

EVIDENCES OF THE TEACHING OF PERSONAL AND FAMILY
RELATIONSHIPS IN SELECTED OKLAHOMA SCHOOLS

By

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INTRODUCTION

People of today are living in a period of many and rapid changes and in a world of many new and varied problems. There is much hatred, strife, and inequality in the world today, yet the nations of the world are groping for peace. Real peace, however, will come only through the cooperation of all people and when enough persons want peace. Before there can be any cooperation, however, all people need to have a better understanding of world problems and conditions and to improve in their human relationships. The problems of today present a real challenge to the schools and to the American family. This means keeping up with the changes and adjusting to them, and also helping to strengthen and maintain the principles of democracy through nurturing the kind of persons who can live where democratic principles are in operation.

Many youth and adults of this nation need to be re-educated in the true meaning of democracy - its privileges, opportunities, responsibilities, and duties. Democracy means different things to different individuals, even in the United States. Democracy is more than a form of government; it is a way of life for the people and all must work together if it continues to exist. Too many people, however, tend to take for granted all the freedoms and privileges possible in this country. For this reason individuals need to take time to understand better the meaning of living in a democracy, and to endeavor to practice and uphold the ideals of a democratic form of life if they wish to continue living in a democratic social order. Democracy is not something that can be given to the individual, but it is something which the individual achieves and must continually help to promote. This is done in a large measure through

individuals experiencing democratic procedures in family groups, school groups, and other social and civic groups, and finding these procedures desirable.

The basic concept of democracy is a belief in the dignity and inherent worth of the individual, with a deep regard and respect for one's own rights and the rights of others. Democracy is based upon the idea that every individual should have equal opportunities to develop to the maximum of his capacities; that through cooperative action men will arrive at a common goal which can be acceptable to all, both for the group and for the individual.

The preservation of our society rests first upon the American family. The family is the basic and most vital unit of our society and it is the most influential school of all schools. Human personality is shaped primarily in the home because it is through the home environment, heredity, and associates that the individual's habits, attitudes, and ideas are first formed. Therefore, the success with which the individual is able to adjust in his daily life will be determined, in large measure, by his earlier training and experiences in home life. How well he adjusts or fails to adjust will be reflected in society, since the character of the family affects the character of the social structure. Therefore, if democracy is to continue to exist it must have citizens who are able to adjust satisfactorily in their everyday living. It must have citizens who understand and use the ways of democracy in their homes, and have found a desirable pattern of living; citizens who are thinking individuals, who can accept responsibility, and who have developed a consistent and attainable set of values and goals for living. In a recent article Foster expressed this thought concerning the qualities of a desirable citizen:

We need people who are more adaptable to the world of tomorrow, people whose philosophy is more balanced, and people who can accept a philosophy of co-operative world citizenship in contrast to the narrower nationalistic philosophy which most of us hold today.¹

This is one of the great challenges which is before the school and the American family since the individual is first influenced by his parents, later by his siblings and friends, and still later by his teachers and the school.

Education can help promote democracy through helping students to realize their role as citizens in a democracy, and by helping them to understand and appreciate the freedoms enjoyed in democratic living. Education for living in a democracy, however, cannot be the responsibility of any specific subject matter area or grade, but logically it must be taught and applied in every area of work in every grade. This idea is well expressed in the following definition of general education.

The purpose of general education is to meet the needs of individuals in the basic aspects of living in such a way as to promote the fullest possible realization of personal potentialities and the most effective participation in a democratic society.²

Every school, if it accepts this statement of philosophy, and every teacher, as far as her skill allows, should demonstrate and teach the principles of democracy by providing for individual differences, respecting the personality of each individual, cooperatively planning the program, placing the major emphasis upon human values, and helping students learn to think.

¹ Robert G. Foster, "Social Trends and Family Life," Journal of Home Economics, XLI (September, 1949), p. 358.

² Commission on Secondary Education, Progressive Education Association, Report of the Committee on the Function of Science in General Education. Science in General Education, 1938, p. 23.

