cooking," Practical Home Economics, 30 (Feb. 1952), p. 78

be interested enough to use their talents in choosing a vocation in the field of home economics.

CHAPTER TWO

DESCRIPTION OF THE PROBLEM

During the years of 1948-52, many of the boys enrolled at Muskogee Central high school asked to be allowed to participate in the vocational homemaking classes being taught to girls. The girls enrolled in units in family relationships expressed the wish that boys, too, could study about these matters. These two requests, along with the factors previously mentioned, caused the writer to ask the administration for permission to teach a boys homemaking class. In the fall of 1952 nineteen boys elected to take this course entitled Home Arts. In the fall of 1953 forty-three boys enrolled.

Purposes

Two hours of graduate work were completed by the writer during the summer session of 1952 in preparation for teaching the boys who had pre-enrolled; however at the end of the 1952-53 school year the need for discovering the real problems facing boys, in order that the course might be even more meaningful to them, was recognized. Therefore, in the summer of 1953, further study was undertaken with purposes as follows:

1. To find out what problems boys enrolled in homemaking classes on the eleventh and twelfth grade levels in Muskogee Central high school recognize.
2. To develop and experiment with several units of work built on these problems.

These purposes were based on the hypothesis that boys enrolled in

homemaking classes will be willing to check honestly the items, incorporated in the Science Research Associates Youth inventory.²⁵ In attempting to verify this the following assumptions were made:

1. The complexity and changed patterns of modern living necessitate boys and men taking more active part in homemaking.
2. Boys have problems with which the homemaking teacher can, through group teaching and counseling, help them to solve.
3. Boys desire training in home and family living.
4. Education for home and family living is important for boys, if they are to be successful happy individuals in a democratic society.
5. Comparatively little study has been given to the meeting of the needs of boys to help them become better home members.
6. A course built on the needs and interests of the students will be worthwhile to the students enrolled.
7. Records and evaluations carefully compiled will be helpful to the teacher and other teachers in planning similar courses.

Procedure

In carrying out this study it was necessary to do three things: first, to discover the needs and interests of the eleventh and twelfth grade boys; second, to plan a learning program, for and with these students; and third, to teach this program experimentally.

Discovering Needs and Interests of Students

Possible ways of discovering these needs were explored, and it was decided to use the Science Research Associates Youth Inventory for this

²⁵H. H. Remmers and Benjamin Shimberg, Youth Inventory (form A) Science Research Associates Inc. (Chicago, 1949)

purpose. This inventory is a check list of two hundred and ninety-eight questions designed to help teachers, counselors, and administrators identify quickly the problems that worry young people. This check list is divided into eight groups as follows:

1. My school
2. After high school
3. About myself
4. Getting along with others
5. My home and family
6. Boy meets girl
7. Health
8. Things in general

More than one hundred high schools and fifteen thousand teen agers cooperated with the authors to construct this inventory. "The questions were developed by asking hundreds of students to state anonymously in their own words what bothered them most."²⁶ The hundreds of essays were carefully analyzed by trained psychologists and checked against the results of previous youth surveys. From these ideas, the questions were prepared. Of this entire list one hundred and one of the problems are designated by the authors as basic difficulties. As further explanation of how the authors arrived at the basic difficulty key they say,

Most of the items in the inventory seem to fall into two categories:

1. Those which mental hygiene experts suggest may be indicative of a basic personality disturbance.
 2. Those which are essentially a matter of problem recognition.
- Seven experts in the fields of guidance, clinical psychology, and

²⁶H. H. Remmers and Benjamin Shimberg, Examiner Manual for the SRA Youth Inventory (Chicago, 1953), p. 1.

education were asked to classify each of the items into one or the other of these categories.²⁷

Six out of seven of the experts agree on 101 of the problems as likely indicating basic difficulties, thereby forming the basic difficulty key. This is of value to counselors in becoming aware of basic personality difficulties. The basic difficulty key is recommended to be of help in picking out individual students who have the greatest need of counseling. The results of this inventory have proven useful to parents and teachers and can be used with both junior and senior high school students.

Regarding the validity of the S R A Youth Inventory the authors say:

The S R A Youth Inventory is supposed to provide an indication of what a student thinks are his problems. For this, there is no obvious or readily available outside criterion. The items which an individual checks have validity for that individual. As long as 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. The measure of validity becomes, in a sense, the reliability coefficient, for no test can be any more valid than it is reliable.²⁸

In the technical supplement the authors discuss the reliability of this instrument by saying,

The reliability coefficients for seven of the problem areas, and for the basic difficulty scale, are sufficiently high for both samples to merit confidence in the consistency of separate area scores. The somewhat lower reliability of the total score of the health problems area is in all likelihood a function of the smaller number of items used in this area.²⁹

They caution users to be more careful in interpreting scores on

²⁷H. H. Remmers and Benjamin Shimberg, Technical Supplement for the S R A Youth Inventory (Chicago, 1953), p. 4.

²⁸Ibid., p. 6.

²⁹Ibid., p. 6.

the health area because there is a greater chance that scores in this area may exhibit less stability than scores in other areas. Remmers and Shimberg also state:

The statistical data upon which this inventory is based were obtained from a stratified sample of this group. The results of this study constitute the first systematic, countrywide analysis of what young people consider to be their most important problems.³⁰

These men go on to say, after the study was completed and the inventory was tried out with high school students, that in their opinion the results clearly indicated that it would be a satisfactory instrument to use in guiding young people.

At the Muskogee Central High School, the S R A Youth Inventory was given twice: first, to the nineteen junior and senior high school boys enrolled in one class in the spring of 1953, and later to the thirty-seven, also juniors and seniors, boys enrolled in two vocational homemaking classes in the fall of 1953. Before administering this inventory, the boys in all classes were given a complete explanation as to how the results were to be used. Also, in order to encourage honesty and freedom in the checking, the boys were asked not to sign their names; and they were told that the findings were to be used in group planning rather than for individual counseling. The reliability of their answers is believed high because of the similarity of items checked by both groups. Only the results checked by the students enrolled in the fall, 1953, classes will be reported in detail. The items checked by the two groups of thirty-seven students are reported in Table I, and are grouped according to the eight categories. In

³⁰Remmers and Shimberg, Examiner Manual, p. 1.

this table a comparison is made with the national sample. Table II shows a comparison of the fall and spring classes.

Planning the Learning Program

In the month preceding the opening of school in the fall of 1953, the writer visited many of the homes of the boys who were pre-enrolled. The parents were consulted as to their ideas on the possibilities of the course, and were also informed of the pre-plans which had been made during the summer. There were many, and varied, opinions about boys being enrolled in homemaking classes, and the idea of a teacher making home visits was entirely new to most of the boys and their parents. After the results of the S R A Inventory were summarized, they were discussed with the students and compared with the national results. The units of work which had been pre-planned by the teacher were listed on the board and compared with the problems which had been checked the greatest numbers of times. The teacher discussed possible objectives and encouraged the boys to list others. Using the summary of the check list, the combined objectives, the pre-plans of the teacher, and ideas presented by the boys, the organization of the semesters work was completed. Because this was an entirely new idea to many of the boys, considerable planning, discussion, and explanation was required before the following units were outlined:

1. Learning to Form Values and Solve Problems.
2. Learning to Accept My Responsibility in the Home and in the Community.
3. Learning to Accept My New Role and Establish My Independence.
4. Learning to Date Successfully.

5. Looking to the Future.

Experimental Teaching

In teaching this course the plans were looked upon as a guide or a point of departure. As the teaching progressed, and evaluations were made, the plans were altered to fit the current situations. The discussion method was used primarily in teaching these classes; however, in order that the discussions be based upon accurate information, research and study was carried on in small groups. The small groups related the information they had obtained to the entire class, and discussions followed. Questions from the class were directed to the chairman, and the group accepted the responsibility for justifying their own opinions by authoritative information. The boys invited the girls to form a panel and lead a discussion on one unit; and later the girls class invited the boys to help them with a panel discussion. The questions for the panels were arrived at by the classes and the teachers, and were given to panel members several days in advance; in order that they might be well informed. Other methods of teaching included: the use of films, film strips, field trips, lectures by out-of-school speakers, and radio and television programs. In structuring the learning units the following headings and explanations were used:

1. Discussion problem -- A problem about which study, research, and discussion would take several days, weeks, or longer.
2. Reasons for selecting the problem -- A real need or interest for choosing the particular problem.
3. Overview -- The method and organization used in solving the problem.

4. Desired Outcomes -- The goals and accomplishments hoped for on completing the study.
5. Basic Beliefs -- The basic philosophy regarding the problem.
6. Study Questions -- Pertinent questions which would help in solving the larger problem.
7. Activities -- Activities in which participation by the group would help in solving the problem.
8. Assignments -- In and out of class work assigned by the teacher or selected by the students to supplement group work.
9. References -- Books, pamphlets, magazine articles, and other materials containing information needed for completing assignments and personal investigations.
10. Teaching Aides -- Films, charts, and any other devices making class work more meaningful.