This type of planning and teaching is needed in all education. It is especially important in secondary education, because the best way of learning the real meaning of democracy is to be able to live democratically in many situations. Human beings are great imitators and students can be expected to live and think as they are allowed to live and think in their homes and in the school. Therefore, the school has the challenge of promoting democratic living and of providing for maximum development of every individual in everyday living. Therefore, it is necessary that the curriculum of the secondary school be so constructed that it will provide for training in those areas in which the individual now finds himself and in those areas in which he will be in the future, namely, "a family man, consumer, worker, taxpayer, and voter."³ He needs to be able to accept the responsibility of these functions and to discover ways of living happily in each. It is increasingly important that these responsibilities as well as the principles of democratic living be taught in such a way that they are meaningful to the students. Goodykoontz and Coon have said:

If we sincerely wish to create and maintain an orderly society and an international order, then it must be clear that we can do so only by helping people to see a way of life that is worth living for, an opportunity to attain fulfillment of their aspirations and hopes, in and through their daily lives. This means translating our ideas of democracy into more concrete and explicit terms which serve as a guide to individual conduct and to the advancement of democratic thinking and action in education.⁴

This points to the necessity of providing functional education for all students, education which students can use in everyday living, for it is only

³ Commission on Life Adjustment Education for Youth, High School - What's in it for me? 1948, p. 7.

⁴ Bess Goodykoontz and Beulah I. Coon, Family Living and Our Schools, 1941, p. 7.

as they experience it as a way of life worth living for that they will work to keep it.

Even though the individual's pattern of behavior is well established by the time he reaches high school, there is still much that the school can do to help him live a more satisfying life by supplementing the training he has received at home. This will mean that the home and the school will need to work together to supplement each other since both contribute to the education of the individual. From the Office of the Secondary School Coordinator in Pasadena, California, comes this suggestion on cooperative planning:

Ways should be found to include fathers, mothers, and pupils in planning school study in this area (home and family living). Co-operative teacher planning is an important step, but only a step toward a higher goal...parent-teacher-pupil cooperation in curriculum development. This work offers excellent opportunity to such educational progress, it being the only field in which parents, teachers, and children alike have had experience, and in which all have a need for a greater understanding.⁵

If the importance of satisfying the needs and desires of the individual is realized by each group it seems necessary that all must discover ways of working together if the student is to be helped in living a richer, fuller, and more satisfying life. If the needs and desires of the individual are not met in at least a few of those areas of vital concern to the individual, then the work of these groups is futile.

Home economics, one of the fields within the secondary program, has been operating for a number of years, trying to plan its program cooperatively, basing its program upon the needs and interests of the students. Hullfish in the following statement points up the place of home economics

⁵ Office of Secondary Curriculum Coordinator, Home and Family Living, (1947-48), p. 12.

in the total educational system, and its responsibility to train students for democratic living.

Home economics has an important contribution to make to the general education of the student. It may make this contribution in all of its courses. It may also, by combining with other areas of knowledge, take a position of leadership in constructing educative experiences which young people...become aware of themselves as having a responsibility for intelligent participation in the affairs of the family and the duties of citizenship.⁶

Home economics can help students to make life more meaningful if it will help each individual to think of home living as one of the most important phases of their lives. The students need to think more fully of what the home really means; how it is a part of his life, what the family can give to him, and what he in turn gives to it. This means that the individual will need help, guidance, and reassurance in clarifying his role in the family, and in developing worthwhile goals and values for living. The student needs more than facts and scientific knowledge, although these have their place in education. The student needs to see how facts and scientific knowledge can be a means to an end, and to see their relationship to living. He also needs help in developing basic understandings which will help him to recognize and solve his own problems, to experience these basic understandings in a way that is real, and to work out satisfactory ways of living.

Hutchison has stated the school's responsibility as follows:

It is in this area of the home and family that the schools of the nation have great obligations. Education can make the difference between haphazard, uninformed adjustment to home life and intelligent, purposeful, emotionally satisfying development of family relationships.⁷

⁶ H. Gordon Hullfish, "The Job Ahead in General Education," Journal of Home Economics, XXXVIII (November, 1946), p. 574.

⁷ C. B. Hutchison, "Home Economics: Education for Living," Journal of Home Economics, XLI (September, 1949), p. 353.

If this idea is accepted along with a belief in equal educational rights for all American youth, then everyone has a right to an education which will help him in his problems of personal adjustment and human relationships. However, such education will be effective only as the home and the school practice and promote democracy in their activities, and as each individual strives to learn to understand and finds ways to practice the basic principles of democratic living.