Since it is not feasible to include all of the experimental units in this study, the unit on dating is reported as an example of the type of learning experiences provided boys classes.

CHAPTER THREE
FINDINGS AND IMPLICATIONS

In an effort to obtain accurate information regarding the problems of teen age boys, the students enrolled in homemaking classes were asked to check the S R A Youth Inventory, previously referred to in this report.

The items checked by the thirty-seven boys in two homemaking classes at the Muskogee Central high school in the fall of 1953 are reported in rank order in Table I. This table shows the number of Muskogee boys checking, the percent of Muskogee boys checking, and the percent of the national sample checking each item; and calls attention to those items considered as basic difficulties.

TABLE I
COMPARISON OF RESULTS ON S R A YOUTH INVENTORY

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample ³¹ Checking* |
|------------------|---|---|---|--|
| <u>My School</u> | | | | |
| 1 | I have difficulty keeping my mind on my studies. | 30 | 81.3 | 53 |
| 2 | I wish I knew how to study better. | 28 | 75.6 | 54 |
| 16 | <u>I have difficulty keeping my mind on what goes on in class.</u> | 25 | 67.5 | 39 |
| 6 | <u>I wish I could be more calm when I recite in class.</u> | 24 | 64.9 | 56 |
| 33 | I have difficulty expressing myself in words. | 22 | 59.6 | 41 |
| 12 | <u>I feel sleepy in class even when I've had enough sleep at night.</u> | 21 | 56.7 | 32 |
| 5 | I don't know how to prepare for tests. | 21 | 56.7 | |
| 4 | I have difficulty taking notes. | 19 | 51.1 | 27 |
| 20 | I have difficulty expressing myself in writing. | 14 | 37.8 | 38 |

³¹Remmers and Shimberg, Examiner Manual, pp. 7-10.

* Only those items of the national sample which were checked by twenty-five percent or more of those reporting are quoted.

The items in the table which are underlined are designated by the authors of the S R A Youth Inventory as being basic difficulty problems.

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|------------------|---|---|------------------------------------|----------------------------------|
| <u>My School</u> | | | | |
| 19 | I would like to get some practical work experience. | 13 | 35.1 | 49 |
| 3 | I wish I knew more about using the library. | 11 | 29.9 | |
| 24 | My teachers don't make assignments clear. | 11 | 29.9 | |
| 31 | My teachers aren't interested in the things that interest me. | 11 | 29.9 | |
| 11 | <u>I hate school</u> | 10 | 27.0 | |
| 10 | I have too much homework. | 9 | 24.3 | |
| 9 | I dislike my courses. | 9 | 24.3 | |
| 14 | I doubt the value of the things I study. | 9 | 24.3 | |
| 8 | I would like to take courses that are not offered in my school. | 8 | 21.6 | 35 |
| 17 | My courses are too far removed from everyday life. | 7 | 19.1 | |
| 21 | I need some individual help with my courses. | 7 | 19.1 | |
| 26 | <u>My teachers are too strict.</u> | 7 | 19.1 | |
| 28 | <u>My teachers play favorites.</u> | 7 | 19.1 | |
| 27 | <u>My teachers are too impersonal.</u> | 6 | 16.2 | |
| 22 | <u>My teachers give me no encouragement.</u> | 6 | 16.2 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|--------------------------|--|---|------------------------------------|----------------------------------|
| <u>My School</u> | | | | |
| 25 | My teachers aren't interested in me. | 4 | 10.8 | |
| 30 | Class periods are not well organized. | 3 | 8.10 | |
| 18 | I must select a vocation that doesn't require college. | 3 | 8.10 | |
| 15 | <u>I am too restless to stay in school.</u> | 3 | 8.10 | |
| 29 | <u>My teachers don't understand me.</u> | 1 | 2.70 | |
| 7 | I spend too much time studying. | 1 | 2.70 | |
| 13 | I wish I could quit school now. | 0 | 0.0 | |
| 32 | <u>My teachers don't like me.</u> | 0 | 0.0 | |
| <u>After High School</u> | | | | |
| 36 | For what work am I best suited? | 35 | 96.5 | 56 |
| 58 | How will the draft affect me? | 30 | 81.3 | 29 |
| 35 | What shall I do after high school? | 25 | 67.5 | 47 |
| 37 | How much ability do I actually have? | 22 | 59.6 | 59 |
| 34 | What are my real interests? | 21 | 56.7 | 42 |
| 38 | I would like to know more definitely how I am doing in my school work. | 21 | 56.7 | 40 |
| 39 | I need advice in choosing courses. | 21 | 56.7 | 25 |
| 41 | Should I go to college? | 21 | 56.7 | 33 |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|---|---|------------------------------------|----------------------------------|
| 70 | Am I likely to succeed in the work I do when I finish School? | 21 | 56.7 | 45 |
| 60 | What jobs are open to high school graduates? | 19 | 51.1 | 40 |
| 56 | What career shall I pursue? | 19 | 51.1 | 43 |
| 54 | What courses will be most valuable to me later on? | 18 | 48.6 | 46 |
| 61 | How do I go about finding a job? | 18 | 48.6 | 35 |
| 49 | Do I have the ability to do college work? | 17 | 45.9 | 42 |
| 57 | What training do different vocations require? | 16 | 43.2 | 27 |
| 65 | For what kind of job should I apply? | 16 | 43.2 | 27 |
| 42 | What are the requirements for college? | 16 | 43.2 | 26 |
| 43 | How shall I select a college? | 13 | 35.1 | 38 |
| 47 | What are some ways of financing a college education? | 13 | 35.1 | |
| 48 | How do you fill out your application blanks for college? | 13 | 35.1 | |
| 66 | How should I act during an interview? | 13 | 35.1 | |
| 40 | I want to know more about what people do in college. | 12 | 32.3 | 36 |
| 62 | Where can I go for help in finding a job? | 12 | 32.3 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|---------------------|---|---|------------------------------------|----------------------------------|
| 55 | What fields are overcrowded? | 11 | 29.9 | 27 |
| 63 | I wish I could write good letters of application. | 11 | 29.9 | |
| 44 | Can I get into the college of my choice? | 10 | 27.0 | 30 |
| 59 | What are the opportunities in different fields? | 10 | 27.0 | 29 |
| 45 | I wish I could afford college. | 9 | 24.3 | |
| 53 | I want to learn a trade. | 9 | 24.3 | |
| 68 | What's expected of me on a job? | 9 | 24.3 | |
| 69 | What is proper office etiquette? | 8 | 21.6 | |
| 64 | How can I prepare for a job interview? | 8 | 21.6 | |
| 50 | I would like to have more vocational courses. | 5 | 13.5 | 29 |
| 51 | How can I get apprenticeship training? | 4 | 10.8 | |
| 46 | Should I borrow money for college? | 4 | 10.8 | |
| 67 | I have no work experience. | 2 | 5.40 | |
| <u>About Myself</u> | | | | |
| 85 | <u>I often do things I later regret.</u> | 23 | 62.1 | 41 |
| 76 | <u>I can't help daydreaming.</u> | 19 | 51.1 | 35 |
| 102 | I'm trying to get rid of an undesirable habit. | 18 | 48.6 | 29 |
| 73 | <u>I worry about little things.</u> | 16 | 43.2 | 35 |
| 74 | <u>I'm nervous.</u> | 14 | 37.8 | 27 |

Table I (continued)