Recognition of the importance of satisfying human relationships is not new; in fact it is as old as the family itself, but the teaching of relationships as a part of the educational program is fairly new. However, over thirty years ago "worthy home membership" was set up as one of the cardinal principles of secondary education. A major concern of educators who are initiating or maintaining a program of relationships is trying to determine what should be taught, how it should be taught, and when or to whom it should be taught. All of these questions cannot be answered immediately, and experimentation and research in this field must be continued in order that even the experts can provide solutions. In the local school it is equally important that both the teacher and the students have a genuine attitude of exploration. A significant point is that an increased number of educators are recognizing the importance of including a study of relationships as a part of the curriculum. In a recent article, Mary E. York points out the importance of including family relationships in the curriculum. She said:

High school administrators are beginning to see the great need for marriage and family life education becoming a part of the secondary curriculum....There will be many hazards in establishing family life education as a regular part of the high school curriculum for both sexes. Despite the hazard it must be done. Many think we are already ten to twenty years too late. Youth

cannot be denied so great a part of their rightful heritage in the field of social science knowledge, a knowledge that is vital to their future happiness as individuals.⁸

This shows that there is a need for more schools to include relationships in their curriculum and to place emphasis on teaching this field. Ivol Spafford, a home economist, has also expressed the importance of relationships as one of the purposes of education. She has stated that: "The achieving of a satisfying and functioning philosophy of life with emphasis on personal and family living should be set as the primary purpose of home economics - provide the foundation for all teaching."⁹

In the following statement two other well known educators in home economics have also indicated that family relationships should be made an important part of the curriculum. Williamson and Lyle stated that:

It is the province of homemaking education to aid boys and girls to share effectively according to their ages and talents in the maintenance and improvement of their own family life. Such education is centered on family life and its problems. It must be concerned with individuals as members of families, and it must also be concerned with the effect of family attitudes and living conditions on the society to which the families belong; however, its major concern will be the problem of family living.¹⁰

In A Guide for Planning the Homemaking Education Program in the Public Schools of Oklahoma¹¹ relationships is given as one of the five major areas to be included in the homemaking program. In all phases of the secondary homemaking program it is necessary for the students to be

⁸ Mary E. York, "What is Being Done in Marriage and Family Life Education in the Schools," Marriage and Family Living, XI (Spring, 1949), p.42.

⁹ Ivol Spafford, Fundamentals in Teaching Home Economics, 1940, p. 2.

¹⁰ Maude Williamson and Mary S. Lyle, Homemaking Education in High School, 1941, pp. 39-40.

¹¹ State Board of Vocational Education, A Guide for Planning the Homemaking Education Program in the Public Schools of Oklahoma, 1946, p.65.

together, to work together, and to share and be responsible for equipment; so it is not likely that any area of subject matter can be taught successfully without recognizing the relationships involved. The teacher will probably not have all the answers to every situation that arises, but what she does teach should help to prepare youth to see some of the problems before them and how to cope with them. Education can help the student discover for himself some of the values of family living that are important to him as well as to know how he can attain and preserve these values. What is taught, however, will be effective only as it meets at least a part of the drives of the students and has real meaning for them in the light of their values. In order for instruction to be meaningful it will be necessary for the school to provide activities wherein the individual will be put in situations which will help him experience and learn desirable human relationships. One group of educators has said:

The school, if it is to guide students in the development of democratic individuality must provide opportunities for practice in democratic living. Students must learn not only to recognize and solve personal relationship problems, but they must also be able to understand and help others in solving such problems.¹²

The type of activities will vary with the situation, the individual, and the skill and vision of the teacher. The more general activities can be planned in advance, with allowance for flexibility in the plan to provide for individual differences. The more specific activities may be planned by the teacher and the students in each particular situation. John Dewey¹³ has said the activities should be of interest and meaningful to the students, worthwhile and useful to the individual, give rise to new problems

¹² Ibid., p. 65.

¹³ John Dewey, How We Think, p. 218.

and the need for more information through its development, and attainable by the individual.

Since educators in the field of secondary education, including home economics, have recognized the importance of including family relationships in the curriculum, and since one of the aims of homemaking is the improvement of home living it is the obligation of the home economics program to include relationships as a part of its offerings. Relationships may have been taught with other units of work for many years, but since relationships are involved in every aspect of life and so greatly affect one's happiness and welfare, deliberate emphasis needs to be placed on teaching relationships effectively as a part of the total program of secondary schools.

DESCRIPTION OF THE STUDY

The preceding discussion indicates that the study of personal and family relationships should be included in every high school curriculum in order for its educational program to be functional, and that home economics is one of the fields to include a major study of the many phases of relationships in the curriculum.

The writer selected the study, Evidences of the Teaching of Personal and Family Relationships in Selected Oklahoma Schools, because a review of research problems and literature seemed to indicate that adequate emphasis may not have been placed on the teaching of personal and family relationships as an integral part of the total homemaking program. The writer believes that it is the school's responsibility and privilege to teach toward satisfying human relationships if education is to be functional, that satisfying human relationships are basic to all happiness, and that the teaching of relationships should have some effect upon the development of understandings, skills, and knowledge in the individual, necessary for satisfying personal and family living. Therefore, the major purposes of this study are: to determine how selected homemaking teachers are teaching relationships in the program, to give the writer a better understanding of what is being done in the schools, and provide some helpful suggestions for teaching.