| Item no. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|--|---|------------------------------------|----------------------------------|
| 94 | <u>I must always be "on the go."</u> | 14 | 37.8 | 29 |
| 82 | <u>My feelings are easily hurt.</u> | 13 | 35.1 | 29 |
| 72 | <u>I have trouble keeping my temper.</u> | 13 | 35.1 | 33 |
| 71 | <u>I'm easily excited.</u> | 12 | 32.3 | |
| 100 | <u>I'm unsure of myself.</u> | 12 | 32.3 | |
| 109 | I wish I could overcome being careless. | 11 | 29.9 | 26 |
| 99 | <u>I worry about tests.</u> | 11 | 29.9 | 43 |
| 93 | <u>I feel that I'm not as smart as other people.</u> | 11 | 29.9 | 33 |
| 83 | <u>I need to learn not to let people push me around.</u> | 11 | 29.9 | 25 |
| 78 | <u>I feel guilty about things I've done.</u> | 11 | 29.9 | 26 |
| 105 | <u>I bite my nails.</u> | 10 | 27.0 | 25 |
| 111 | <u>I'M afraid of making mistakes.</u> | 10 | 27.0 | 26 |
| 81 | <u>I feel "low" much of the time.</u> | 9 | 24.3 | |
| 84 | <u>I don't see much future for myself.</u> | 8 | 21.6 | |
| 103 | <u>I'm afraid of failure or humiliation.</u> | 8 | 21.6 | |
| 110 | <u>I'm always thinking up alibis.</u> | 8 | 21.6 | |
| 97 | I would like to discuss my personal problems with someone. | 7 | 19.1 | |
| 96 | I must learn to "keep my head" when things go wrong. | 7 | 19.1 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|--|---|------------------------------------|----------------------------------|
| 92 | I hesitate to take responsibility. | 7 | 19.1 | |
| 80 | <u>I often feel lonesome.</u> | 6 | 16.2 | |
| 106 | <u>I can't help feeling bad when I can't get my own way.</u> | 6 | 16.2 | |
| 98 | <u>I wonder if I am normal in the way my mind works.</u> | 5 | 13.5 | |
| 87 | <u>I lack the drive others have.</u> | 5 | 13.5 | |
| 77 | <u>I have thoughts of suicide.</u> | 4 | 10.8 | |
| 79 | <u>I'm not popular with (boys) (girls).</u> | 4 | 10.8 | |
| 107 | <u>I don't know why people get angry with me.</u> | 4 | 10.8 | |
| 108 | I don't know what is expected of me. | 4 | 10.8 | |
| 112 | <u>I'm afraid to speak up in class.</u> | 4 | 10.8 | |
| 95 | <u>I prefer to be alone.</u> | 4 | 10.8 | |
| 89 | <u>I feel that I'm not wanted.</u> | 4 | 10.8 | |
| 101 | <u>I feel that I'm different from the other kids.</u> | 3 | 8.10 | |
| 91 | I'm not ready for any job when I graduate. | 3 | 8.10 | |
| 75 | <u>I can't sleep at night.</u> | 2 | 5.40 | |
| 90 | <u>I have a "crush" on an older person.</u> | 2 | 5.40 | |
| 104 | <u>My nose is ugly.</u> | 2 | 5.40 | |
| 113 | <u>I can't do anything right.</u> | 2 | 5.40 | |
| 114 | <u>I don't want to leave home for a job or college.</u> | 2 | 5.40 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|--|---|------------------------------------|----------------------------------|
| 88 | <u>People stare at me.</u> | 1 | 2.70 | |
| | <u>Getting Along With Others</u> | | | |
| 120 | I want to make new friends. | 23 | 62.1 | 50 |
| 132 | <u>I need to learn to be a good listener.</u> | 20 | 54.0 | |
| 135 | There aren't enough places for wholesome recreation where I live. | 20 | 54.0 | 42 |
| 137 | <u>I get stage fright when I speak before a group.</u> | 18 | 48.6 | 53 |
| 121 | <u>I need to develop self-confidence.</u> | 14 | 37.8 | 36 |
| 123 | I wish I knew how to drop a person I no longer want for a friend. | 13 | 35.1 | |
| 117 | I wish I could carry on a pleasant conversation. | 13 | 35.1 | 33 |
| 131 | How much initiative should I take in getting invited to parties or dances? | 12 | 32.3 | |
| 119 | <u>I wish I were more popular.</u> | 11 | 29.9 | 42 |
| 127 | <u>I want to feel important to society or to my own group.</u> | 11 | 29.9 | |
| 151 | I need money for social affairs. | 11 | 29.9 | 25 |
| 154 | <u>I can't seem to live up to the ideals I have set for myself.</u> | 11 | 29.9 | |
| 115 | I want people to like me better. | 10 | 27.0 | 54 |
| 118 | I don't know how to treat people whom I don't like. | 10 | 27.0 | |
| 125 | I'm ill at ease at social affairs. | 10 | 27.0 | 25 |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|---|---|------------------------------------|----------------------------------|
| 126 | I want to learn to dance. | 10 | 27.0 | 32 |
| 128 | I wish I had things to talk about in a group. | 10 | 27.0 | |
| 133 | I need to learn to be more tolerant of other people's opinions. | 10 | 27.0 | |
| 141 | <u>I'M often left out of things other kids do.</u> | 10 | 27.0 | |
| 122 | <u>I need to be more tactful.</u> | 9 | 24.3 | |
| 144 | I don't know how much of my inner feelings to reveal to my friends. | 9 | 24.3 | |
| 148 | I'd like to know how to become a leader in my group. | 9 | 24.3 | |
| 124 | I don't know how to act on formal occasions. | 8 | 21.6 | |
| 136 | I don't know what clothes to wear. | 8 | 21.6 | |
| 147 | I need to learn how to work for the good of the group. | 8 | 21.6 | |
| 150 | I can't find a part-time job to earn spending money. | 8 | 21.6 | 27 |
| 116 | I don't know how to introduce people properly. | 7 | 19.1 | |
| 129 | I can't live up to the ideals set by groups to which I belong. | 7 | 19.1 | |
| 140 | I need to learn to be a "good sport" in games. | 7 | 19.1 | |
| 134 | I need to learn how to plan a party. | 5 | 13.5 | |
| 146 | I need to learn how to order food. | 5 | 13.5 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|---------------------------|--|---|------------------------------------|----------------------------------|
| 152 | I don't have a (girl) (boy) friend. | 5 | 13.5 | 35 |
| 153 | I am not attractive to the other sex. | 5 | 13.5 | |
| 149 | <u>I have difficulty deciding between my own standards and those of the crowd.</u> | 4 | 10.8 | |
| 130 | <u>I need to learn how to keep from being too aggressive.</u> | 3 | 8.10 | |
| 138 | I'd like to learn proper table manners. | 3 | 8.10 | |
| 139 | I need to learn how to get along with people my own age. | 3 | 8.10 | |
| 142 | I need to learn how to select the right clothes for my figure. | 3 | 8.10 | |
| 143 | I wish I knew how to use cosmetics properly. | 1 | 2.70 | |
| 145 | I need to learn to be on time for appointments. | 1 | 2.70 | |
| <u>My Home and Family</u> | | | | |
| 162 | <u>I can't discuss personal things with my parents.</u> | 11 | 29.9 | |
| 157 | There is constant bickering and quarreling in my home. | 10 | 27.0 | |
| 207 | My parents avoid discussing sex with me. | 9 | 24.3 | |
| 188 | <u>I feel like leaving home.</u> | 9 | 24.3 | |
| 164 | <u>I don't like to invite people to my home.</u> | 8 | 21.6 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|--|---|------------------------------------|----------------------------------|
| 169 | My parents interfere with the spending of the money I earn. | 8 | 21.6 | |
| 195 | My parents often pry into my private affairs. | 8 | 21.6 | |
| 158 | <u>I feel that I'm a burden on my parents.</u> | 7 | 19.1 | |
| 171 | My parents are too strict about letting me use the family car. | 7 | 19.1 | |
| 174 | <u>I get no encouragement at home.</u> | 7 | 19.1 | |
| 175 | My parents don't usually respect my opinions. | 7 | 19.1 | |
| 176 | <u>My parents don't trust me.</u> | 7 | 19.1 | |
| 178 | My parents are too strict about my going out at night. | 7 | 19.1 | |
| 166 | I am seldom consulted in family decisions. | 6 | 16.2 | |
| 167 | I want to be accepted as a responsible person by my parents. | 6 | 16.2 | |
| 190 | <u>I'm afraid to tell my parents when I've done something wrong.</u> | 6 | 16.2 | |
| 199 | My parents interfere in my choice of friends. | 6 | 16.2 | |
| 202 | My parents hate to admit that I'm sometimes right. | 6 | 16.2 | |
| 160 | My allowance is too small. | 5 | 13.5 | |
| 177 | <u>My parents expect too much of me.</u> | 5 | 13.5 | |
| 194 | My family is always worried about money. | 5 | 13.5 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|---|---|------------------------------------|----------------------------------|
| 156 | <u>I can't get along with my brothers and sisters.</u> | 4 | 10.8 | |
| 173 | <u>My parents won't let me make my decisions.</u> | 4 | 10.8 | |
| 182 | I wish I could get my parents to treat me like a grownup. | 4 | 10.8 | |
| 186 | <u>I wish I could gain the confidence of my parents.</u> | 4 | 10.8 | |
| 192 | <u>I feel disloyal because I don't share the views of my parents.</u> | 4 | 10.8 | |
| 193 | My parents are too strict about permitting me to date on school nights. | 4 | 10.8 | |
| 197 | My parents continually nag about studying. | 4 | 10.8 | |
| 204 | <u>My parents aren't interested in what I accomplish.</u> | 4 | 10.8 | |
| 205 | <u>My parents criticize me too much.</u> | 4 | 10.8 | |
| 155 | I have no quiet place at home where I can study. | 3 | 8.10 | |
| 163 | <u>My father is a tyrant.</u> | 3 | 8.10 | |
| 168 | <u>My parents play favorites.</u> | 3 | 8.10 | |
| 170 | My parents are trying to decide my vocation for me. | 3 | 8.10 | |
| 181 | I have too many dates. | 3 | 8.10 | |
| 183 | I wish I had my own room. | 3 | 8.10 | |
| 196 | My parents object to my following fads. | 3 | 8.10 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|---|---|------------------------------------|----------------------------------|
| 200 | My parents disapprove of my social activities. | 3 | 8.10 | |
| 201 | My parents won't let me do my shopping. | 3 | 8.10 | |
| 203 | My parents are cold toward my friends. | 3 | 8.10 | |
| 161 | <u>I feel there is a barrier between me and my parents.</u> | 3 | 8.10 | |
| 165 | <u>I don't feel that I belong in the family.</u> | 2 | 5.40 | |
| 179 | I'm criticized for dating someone older than I am. | 2 | 5.40 | |
| 180 | I'm criticized for dating a person of whom others do not approve. | 2 | 5.40 | |
| 189 | <u>My family tries to hold me down.</u> | 2 | 5.40 | |
| 185 | <u>I'm ashamed of my parents' dress and manners.</u> | 1 | 2.70 | |
| 172 | My parents are too strict about dating. | 1 | 2.70 | |
| 159 | I have to do too many chores around my house. | 0 | 0 | |
| 184 | <u>I'm ashamed of my father's job.</u> | 0 | 0 | |
| 187 | I want to get married soon. | 0 | 0 | |
| 191 | I must turn over my earnings to the family. | 0 | 0 | |
| 198 | <u>My parents neglect me.</u> | 0 | 0 | |
| 206 | My parents don't let me decide in which activities I can take part. | 0 | 0 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|-----------------------|---|---|------------------------------------|----------------------------------|
| <u>Boy Meets Girl</u> | | | | |
| 239 | What things cause trouble in marriage? | 16 | 43.2 | 27 |
| 238 | How can I prepare myself for marriage and family life? | 15 | 40.5 | |
| 219 | Is there anything wrong with going places "stag?" | 15 | 40.5 | |
| 236 | What things should one consider in selecting a mate? | 14 | 37.8 | |
| 221 | Is drinking harmful? | 12 | 32.3 | |
| 237 | How long should people know each other before getting married? | 11 | 29.9 | |
| 231 | How far should high school students go in love relations? | 11 | 29.9 | 25 |
| 208 | I seldom have dates. | 11 | 29.9 | 44 |
| 214 | What are good manners on a date? | 10 | 27.0 | |
| 220 | Is it all right to accept "blind dates?" | 10 | 27.0 | |
| 225 | Should I kiss my date the first time we go out together? | 10 | 27.0 | |
| 209 | I don't know how to ask for a date. | 9 | 24.3 | |
| 212 | I don't know how to keep (boys) (girls) interested in me. | 9 | 24.3 | 29 |
| 218 | I don't know how to break up with a person I have been dating without causing bad feelings. | 9 | 24.3 | |
| 232 | I need more correct information about sex. | 9 | 24.3 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|--|---|------------------------------------|----------------------------------|
| 235 | I want to know about venereal disease. | 9 | 24.3 | |
| 215 | How do I refuse a date politely? | 8 | 21.6 | 26 |
| 224 | Should I go steady? | 8 | 21.6 | |
| 228 | I wonder if high school students should pet and make love. | 8 | 21.6 | |
| 217 | <u>I wonder if I am normal in my sexual development?</u> | 7 | 19.1 | |
| 229 | I need an acceptable vocabulary to discuss sex. | 7 | 19.1 | |
| 222 | I am dating a person of a different religion than mine. | 6 | 16.2 | |
| 223 | How can I keep (boys) (girls) from taking me for granted? | 6 | 16.2 | |
| 226 | Must I neck to be popular? | 6 | 16.2 | |
| 230 | <u>I think about sex a good deal of the time.</u> | 5 | 13.5 | |
| 211 | I'm bashful about asking girls for dates. | 5 | 13.5 | |
| 210 | There is no place to dance in the town where I live. | 4 | 10.8 | |
| 216 | <u>I'm bothered by dirty stories or vulgar talk.</u> | 4 | 10.8 | |
| 227 | <u>I'm embarrassed in any discussion of sex.</u> | 3 | 8.10 | |
| 213 | I don't know what to do on a date. | 2 | 5.40 | |
| 234 | I have conflicting information about sexual matters. | 1 | 2.70 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|--|---|------------------------------------|----------------------------------|
| 233 | I don't understand how children are born. | 0 | 0 | |
| | <u>Health</u> | | | |
| 240 | I want to gain (or lose) weight. | 17 | 45.9 | 52 |
| 246 | I want to improve my posture and body build. | 16 | 43.2 | 37 |
| 241 | I want to learn how to select foods that will do me the most good. | 12 | 32.3 | |
| 254 | I don't get enough sleep. | 11 | 29.9 | |
| 256 | My teeth need attention. | 9 | 24.3 | |
| 249 | Is smoking harmful? | 8 | 21.6 | |
| 253 | <u>I get tired easily.</u> | 8 | 21.6 | |
| 242 | I smoke too much. | 6 | 16.2 | |
| 248 | What can I do about bad breath? | 6 | 16.2 | |
| 260 | My muscles are poorly developed. | 6 | 16.2 | |
| 262 | I want to get rid of pimples. | 6 | 16.2 | 33 |
| 263 | <u>I sometimes feel faint.</u> | 5 | 13.5 | |
| 245 | I'm concerned about improving my figure. | 4 | 10.8 | 25 |
| 250 | What can I do about body odor? | 4 | 10.8 | |
| 251 | <u>I worry about my health.</u> | 3 | 8.10 | |
| 252 | I don't get enough exercise. | 3 | 8.10 | |
| 258 | I have frequent colds. | 3 | 8.10 | |

Table I (continued)

| Item No. | Items | Number of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|--------------------------|--|---|------------------------------------|----------------------------------|
| 264 | I wonder if I am normal in my energy and endurance. | 3 | 8.10 | |
| 243 | I am crippled (have some other handicap). | 2 | 5.40 | |
| 244 | I am bothered by menstrual disorders. | 2 | 5.40 | |
| 247 | My stomach is upset easily. | 2 | 5.40 | |
| 259 | I don't hear very well. | 2 | 5.40 | |
| 255 | I have no "pep." | 1 | 2.70 | |
| 257 | <u>I have frequent headaches.</u> | 1 | 2.70 | |
| 261 | <u>I have no appetite.</u> | 0 | 0 | |
| <u>Things in General</u> | | | | |
| 269 | <u>I feel that I'm not living up to my religion.</u> | 20 | 54.0 | |
| 280 | I'm worried about the next war. | 20 | 54.0 | 31 |
| 286 | How can I learn to get the most for my money? | 17 | 45.9 | |
| 284 | How can I learn to use my leisure time wisely? | 12 | 32.3 | 25 |
| 265 | <u>I'm concerned with what life is all about.</u> | 10 | 27.0 | |
| 296 | <u>I wonder about the after-life.</u> | 9 | 24.3 | |
| 275 | Can I believe the newspaper and radio? | 8 | 21.6 | |
| 288 | <u>What can I contribute to civilization?</u> | 8 | 21.6 | |

Table I (continued)

| Item No. | Items | Percent of 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|---|--|------------------------------------|----------------------------------|
| 273 | <u>I'm having difficulty deciding what's important in life.</u> | 7 | 19.1 | |
| 266 | I'm confused in my religious beliefs. | 7 | 19.1 | |
| 267 | <u>I'm bothered by thoughts of Heaven and Hell.</u> | 7 | 19.1 | |
| 268 | Is there a conflict between the Bible and my school subjects? | 7 | 19.1 | |
| 274 | <u>I'm confused on some moral questions.</u> | 7 | 19.1 | |
| 277 | How can I help to make the world a better place in which to live? | 7 | 19.1 | |
| 285 | I have difficulty budgeting my time. | 7 | 19.1 | |
| 291 | I can't decide whether or not money is the major thing to work for in life. | 7 | 19.1 | |
| 283 | What can I do to help get better government? | 6 | 16.2 | |
| 271 | <u>How does one set standards of "right" and "wrong?"</u> | 5 | 13.5 | |
| 272 | <u>I'm concerned about cheating.</u> | 5 | 13.5 | |
| 279 | I'm mixed up about world affairs. | 5 | 13.5 | |
| 282 | Is there any way of eliminating slums? | 5 | 13.5 | |
| 287 | Does one have to take advantage of people to be successful? | 5 | 13.5 | |
| 292 | How can we get honest government? | 5 | 13.5 | |

Table I (continued)

| Item No. | Items | Percent 37 Muskogee Students Checking (Fall 1953) | Percent Muskogee Students Checking | Percent National Sample Checking |
|----------|--|---|------------------------------------|----------------------------------|
| 295 | Does it really pay to be honest? | 5 | 13.5 | |
| 298 | What makes people selfish or unkind? | 5 | 13.5 | 39 |
| 270 | I'm searching for something to believe in. | 4 | 10.8 | |
| 276 | How can I help get rid of intolerance? | 4 | 10.8 | |
| 290 | I need to develop a satisfactory philosophy of life. | 4 | 10.8 | |
| 293 | Can I believe advertising? | 4 | 10.8 | |
| 294 | What is eternity? | 4 | 10.8 | |
| 278 | What can I do about the injustice all around us? | 4 | 10.8 | |
| 281 | Is there something I can do about race prejudice? | 3 | 8.10 | 25 |
| 297 | <u>Is it wrong to deny the existence of God?</u> | 1 | 2.70 | |
| 289 | I'm losing faith in religion. | 0 | 0 | |

Implications of the Findings

The items checked by the students were considered from the standpoint of the percent checking, and the relation of one problem, or a group of problems, to another. The results were meaningful to the teacher of homemaking in planning and teaching a unit relative to home and family living; and in giving indirect help to students with problems not specifically related to the subject matter taught. However, there were other items checked on the inventory with which it was not feasible for a teacher of homemaking to be concerned. Of the 298 items there were only twelve which were not checked by anyone. This would lead one to believe that the interests and problems of the students were as varied as the personalities of the different boys enrolled. Each group of items presented ideas which helped the teacher in counseling students.