Through a study of books and A Guide for Planning the Homemaking Education Program in the Public Schools of Oklahoma, it was found that there are many different emphases in teaching relationships which might be included in the secondary homemaking program. It was not possible for the writer to cover the entire area of relationships in this study. Only the

phases of personal and family relationships were selected. The term family relationships means different things to different individuals, but one of the most commonly accepted meanings, as given by current writers in the field, will be stated and used as the accepted meaning for this study. As used here, family relationships mean the interaction of family members, and personal relationships mean the interaction of the individual with others.

The major problem was to study and describe some of the present practices used in teaching the two phases of relationships previously mentioned in homemaking classes in selected schools. Data for the study were secured through visits to seven vocational homemaking programs in Oklahoma schools. The schools chosen are among those approved by the Home Economics Education Department of the Oklahoma Agricultural and Mechanical College for training vocational homemaking teachers. These schools had been selected according to criteria which should insure their being among the more effective homemaking programs of the state. It was believed, therefore, that what these schools would be teaching would be fairly representative of what other homemaking teachers in the state are including.

In each school the teacher was interviewed to secure data concerning the teaching of relationships in homemaking classes in grades nine through twelve. Although it was recognized that other grades, classes, and departments were also teaching relationships this study was not designed to include a study of them. The major part of the data were secured through interviews; however, additional information was acquired through a careful study of the teachers' plans for classes and their reference materials.

In order to use the time for interviewing the homemaking teachers effectively, the writer composed a set of questions (see appendix, page 63) to be used when talking with each of the selected Oklahoma teachers. The

twelve major questions used in the interviews had to do with teaching procedures which might be used in homemaking classes in secondary schools in teaching personal and family relationships. Through the interviews, the writer was attempting to secure the following information: (1) how teachers do their planning, (2) how they carry on their classes, (3) what teaching aids they use, and (4) how they evaluate the results of their program in these areas. It was hoped that as a result of these findings some suggestions could be given as to ways and means of improving and strengthening the teaching of relationships so as to make it more meaningful to the students.

The questions prepared were first tried with two homemaking teachers in secondary schools to determine whether those being asked would give the information necessary to describe what was being done in the homemaking programs. The questions then were revised, and used in selected schools. The interviews were planned to fit the schedule of the homemaking teacher and the writer. Preparatory to making the interviews, all of the teachers were contacted by telephone or letter, and were given a brief explanation of the purpose of the visit.

It was realized that much of the information received from the teachers was their own opinions and ideas, and that what they planned to do likely varied from what they actually taught. Furthermore, the time spent on the unit, and the objectives and activities included probably varied from the written plans. Since this is a study of what was done, no attempt was made to measure the degree or effectiveness of the teaching.

As the interviews were made, the writer soon recognized that one hour, the amount of time allowed for the interviews, was not sufficient. She also found that the time set apart for the interview was often interrupted

several times. However, in spite of these limitations, the contact with the teachers and the analyses of the information given in answer to the questions asked enabled the writer to determine some of the things that were being done in selected schools and made it possible for her to suggest improvements. These analyses or suggested improvements are effective or valuable to the extent that they can be used by other teachers who read this study. It is through continuous analysis that teachers can grow and improve.

Where information is based upon case studies, it is made clearer for the reader if a detailed description is given. The descriptions given are largely those gained from interviews with teachers. In the remainder of this manuscript an attempt is made to give a detailed description of the schools visited, a summary of findings, conclusions reached, and recommendations for the reader. Each of the seven schools visited are described and listed as schools A, B, C, D, E, F, G. All of these homemaking departments are reimbursed and are located in towns ranging from 1,600 to 16,000 population.

SCHOOL AND COMMUNITY A

This town of approximately 10,000 population is located in a large farming district. Within the town there are a large number of churches, a Carnegie library, several school buildings, parks, theaters, a hospital and nurses' home, a children's home and a home for the aged. The homemaking department is located in the senior high school building. There are four homemaking classes with from eleven to twenty students in each. The homemaking teacher has taught in this school three years.

Students' Interest in Relationships

Interest in the study of relationships is usually expressed by the students at the beginning of the school year when plans for the year's work in homemaking are being discussed. As they plan together, some of the general topics are listed that they would like to study. These topics are then grouped under the different phases of homemaking by the teacher and later used in planning each unit of work for the year. However, if the students are not interested in studying relationships as such during the year, problems in this area are incorporated in other phases of the work and no attempt is made to teach a separate unit.

The Place of Relationships in the Homemaking Program

Planning - When the class is ready to begin their study of relationships the teacher and students plan together the objectives of the unit and the learning activities to be included.

Content - The first year homemaking class is for all students who have had no homemaking in high school; and no relationships unit is taught.

In the second year class, a six weeks unit in relationships is taught which includes working together, making friends, and getting along with others. In the third year homemaking class, students study the selection of a mate and vocations. The unit in each grade is usually four to six weeks in length; other units in the program are from six to twelve weeks in length. However, it is often necessary to adjust the teacher's pre-plans to meet the needs and interests of the students. For example, the teacher had included a six weeks unit on child care in her pre-plans for the third year homemaking class, but since the students were not interested another unit, "Adjusting to Family and Community Living," was planned to take its place. Through the units of work offered the teacher hopes that the students will learn how to get along with others and their families.

Methods and Activities - Class discussion is the principal method used in teaching the relationships units. It usually includes a study of representative but impersonal problems; however, the class may make a study of one of the students' personal problems if they desire. The activities used in teaching these units include visiting the kindergarten and nursery school, visiting the Oklahoma Agricultural and Mechanical College campus on "Career Day," hearing a talk by a nurse, participating in class discussion, panels, skits, and keeping diaries. Some home projects are carried out in this area; these often include planning a party for a younger brother or sister, or planning a special entertainment for their mothers.

Relationships in Other Units

Relationships, according to the teacher, are coordinated with all other units of work in each class. The students learn and practice good

relationships as they learn to work together in small groups and as they learn to share in the use of equipment.

Teaching Aids and References

No specific textbook is used by the students, but there are several books, magazines, and pamphlets available which the students may use as references.

The Teacher's Evaluation

The results of having taught this unit, as reported by the teacher, can be seen in the students' increased ability to get along with others in the group, more interest in getting along with their families, and more willingness to share in home responsibilities. The teacher and the students evaluate the work done through a discussion of the things they have learned from the unit; no written paper and pencil test is given.

Objectives of a Unit

In a unit "Adjusting to Family and Community Living," taught in a Homemaking III class, the following objectives guided the work:

To know how to make and keep many satisfying friendships with boys and girls.

To learn to distinguish real life situations from the exciting, peculiar, and artificial situations in movies, song, story, and advertisement.

To learn what is important in selecting the person one marries.

To develop personal qualifications for marriage.

To learn to use courtship as a time to get acquainted rather than to daydream.

To learn reasons for success or failure in family life.

To learn to understand the privilege and responsibility of marriage.

SCHOOL AND COMMUNITY B

The large community surrounding this town of over 16,000 population is a mining district, an oil producing and refining center, a manufacturing center, and a farming and livestock area. Within the town there are a large number of churches, a public library, radio station, theaters, stadium, parks and playgrounds, a lake nearby for fishing, and some provisions for higher education. There are about 1,200 students enrolled in high school, with 135 of these students enrolled in homemaking classes. There are two homemaking teachers, one of which teaches reimbursed classes. This teacher has taught in the school twenty years but the homemaking program has been reimbursed only six years.

Students' Interest in Relationships

The students often indicate an interest in the relationships unit by the questions they ask concerning their personal problems. The type of questions most frequently asked are: "What would you do if-----?" or "What should I do when-----?" However, if the students have not indicated an interest in such a unit, the teacher tries to create interest by asking questions at the beginning of the unit. She begins with such questions as "What are your problems?" or "What problems do high school girls have?"

The Place of Relationships in the Homemaking Program

Planning - The teacher does the planning of the units to be included in each grade and the sequence of the subject matter to be included for all four years, to avoid repetition and omission of essential material.

The objectives and activities of each unit are first planned by the teacher, then by the teacher and the students. In this student-teacher planning the teacher hopes to be able to so direct her students that they will choose to do the things that she has already included in her pre-plans.

Content - Relationships units are taught in all four years of the homemaking program. In Homemaking I a six weeks unit is taught on "Living with Others"; in Homemaking II, a six weeks unit on "Child Care and Guidance." In the third and fourth year homemaking classes students choose what they will study in the area of relationships. In the third year class, a twelve weeks foods unit is taught, then for the remainder of the year, students choose three topics from the following list: "personal problems, child guidance, consumer education, first aid, home nursing, or etiquette." In the fourth year class, students have a twelve weeks clothing unit and then choose two of the following to study for the remainder of the year: "choosing a career, preparation for marriage, or home management." Through these units the teacher hopes to develop basic understandings which are applicable for the students.