In group I, "My School," eighty-one percent indicated they had trouble keeping their minds on their studies; thus causing the teacher to plan for alternating activities and study in order to help maintain interest. This item might also point the way for orientation discussions on "how to study" to be added to the curriculum. It was noted that one-fourth of the students were bored by, or hated school; however not one boy checked that he wanted to quit school.

All teachers in the school likely would be interested in knowing that 25 percent of the boys reporting checked that they were ill at ease when participating in class discussions. This could be a point for faculty study and action. These same teachers would be pleased to discover that no one checked the items, "My teachers make fun of me," and "My teachers don't like me."

In the group "After High School," the item checked most often was, "For what work am I best suited?" Not only was it the high item in this group, but it received the highest number of checks of any single item on the inventory. Only two boys out of thirty-seven failed to check this item, the percent checking was 97 percent as compared to 56 percent on the national sample. There were nine other items relating to choice of work or continuance of education which were checked by more than 57 percent of the group. All of this would imply a great need in the school for a program of vocational guidance. Also, with 81 percent checking the item concerning the draft, it would appear advisable for the curriculum to provide some preparation of students for service in the armed forces. Either, or both, of these concerns on the part of senior high school boys could be an underlying factor for some of the restlessness and trouble experienced in studying.

The item receiving the highest number of checks in the group "About Myself" was, "I often do things I later regret." Two others checked in that group were, "I can't help day dreaming" and "I'm trying to get rid of an undesirable habit." These concerns might indicate a need for a unit on learning to make choices and learning to solve problems. Of the forty-three items in this group, thirty-five are included in the list of basic difficulty problems. Only two boys checked the item, "I don't want to leave home for a job or college." This might indicate that the majority were establishing their independence, which is a normal procedure for this age group. However, it might also show that there was need for a study of family relationships to make an easy transition within family groups. This would give the homemaking teacher an opportunity perhaps, for an adult class, too. In this way she might help to "bridge

the gap" between generations.

A high percentage checked items in the group "Getting Along With Others." This finding indicated a need for ~~studying boy and girl re-~~lationships. Sixty-two percent, as compared with fifty percent on the national sample, checked the item "I want to make new friends." Here again the age group was going through a normal stage of development, and needed guidance along the way. The fact that more than 54 percent checked the item regarding the need for more places for wholesome recreation might suggest a project for a civic club or the Parent Teachers Association. This item also pointed to the need for helping young men find ways to date inexpensively. Forty-eight percent checked "I get stage fright when I speak before a group;" this prompted the homemaking teacher to encourage students to participate in discussions and other group activities.

The group of items concerning "Home and Family" had the fewest number of items checked by more than 20 percent of the students; however, of the fifty-three items in this group, only six were not checked by anyone. Although the checks on specific items were not as concentrated as in some other groups, the total number of checks was high. Thirty percent checked "I can't discuss personal things with my family," and 24 percent checked "I feel like leaving home;" yet not one boy checked the item "My parents neglect me." This again seems to imply that there were relationship problems of which both parents and boys needed to become aware, and needed help in working out. Twenty-one percent checked "I don't like to invite people to my home." All of this could be the basis for an adult education program, a P. T. A. or a classroom discussion group. Although no one checked the item, "I want to

get married soon," 40 percent checked the item "How can I prepare myself for marriage and family life; and 43 percent "What things cause trouble in marriage?". This led the teacher to believe that there was a need for the study of preparation for marriage and parenthood, and that these young men sincerely want their marriages to be successful.

In the group "Boy Meets Girl" there were fourteen items checked by 24 percent of the boys, further emphasizing need for study on dating. Once again their interests were varied, but the total number checking items in this group was high.

The three items checked the most number of times in the group on "Health" all concerned nutrition. This gave the writer evidences that the boys wanted to learn about food selection and preparation.

In the last group "Things in General" the items on religion, war, and how to get the most for their money were checked most often. The item concerning getting the most for their money caused attention to be given consumer education in almost all units which were taught. Fifty-four percent checked that they were not living up to their religion, yet not one boy checked that he was losing faith in his religion.

TABLE II
COMPARISON OF ITEMS CHECKED BY MUSKOGEE STUDENTS
USING THE S R A YOUTH INVENTORY

| Item | Mean Fall Class 1953 | Mean Spring Class 1953 |
|---------------------------|-------------------------|---------------------------|
| My School | 9.45 | 7.38 |
| After High School | 11.86 | 12.05 |
| Getting Along With Others | 9.97 | 9.42 |
| My Home and Family | 6.29 | 5.76 |
| Boy Meets Girl | 7.16 | 6.64 |
| Health | 3.51 | 3.91 |
| Things in General | 6.32 | 6.36 |

As there was little variance in the two groups of Muskogee students, it seems reasonable to assume that the items checked by the boys in this study were of real concern to them.

On most items where the percent of the national sample is shown the percent of the Muskogee group checking was higher. Through studying Table I, it was found that of the 101 basic difficulty items, thirty-eight were checked by over 20 percent of the Muskogee group. The findings of this youth inventory helped the teacher to know the students, and also pointed the direction for planning and teaching class work.

CHAPTER FOUR
THE LEARNING PROGRAM

In developing the learning program for boys in homemaking, the items checked on the S R A Youth inventory by the Muskogee boys were considered thoughtfully for the implications they might have for course content, method, and teacher-pupil relations. The items checked in Chapter Three indicated a need for making the course both interesting and stimulating, and the importance of the teacher taking personal interest in and encouraging boys in their efforts. Items checked, with which the homemaking teacher was trained to help, were used directly in structuring teaching units.

Developmental tasks faced by teen agers were also used as a basis for planning units of work. Havighurst lists these tasks as follows:

1. Achieving new and more mature relations with agemates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially responsible behavior.

10. Acquiring a set of values and an ethical system as a guide to behavior.²⁶

For the report of this study, the learning program is being reported in two sections as follows: first the entire course showing all five units for the semester, and second the experimental unit on dating which includes content and experiences planned by the boys.

Section One

Homemaking for Boys

One Semester--18 Weeks

Muskogee Central High School

Units of Work

1. Learning to Form Values and Solve Problems.
2. Learning to accept My Responsibilities in the Home and in the Community.
3. Learning to Accept My New Role and Establish My Independence.
4. Learning to Date Successfully.
5. Looking to the Future.

Purposes for the Semester

Overall Purpose

To assist in preparing boys for a meaningful and satisfying life in their homes and in the community.

Specific Purposes

1. To help boys discover the problem solving method.
2. To assist boys in understanding themselves and their families.

²⁶Robert J. Havighurst, Developmental Tasks and Education (New York, 1952), pp. 33-62.

3. To assist boys in actual use of their knowledge in family relations in their present family situations.
4. To assist boys in establishing a satisfactory heterosexual relationship.
5. To help boys understand the adolescent growth cycle.
6. To help boys become aware of their civic responsibilities in a democratic society.
7. To help boys explore possibilities of careers.
8. To help boys understand the relation of nutrition to health.
9. To help boys prepare for marriage.

Section One

UNIT: I

Learning to form values and do problem solving: Suggested time -- 1 week.

Developmental tasks: Acquiring a set of values and an ethical system as a guide to behavior.

Basic understanding: Adolescents need guidance in forming conscious values and have a great need for learning to do problem solving.

| Purpose | Home and School Experiences and Activities | Teaching Aides | Basic Beliefs |
|---|--|---|--|
| Discover what values are and how they are formed. | 1. List age groups and values of each. | Use fiction stories which illustrate choice of values. | 1. The problem solving method is one way to establish values. |
| Discover the method of problem solving. | 2. Define value | | 2. The problem solving technique is one that youth may use in any given situation. |
| | 3. Make a list of values of a democratic society. | Charts showing problem solving method. | 3. Values we form help us to make choices. |
| | 4. Discuss how one forms values. | Pamphlet: <u>Problem Solving. The Citizenship Education Study</u> | 4. Values we establish determine the kind of home and community life we will have. |
| | 5. Discuss values of the American heritage we want to keep. | Wayne University Press, Detroit 1, Michigan. | 5. Attitudes are learned just as well as skills. |
| | 6. Learn to define, analyze, and act on a real problem. | | 6. The school has a definite responsibility toward helping youth form values. |
| | 7. Discuss why problem solving is important to youth. | | |
| | 8. Practice problem solving technique on real life situations. | | |

Evaluation Unit I

The teacher and the students believed that the success of this unit of work would be shown by the extent to which school experiences developed habits of problem solving and were carried over into out-of-school activities. Plans were made to observe students' use of problem solving methods throughout the semester. This particular unit was chosen first because it was felt that it would help the students in each succeeding unit. It was believed that the applications of learning taking place here would either be very evident, or noticeably missing. Boys were encouraged to report to the teacher learning experiences tried at home, thus providing additional evidences of success.

UNIT II

Learning to accept my responsibilities in the home and community: Suggested time -- 4 weeks

Developmental tasks: Selecting and preparing for an occupation. Developing intellectual skills and concepts necessary for civic competence. Achieving assurance of economic independence.

Basic understanding: In late adolescence young men are preparing to accept their role in manhood as a responsible citizen in the larger community.

| Purpose | Home and School Experiences and Activities | Teaching Aides | Basic Beliefs |
|-------------------------------|--|--|---|
| Become aware of civic duties. | 1. Bring in case studies (no names) of persons they feel are good citizens. | Life Adjustment Books. Bouthilet and Byrne <u>You and Your Mental Abilities</u> | 1. Communities must have citizens who are interested in being good leaders. |
| | 2. Study and discuss adults whom the class admires. | Humphrey <u>Choosing Your Career</u> | 2. Communities must have a majority of citizens who are interested in following good Leaders. |
| | 3. Discuss and study values of living in a group. | Chapman <u>Your Personality and Your Job</u> | 3. Communities need citizens who believe that many things can be accomplished for the group if all participate. |
| | 4. Discuss home responsibility to the community. | Worthy <u>What Employers Want</u> | 4. Communities definitely have a responsibility to the handicapped and the needy. |
| | 6. Invite a community leader to speak on importance of a boy accepting community responsibility. | Films: "Are You a Good Citizen?" | 5. All communities profit by the presence of worthwhile organizations working together for community improvement. |
| | Become familiar with career prospects. | 7. Observe and study different careers and jobs available. | All Books: Science Research Associates Inc. 510 W. Second Avenue Chicago, Illinois |

Unit II (continued)

| Purpose | Home and School Experiences and Activities | Teaching Aides | Basic Beliefs |
|---|---|----------------|--|
| To learn of the importance of accepting community responsibility. | 8. Discuss and study the value of accepting home and personal responsibilities. | | 6. Youth need to learn community responsibility early in life. |
| To learn how home responsibilities correlate with community and world responsibilities. | 9. List some of the responsibilities individuals can assume at home. | | 7. Establishment of economic independence by young adults is of importance to a community. |
| | 10. Practice some of these responsibilities such as: a. choosing clothes wisely b. removing spots and pressing clothing c. laundering socks of different fibers d. mending simple rips and tears e. folding clothes for packing. | | 8. Youth accepting home responsibilities develop into participating worthwhile citizens. |

Evaluation Unit II

Plans for the evaluation of the second unit required two reports from the students as follows:

1. Each boy made a study of one community organization and reported to the class.
2. Each boy made a collection of notebook information on the training necessary for a job or career of his choice.

UNIT III

Learning to accept my new role and establish my independence: Suggested time -- 6 weeks

Developmental tasks: Achieving emotional independence of parents and other adults.

Basic understanding: In late adolescent one must complete the establishment of himself as an independent individual.

| Purpose | Home and School Experiences and Activities | Teaching Aides | Basic Beliefs |
|---|---|---|--|
| Study the growth cycle of a child from birth to adolescence. | <ol style="list-style-type: none"> 1. Keeping the dependence-independence pattern in view, learn the developmental tasks of all ages. 2. Observe children and young people of all ages to discover behavior patterns pointing to this independence pattern. | <p>Life Adjustment Books:</p> <p><u>How to Live With Children</u></p> <p><u>How to Live With Parents</u></p> <p><u>Understanding Yourself</u></p> <p>Bradbury and Amidon <u>Learning to Care for Children</u></p> | <ol style="list-style-type: none"> 1. To understand human development one must understand learning. 2. A developmental task is a task arising at a certain period in life, successful achievement of which leads to happiness with later tasks; or failure to unhappiness. |
| Study the understandings parents need to help their children reach satisfactory maturity. | <ol style="list-style-type: none"> 3. Study and discuss the knowledge parents need in guiding children. 4. Invite a doctor to talk on the importance of physical growth. 5. Visit a nursery school or a play group for first hand observations. | <p>Smart and Smart <u>Living and Learning With Children</u></p> <p>Films:</p> <p>"Baby Meets His Parents"</p> <p>"Learning to Understand Children—Part I and II"</p> | <ol style="list-style-type: none"> 3. As an individual grows he finds himself possessed with new physical and psychological resources. 4. Developmental tasks arise from physical maturation, cultural pressures, and personal aspirations or values. |
| Learn the relation of | <ol style="list-style-type: none"> 6. While studying physical | <p>"Bathing Time for Baby"</p> | <ol style="list-style-type: none"> 5. Parents need to understand developmental tasks and the |

Unit III (continued)

| Purpose | Home and School Experiences and Activities | Teaching Aides | Basic Beliefs |
|---|--|----------------|---|
| proper nutrition to health. | growth learn the relation of nutrition to health. | | stages of physical growth. |
| Learn relation of food preparation to health. | 7. Practice preparing meals which men might be responsible or partially responsible for as a homemaker. <ul style="list-style-type: none"> a. meals for the ill b. breakfasts c. salads - preparing d. selecting and carving meat e. sandwiches f. others which the groups and the teacher feels are worthwhile. | | 6. Youth need to understand both physical and emotional growth in order to understand themselves. 7. Proper nutrition is essential to good health. 8. All members of a family need information regarding adequate nutrition and food preparation. |

Evaluation Unit III

The third unit was evaluated in the following ways:

1. Noting the quality of the students interpretation of case studies used.
2. Collecting evidences of growth in harmonizing boys ideas with those of their parents in establishing their independence.
3. Using meal planning and food preparation as a means of developing independence.
4. Scoring all work and products involved in the preparation and service of selected meals.

UNIT IV

Learning to Date Successfully. Suggested time -- 4 weeks.

Developmental tasks: New relations with age mates of both sexes. Desiring and achieving socially responsible behavior.

Basic understanding: Adolescents need guidance in appreciating values of friendships and understanding ways to develop them.

| Purpose | Home and School Experiences and Activities | Teaching Aides | Basic Beliefs |
|--|--|---|---|
| Learning to establish friends of both sexes. | <ol style="list-style-type: none"> 1. Make a list of characteristics desired in friends. 2. Discuss personality traits you admire in your friends. 3. Make a list of activities to do on dates besides dancing. | <p>Books:</p> <p>McKown <u>A Boy Grows Up</u></p> <p>Duvall <u>Facts of Life and Love</u></p> | <ol style="list-style-type: none"> 1. Adolescents desire approval of age mates of both sexes. 2. Adolescents must learn to be a friend in order to deserve friends. 3. Personality development is largely due to environment. |
| Learning to practice socially acceptable behavior in public and at home. | <ol style="list-style-type: none"> 4. Make a list of qualities desired in a date. 5. Make a list of responsibilities a boy has to a date and her family. 6. Invite parents of girls and boys to assist on panel discussing dating. 7. Discuss dating behavior. | <p>Betz <u>Your Manners Are Showing</u></p> <p>Life Adjustment Books: Osborne <u>Dating Days</u></p> <p><u>Understanding Sex</u> Kirkendall</p> | <ol style="list-style-type: none"> 4. Dating is a social skill with which youth need adult assistance. 5. Dating is a method of learning what personalities and characteristics are most valuable to a person. 6. Boys need help to understand their responsibilities to a date and her parents. |

Unit IV (continued)

| Purpose | Home and School Experiences and Activities | Teaching Aides | Basic Beliefs |
|---------|---|----------------|---|
| | 8. Learn to plan and give a party: <ul style="list-style-type: none"> a. writing invitations b. planning responsibilities c. preparing and serving refreshments d. table service 9. Plan, cook, and serve a guest meal. 10. Discuss and practice ordering food when eating out. | | 7. Youth need to develop an understanding of all the responsibilities incurred with the privileges of dating. 8. Home, school, and community have a responsibility to help youth find interesting wholesome activities for dating. 9. Adolescents need guidance in developing acceptable social behavior. |

Evaluation Unit IV

The unit on dating was evaluated by:

1. Planning and serving simple party and company meals as a culmination of subject matter studied.
2. Developing a check list on the qualities desirable in friends.
3. Developing a check list on the qualities desirable in one's date.
4. Discussing values gained from social occasions planned and carried out.