Methods and Activities - The principal teaching method used is class discussion and the teacher believes that this is the best method because it gives everyone an opportunity to enter into class work and to ask any questions they may have. This class discussion is concerned with both personal and impersonal problems, but it is kept objective. Activities used in class consist of students reading newspaper articles concerning personal and family relationships and reporting to the class on these articles or using them as a basis for class discussion, making notebooks of their class discussion, and making scrap books pertaining to personal and family life. Out-of-school activities consist of home projects in

this area. Popular projects are personal improvement, etiquette, and getting along with parents. Ministers, nurses, doctors, or mothers are often invited to class and help in teaching certain phases of the relationships units.

Relationships in Other Units

Relationships are made a part of every unit of homemaking education. In clothing classes, relationships are brought in through family finances, money for clothing, and mother-daughter agreement on what the daughter should wear. In foods, relationships problems are included in planning for the health of the whole family, family expenditures for food, making meals attractive, having the family together at meal time, and personal attitudes. As a part of housing, they are included in planning a house which will be the best possible for each individual member and providing space for individual possessions.

Teaching Aids and References

A variety of books, magazines, and pamphlets are available for students to use, but no basic textbook is used in any class. Films are also used in teaching.

The Teacher's Evaluation

The teacher has observed changes in students' behavior as a result of teaching this unit; students become more considerate of other class members and the teacher. The teacher believes that the home projects done by the students give some indication of their interest in the unit and their effort to apply some of the things they have studied. Further evaluation is made by the use of rating scales, objective tests, written

summaries, oral discussions, and notebooks depicting class activities and information gained.

Objectives of a Unit

The following objectives for a unit for the Homemaking I class in the area of relationships was shown in the teacher's plans for the unit in "Living with Others."

Objectives:

A. Teacher's

1. To enable the girls to make more satisfying social adjustments in home and community living.
2. To create a desire in the girls to improve relations with family members and with people in general.

B. Students'

1. To understand ourselves.
2. To develop characteristics which will make us more socially acceptable.
3. To understand the causes of conflict between parents and girls.
4. To create a better understanding between our parents and ourselves.
5. To show signs of our maturity in our everyday living.
6. To promote worthy home membership.

SCHOOL AND COMMUNITY C

The population of this town is over 12,000. There are eight school buildings, including an Indian elementary school for the first four elementary grades. The surrounding community is a great oil producing area with some of the land devoted to farming and the raising of livestock. There are a number of churches in the town, a library, several glass factories, and a large market for cattle and cotton. A nearby lake provides opportunities for fishing, boating, and swimming.

Students' Interest in Relationships

The students often express an interest in and a need for a unit in relationships by the questions they ask pertaining to themselves. However, the teacher when preparing to teach the unit tries to stimulate further interest by use of a film ("Family Life"), cartoons, or by a list of suggested readings. However, if the students have shown no interest previously no unit is taught.

The Place of Relationships in the Homemaking Program

Planning - In this program the teacher does the initial planning of the year's work. She plans each unit and sets up the big objectives to be included before planning with the students, then as she plans with the students she hopes they will select the things she has included in her pre-plans, but in case they do not she modifies her plans accordingly. The learning activities for the class are determined by the students; these are usually selected from possibilities suggested by the teacher or they may be the original ideas of the students which seem desirable.

When making plans for the homemaking program, the teacher makes an overall plan for all phases to be covered by all four years of homemaking. Each year's work is then broken down according to areas or units; each unit is then divided into plans for each week and each day. The weekly plan includes a statement of the objectives for that week and the daily plan includes the activities and references for that day. All plans are written.

Content - Some phase of relationships is included as a unit in each of the four years of homemaking; Homemaking III and Homemaking IV are alternated, each being offered every other year. In the Homemaking I class, relationships are integrated with the foods unit. The foods unit is twelve weeks in length but the major emphasis the first six weeks is on relationships. A six weeks unit is taught in Homemaking II on "Child Care" and a three weeks unit in Homemaking III on "Family Relationships." In the total program practically as much emphasis is placed on relationships as on other units of work with from three to six weeks spent on relationships in each class, and from three to fifteen weeks spent on other units. Through the study of relationships the teacher hopes to develop generalizations with the students as well as give specific help to those who desire it.

Methods and Activities - The methods most frequently used by this teacher include panel discussions, directed study, class discussions with the teacher or a student as leader, and question boxes. The teacher has found, however, that films are one of the most effective ways of teaching. Student activities include panel discussions, individual reports, reading magazine articles, home projects, and questioning games made by them in the form of radio programs such as Dr. I. Q. or Take It or Leave It. All

of the class work is kept on an objective basis and is usually a study of impersonal problems; however, if students desire, their personal problems are discussed in class or in private conferences. No outside people are brought in from the school or the community to help with the teaching, but the teacher and the students often consult people outside of class for help on problems they are discussing.