UNIT V

Looking to the Future: Suggested time -- 4 weeks.

Developmental tasks: Preparing for marriage and family life.

Basic understanding: During late adolescence and early adulthood young men are preparing to change their role from a person and a family member to a man, a homemaker, a provider, and a father.

| Purpose | Home and School Experiences and Activities | Teaching Aides | Basic Beliefs |
|---|--|--|---|
| Learn the place of marriage in a democracy. | <ol style="list-style-type: none"> 1. Study and discuss the relationships of marriage to democracy. 2. Study and discuss the different forms of marriage and family living. | <p>Text Books:</p> <p>"An Introduction to Family Relationships"</p> <p>W. B. Saunders Co. Philadelphia, 1953.</p> <p><u>Your Marriage and Family Living</u></p> <p>Landis and Landis, McGraw-Hill.</p> | <ol style="list-style-type: none"> 1. Marriage is an important institution in a democratic society. 2. Living together in families is conducive to democratic living. |
| Discover some of the understandings needed for a successful marriage. | <ol style="list-style-type: none"> 3. Study and discuss the factors to be considered in marriage 4. Invite ministers of different faiths to talk with the group on importance of religion in marriage. 5. Discuss the possibilities of housing for newly married couples. | <p>Life Adjustment Books:</p> <p><u>Looking Ahead to Marriage</u></p> <p><u>Understanding Sex</u></p> <p>Films:</p> <p>"Are You Ready for Marriage"</p> <p>"Preface to a Life"</p> | <ol style="list-style-type: none"> 3. Preparation for marriage is important to later happiness. 4. Religion is important in a marriage partnership. 5. Establishment and discussion of values of each member of a marriage partnership is very important to later success. 6. A previous understanding of plans for housing--management of time and money are |

Unit V (continued)

| Purpose | Home and School Experiences and Activities | Teaching Aides | Basic Beliefs |
|--|--|----------------|---|
| Discover the importance of children in a home. | 6. Make a survey of where young couples are now living in the community. | | important in contemplating marriage. |
| | 7. Study and discuss the importance of management of time and money in successful marriages. | | 7. The question of having children in marriage is important preceding a marriage. |
| | 8. Make a study of how much couples earn and their plan for spending it. | | 8. Some common beliefs on child rearing are helpful in making marriage a success. |
| | 9. Study and discuss the joy, pleasure, and responsibility of having children in the home. | | |
| | 10. Study and decide the preparation necessary for parenthood. | | |
| | 11. Study and discuss the importance of the first six years of a child's life. | | |

Evaluation Unit V

Not only were the outcomes of the unit "Looking to the Future" discussed in class, but an objective test was prepared and used as a means of measuring student growth. From this test it was possible to obtain further evidences of values which the group had developed.

Section Two

Experimental Unit IV

The items checked on the S R A Youth inventory indicated high interest on the part of the boys in the area of boy and girl relationships. In discussing the possibilities of the course with the students, they expressed great interest in the study of dating. The unit presented here is as it was taught; and the study or guide questions were developed by the boys taking the course. All of the boys contributed written questions, concerning dating, which were of interest to them. These questions were then summarized, eliminating duplications, and classified into four logical groupings by the teacher and the students working together. These questions are found on pages 68, 69, and 70 of this unit.

Because the questions ranged from simple ones such as "How do I get a date?" to more complex ones relating to drinking and sex problems, the teacher assigned groups of questions to the boys she felt would present the information in the most wholesome manner. The experiences of the boys in dating were just as varied as the groups of questions, and the teacher selected student groups whom she believed could collect and present information in a form acceptable to the class. Within this group assignment, the boys were allowed to distribute the study and research to be done among members of the group in any manner they desired. On some questions they worked as a whole group, and on others individual students assumed the responsibility for one or more questions. At the end of the study time agreed upon, they pooled their findings and decided on a method for presenting the things learned to the class.

The boys used several methods of reporting their findings. As mentioned previously, in some cases they formed a panel, and discussed the questions assigned to them. In one case they invited a group of girls to conduct a panel discussion. One group conducted a survey and combined the results of it with the information they had obtained from books. Another group used a film as the basis for their report, following it with a discussion of the film and related problems.

Some discussions took more time than others depending on the complexity of the problem and the extent to which the class was interested. Even the shorter reports required from two to three days to complete, and one group took an entire week because of questions coming from the class, and the experiences related by the class members in trying to explain a point in question.

Unit IV

Learning to Date Successfully

Discussion Problem

How can high school girls and boys date successfully?

Reasons for Selecting the Problem

According to the S R A Youth inventory checked by the boys classes, many boys indicated they were interested in dating problems.

Overview

Because the writer knew that many of the boys in the class had no experience in dating, and that others had had many experiences, it was decided to use the small group method in finding the specific needs of the group. It was hoped that this would promote participation of each member of the class.

Desired Outcome

That every boy experience satisfying dating during his high school years.

Basic Beliefs

A. Dating is successful when:

1. High school boys and girls participate in wholesome group and single dating.
2. It eventually leads to courtship which can finally lead to the choice of a marriage partner and a life time of happiness.
3. The dating experiences enable young people to: know each other well in real life situations, and meet other young people with similar interests and beliefs.
4. Young people of similar beliefs can work and plan together in a wholesome life in a democracy.

B. Wholesome dating is facilitated when:

1. Boys and girls know how to properly ask for a date, and how to refuse or be refused an invitation without hurt feelings.
2. A boy makes an invitation definite as to time, place, and activities in which they will take part.
3. The dating skills are developed in order that boys and girls have self assurance.
4. A girl is ready on time and makes a boy feel at ease with her parents.
5. A girl and her parents have decided ahead about the time she should return home.

6. A boy lets a girl know the limitations of his finances for the occasion in order that she may act accordingly.
7. Boys and girls understand the differences in each others physical development.
8. Boys as well as girls accept responsibilities for maintaining moral standards acceptable to wholesome family life in a democracy.
9. Families of teen agers believe dating to be an important phase in their social development.
10. Boys and girls feel free to ask for single or group counsel on dating problems.
11. The homes, schools, churches, and other organizations in a community are open for wholesome recreational activities.

Study Questions on Dating

Group 1

1. How do you ask for a date?
2. How can you act natural on a date?
3. How should you behave on a date?
4. How should you meet the parents when calling for a date?
5. What time should you go home?
6. What about both being on time for a date?
7. How do you get to know a certain girl?
8. How do you dress for a date (different occasions)?
9. How and when do you break a date?
10. How do you finance dates?
11. How do you begin and end conversations?

12. Is it O K to go dutch and if so when?
13. What is twirp week and Sadie Hawkins day?
14. What about proms, formal dances and other formal dates?

Group 2

1. Why is dating so important to young people?
2. What are the pros and cons of steady dating?
3. What about going steady the second time?
4. How do you plan a party?
5. What are some economical dates?
6. If a girl and boy date regularly, how can she help with the expense?
7. What about double dating?
8. What about little brothers and sisters and dating?
9. Should you eat during the show and afterwards too?

Group 3

1. What are the differences between girls and boys that they need to know before they start dating?
2. At what age should girls and boys start dating?
3. If and when are chaperones necessary?
4. What about parking?
5. What are the problems connected with kissing, necking, and petting on dates?
6. Are religious differences in dating important?
7. What about "blind" dates?

Group 4

1. How does the present use of cars complicate dating?
2. When should boys and girls begin car dating?

3. What are the responsibilities that go with the privileges of using the car on dates?
4. Should high school students smoke?
5. Should high school students drink?
6. What about profanity on dates?
7. What about parental interferences on dating?

Activities

1. Conduct a series of introductions having the class members assume roles.
2. Conduct a forum on what boys expect of a date, and then have the reverse of the forum on what girls expect of a date.
3. Conduct a panel on the idea that boys and girls now equally share the responsibility of knowing how far to go in "love making."
4. Plan and give a party for the girls homemaking class which meets the same hour.

Assignments Made to Students

Though most of our study questions will be answered in class discussion, it will be necessary for you to do some other reading. The following list of references is in addition to your special readings for your group problems.

1. Read chapter 10 in You and Your Family, making any notes that you might need for your report or for class discussion later.
2. Read the entire pamphlet Understanding Yourself and write a paragraph for your notebook on how personalities are important in dating.
3. Read chapters 10 and 11 in the book Manners Made Easy. If there is a point you do not understand or disagree with list these in your notebook for later use.
4. On page 15 in Manners Made Easy there is a short check list on social poise, write these in your notebook and check yourself.
5. On page 105 of A Boy Grows Up there is a list compiled by girls

of the qualities they like in boys. Rate yourself on this list.

6. On page 22 of Dating Days there is a check list. Rate yourself as a date.
7. On page 107 of A Boy Grows Up you will find eleven points on how to get along with girl friends. In your notebook write your opinion of these points.
8. Make a list of qualities you desire in a date.
9. Make a list of ways that girls and boys can get to know each other.
10. Write a short paper of your idea of a good time.
11. Write a paper on how you would handle the situation if you were with a group who insisted on doing things of which you don't approve.

These assignments were also used in evaluating the work done on this particular unit.

Teaching Aides

The three films listed below were used with the unit on dating and all are available from Oklahoma Agricultural and Mechanical College Audio Visual Center on the rental basis. (All are 16 mm, sound films).

1. How Do you Do - 1½ reels (rental \$1.50). This film presents typical teen age scenes at home, at a dance, at a party, and at a store where knowledge of formal introduction is necessary.
2. You and Your Friends - 1 reel (rental \$0.50). This film shows young people what their friends think of them and that to have friends you must be a friend. Helps teen agers rate themselves at a party.
3. How do you Know It's Love? - 1½ reels (rental \$2.50). The purpose of this film is to give young people a basis for thinking clearly about "being in love."

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CHAPTER FIVE

EVALUATION OF THE LEARNING PROGRAM

Evaluation is the means by which students and teachers measure changes in attitudes, growth in knowledge, and the development of skills which have come about as a result of the learning program.

In evaluating the learning experiences provided thirty-seven Muskogee high school boys, an effort was made to appraise the strengths and weaknesses of all five units developed and taught, along with listing evidences of changed behavior that were observed and reported.

Unit I: Learning to Form Values and Solve Problems

Many of the boys set up problems, real to them, and learned to use the problem solving method. Some of these problems were relatively simple and took only a short time to complete while others were more complex and necessitated several weeks of work. As an example of this, one boy listed as his problem "How can I finance my 'jalopy'?", which required only a few days of thought and work to follow through to a solution. However, another boy chose, "Where shall I go to college?". This problem, of necessity, took a great deal more thought and study. Several weeks were spent examining and studying college catalogues. Some of the problems applied to the entire group and were reported in class, while others were individual in nature and were worked on individually. On individual problems, the information obtained and the solution proposed was reported in notebooks. In some cases the solutions were actually tried out and reports of success or failure made.

This short unit proved helpful as the semester progressed in that the study of values and the practice in using problem solving methods were useful in the class work done in other units.

Unit II: Learning to Accept My Responsibilities in the Home and in the Community

This was a very logical unit to follow the foregoing one, and seemed of particular interest to the boys. Many of the boys chose to work on home projects as an out growth of this unit. One boy made and beaded a wool jersey stole for a Christmas gift while several others made first aid kits for their homes. The discussions relative to clothing care and selection seemed to be interesting to them as was indicated by the manner in which they participated. Since most of them would soon be assuming complete care of their clothes, either while away at college or with the armed services, they were anxious to practice sewing on buttons and to darn socks. When it was pointed out that much of the man's clothing dollar is spent for wool suits and coats, they seemed eager to learn to care for wool garments.

Unit III: Learning to Accept My New Role and Establish My Independence

In this unit the boys became aware of the problems parents face, and many gained an insight of the needs of parents as compared to their own needs. By studying about small children many learned to care for their small brothers and sisters as well as to understand themselves. In this unit the selection and preparation of foods was included. This activity was the one enjoyed by the boys, and they were constantly evaluating their efforts along this line. Many helped with family meals for the first time, and others assumed the entire responsibility for family meals in cases where the mothers were working. One group of

boys carried their menu planning over into a holiday camping trip by asking the teacher for approval of their menus and shopping list. One mother reported that her son had cleaned up the kitchen following his cooking "spree" for the very first time. Several of these boys had early morning paper routes, and reported that they were pleased to be able to prepare their own breakfasts.

Unit IV: Learning to Date Successfully

In the teacher's opinion this was the most successful unit of the entire course. There was more active participation, the readings more readily done, and each boy contributed to class discussions. There were many private conferences regarding personal dating problems as a result of this unit. There were reports by both boys and girls of successful dates, and when occasion permitted the teacher observed that the discussions had caused some changed behavior. It is believed that the list of student comments included in this evaluation will substantiate the opinion that this was a unit which was meaningful to the boys.

Unit V: Looking to the Future

Learning to understand the problems concerned with marriage was another high point of interest in the semesters work. Many boys reported new understandings of the responsibilities of marriage, and all participated in the discussions and readings. They showed special interest in the idea of the need for similarity of life goals where two persons are considering marriage. This is a particularly difficult unit to evaluate because it was preparation for the future; however the teacher felt that there were many changes of attitudes within the class on this particular study, some of which are reported in the succeeding section.

Evidences of Changed Behavior

The statements below were taken from tests, notebooks, and other written assignments which were handed in during the semester.

"I didn't know how to boil water when I came in this class and now I know how to cook several things."

"I now set the table for Mom."

"I cooked breakfast and washed the dishes too."

"I helped my mother cook dinner Sunday before last."

"I learned you could cook biscuits in the oven, before that I burned a batch in the broiler."

"I cooked five eggs for my family at breakfast, and cooked them at a low temperature."

"I now eat a heavier breakfast."

"From the film we saw I learned how to select weiners and prepared them properly for my family."

"Last Saturday morning I cooked breakfast for my dad."

"I now get along better with other boys since I had this course."

"Last Saturday I kept my two nephews and put to test some of the facts about child care that I learned in class."

"This class has changed my attitudes, even though you probably haven't noticed it."

"I have learned that boys, even me, can be real crumbs sometimes. I now respect other people's rights more."

"I appreciate now the responsibilities of a wife."

"I know now what I want to look for in a good wife."

"I can now sew on a button and darn a sock."

"I understand the parents point of view in the use of the car now."

"I've got along better with my girl since I've been in this class."

"I plan and have more economical dates now."

"I do not act so silly when I'm around girls."

"I feel more at ease when I talk to a girl."

"I had my first date since we started this unit."

"I talked to my mom about sex problems for the first time."

"I have changed my actions on dates."

"I act different on dates."

"I have (just about) quit putting my arm around a girl when I am driving."

"Reading and reporting on petting has changed my actions. I used to think it was all right, but know now that it does more harm than good."

"I use better manners on dates."

Evidences of Increased Knowledge and Changed Attitudes Concerning

Dating

"The most important thing we studied was girls."

"I've learned the real qualities of a person you can have fun with and be proud to be out with."

"Personally I've decided not to do so much necking with the girl I go out with."

"I've learned to have more respect for girls."

"I've learned to be more adult around girls."

"I have a different feeling about driving on dates."

In concluding the evaluation of the learning program, it is believed that in many instances the real evaluation will be revealed at a later date by the manner in which these boys face problems connected with their home and family living. The boys homemaking classes have contributed greatly to the entire vocational homemaking program at Muskogee Central High School. They have helped to make the program family centered, they have more than done their share in all of the many activities such as routine housekeeping, preparation and serving

of banquets, putting the department in order at the beginning of school, and helping to close the department for the summer. They have taken great pride in the department, and in the use and care of equipment. It is the belief of the writer that this study helped to develop a meaningful program in homemaking for boys, and will inspire the continuation of growing and improving toward a family centered homemaking education program for Muskogee Central High School.

CHAPTER SIX
RECOMMENDATIONS

As a result of the experiences involved in carrying out the study reported here, the following recommendations seem justified:

1. That the S R A Youth Inventory, or some similar technique, be used in many classes in order to determine students needs.
2. That additional methods of obtaining evidences of changed behavior be devised and used.
3. That more time be taken at the beginning of each class for teacher-pupil organization of the unit or units to be taught.
4. That more ways be devised to obtain increased parent participation.
5. That better evaluation instruments be developed for use at the end of each unit.
6. That the size of each class be limited to twenty.
7. That the teaching units of homemaking for boys be distributed over one year rather than limited to one semester.
8. That more activities be planned for all units in boys home-making classes. For example: Include such activities as learning to patch on the sewing machine. A 1950 graduate who had just completed two years with the United States Navy cited a great need for this skill in making it possible for boys to keep their clothes in good repair while at sea.
9. That more time be allotted to the selection of clothing,

particularly as it relates to color.

10. That more text books and pamphlets be written from the boy's viewpoint.
11. That the four units (other than dating) be developed in more detail.
12. That the four groupings on the dating questions be given group names, and further developed.

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