Relationships in Other Units

Relationships are included as a part of every unit because the teacher believes that it is important to teach students to get along with each other in groups and to cooperate in all units of work.

Teaching Aids and References

No textbook is used as a basic text, but books are available which the students use as references in their study, also magazines and booklets. Other teaching aids used by this teacher include pictures, cartoons, magazine articles, bulletin boards, films, and pictures shown through the opaque projector.

The Teacher's Evaluation

This teacher does not believe that the total results of relationships units can be seen immediately, but that observation of students over a long period of time is necessary to give an indication of the real value of the unit. However, a cooperative student-teacher evaluation is made each week over the material covered. This is done by showing a film and bringing out the big points discussed during the week, or by having the students ask questions and thereby evaluate their own progress. The teacher does not believe, however, that the interest in relationships and

recognition of the values received stop with the close of the unit for students often discuss the values received from this area in other phases of homemaking and some choose to carry on by doing home projects. The end evaluation of the unit, however, is a written problem-solving type of examination.

SCHOOL AND COMMUNITY D

This town of approximately 2,500 population is located in a farming and ranch area with some oil and gas production. It has three school buildings, six churches, several theaters, and a city lake for fishing and boating. The homemaking department is housed in the high school building.

Students' Interest in Relationships

The students indicate through cooperative planning at the beginning of the school year the things they believe they should study that year. The teacher then uses these ideas in perfecting her plans for the year. As the relationships units are being introduced the teacher tries to create and hold interest through the use of magazine and newspaper articles pertaining to personal and family relationships, or by raising questions which will stimulate thinking and start discussion. However, the teacher tries to vary the method of introduction each year to avoid monotony and to keep the students from feeling that they have already studied this material. Sometimes the class may be asked to write a theme on "An Ideal Home." These themes are then used to set standards, to start thinking and discussion, to raise questions, to get student opinion, and to serve as a basis for more detailed planning.

The Place of Relationships in the Homemaking Program

Planning - In the teacher's pre-plans units for all three years of homemaking are included. Plans made for each unit in each class include general aims, possible objectives, and suggested references. Detailed plans are made for each unit as the teacher and the students work together to determine the objectives and learning activities which they believe are

desirable. All plans are written. The teacher acts as a guide and helps to direct the students' thinking by suggesting suitable learning activities.

Content - In each of the classes, a six weeks unit is taught on some phase of relationships. In the first year class, the unit is "Family Relationships"; in the second year "Child Care and Guidance," while the third and fourth years are combined their unit is on "Careers."

Methods and Activities - The methods and activities used are varied from year to year to meet the situation and the needs of the students and to avoid repetition. Activities frequently used are panels, skits, plays, visits to the nursery school, and home projects. Class discussion is the teaching method most frequently used. With the more advanced groups, panels are used with outside people brought in to talk to the class or to answer questions. The person selected depends upon who is available and what the class is interested in; the one invited may be the high school principal, a minister, a doctor, a lawyer, a father, a single or a married man or both, or a boys class. For a study of careers, a woman is usually brought in to talk with the girls and to answer their questions.

The students also have out-of-school activities which may be carried on individually or with the class. Each student plans and carries out a family fun night and then reports to the class; this gives them an opportunity to share ideas and to see what others are doing. Each student spends one evening as a baby sitter, this as a free service to some couple who cannot afford to employ help but who need a free evening. Each student is also encouraged to help with one Sunday School or church activity; the ministers have commented favorably on this activity. The class which

studies child care keeps the nursery school for two afternoons. During one afternoon children between the ages of two and four attend, and the next afternoon children between the ages of four and six are helped. Students also help with one community activity; this may be helping with an adult class or any other project in which they are interested. Home projects in this area are often chosen by some of the students. These usually are making toys for children, making closets for children, planning and carrying out family fun night, or helping with some community activity.

In class both personal and impersonal problems are studied. Family problems are often studied which are representative of local situations or selected reports of case studies are used as a basis for class discussions. Many times, however, the class unknowingly studies some member's personal problem; or a student asks class members for their opinions on a special personal problem. More often, however, class work is kept on an objective and an impersonal basis.

Relationships in Other Units

This teacher attempts to make relationships a part of every unit of work in each class. Learning to work together as a group and in a group is emphasized in every unit. The teacher said that even if the students do not learn to cook, she hopes they will learn how to work and get along as members of a group.

Teaching Aids and References

No one textbook is used by the classes but students are encouraged to use all the books and magazines available as references in their class work.

The Teacher's Evaluation

This teacher does not believe that all of the results of having taught the unit can be seen immediately, but comments from people in the community give some indication of how valuable they think it is. Some effort is made, however, to evaluate the unit as it is taught. Methods used include progress sheets, panels, and class discussions. As a final evaluation of the total unit, the students are asked such questions as, "What else would you like to study if the unit could be continued?" "What did you like best about the unit?" "What did you dislike about the unit?"

Objectives of a Unit

The objectives shown below are for the unit on "Careers" in the fourth year homemaking class, as recorded in the teacher's plans.

Overall goal:

Develop the high school girl into a well rounded individual able to make her own decisions, think clearly, and take responsibility.

Aims:

Assist girls in choosing vocations.

Encourage family interest in vocational guidance.

Realization of family standards, how they came about and how they affect the community and the nation.

Some knowledge of all vocations open to all girls and women.

SCHOOL AND COMMUNITY E

The school is located in a town of about 2,000 population and is a large consolidated district with a high school enrollment of approximately 675 students. There are 109 students enrolled in homemaking classes with from 14 to 32 students in each of the five classes. The town is located in a prosperous agricultural community with some oil production.

Students' Interest in Relationships

As reported by this teacher, the students usually express their interest in relationships in one of three ways: (1) they may come to the teacher for a scheduled conference and ask for help on a specific problem, or (2) they may ask their questions in class and have a round table discussion of them, or (3) while in class they may ask the teacher privately about a problem which she either discusses privately at that time or in a conference which is arranged for later in the day. In any case, however, the problems are discussed immediately and as they arise, because the teacher believes that the students want immediate action and that it may be too late to wait until another day. One hour of time is given each afternoon to student conferences and the teacher will cancel previous plans for that hour to help students with urgent problems.

The Place of Relationships in the Homemaking Program

Planning - At the beginning of each school year the homemaking classes plan what they would like to study that year; they are free to use any references they choose in making these plans. After the class has completed its planning, the teacher goes over them with the class and makes suggestions on things that might be omitted or included. The teacher has

found that students usually want to include more than time permits. Neither the teacher nor the students include a relationships unit as a part of this plan; however, relationships are brought in as problems arise.

Methods and Activities - Although organized units are not taught in any class, several students choose home projects in this area. Home projects usually consist of learning activities such as taking care of small children, cooking meals for mother, making at least one article for the mother in the clothing project, hanging up their own clothes, or buying the groceries on a budget.

Relationships in Other Units

All of the teaching of relationships is done through other units of work. The teacher tries to use every opportunity possible for the teaching of good relationships in all units of work and throughout the school year. Through this method of teaching she hopes to be able to give immediate help to students when they need it and at the same time to instill ideas of good relationships so firmly within them that they unconsciously will practice these principles of good relationships.

Teaching Aids and References

Relationship books are available in the homemaking department and in the school library. Students may use them as references for problems which they have as individuals, or problems which arise in class.

The Teacher's Evaluation

All of the evaluation is done by students in a weekly evaluation of their progress. Each student evaluates herself in terms of what she

believes she has or has not accomplished during the week. The teacher believes that this evaluation is as accurate as that she would be able to do.

SCHOOL AND COMMUNITY F

There are fifty-five students enrolled in the four homemaking classes in this school; the average size class is fifteen. This non-consolidated high school has a total enrollment of approximately one hundred students and is located in a small town with a population of about 1,600. There are four school buildings, a city park, a city auditorium, and several churches.

Students' Interest in Relationships

At the beginning of each relationships unit students are asked to write any questions they have which might logically be included as a part of their class work. These questions are then used as a basis for planning what to include in that unit. This method of beginning, as observed by the teacher, is always effective in stimulating and keeping interest because the unit is planned to meet the needs of the students. In some classes students are asked to write a theme on "The Type of Person I Want to be," and the results of these themes are used in planning what to include in the unit.

The Place of Relationships in the Homemaking Program

Planning - The teacher's pre-plans include the units to be taught in each grade and what is planned for each unit. These plans are only temporary plans and are based upon what the teacher sees as needs at that time, but later through cooperative planning with the students, more detailed plans are developed.

Content - A relationships unit is included in each grade. In the Homemaking I class, the unit is "Getting Along with Others"; in Homemaking II, "The Child and the Family Group," and in Homemaking III, a unit on "Careers." The units in Homemaking I and Homemaking II are six weeks in length and the unit in Homemaking III, four to five weeks. Through the teaching of these units, the teacher hopes to be able to help students see ways of living happily and getting along with others regardless of their differences, and to understand the reasons for some of these differences.

Methods and Activities - The methods and activities used in teaching these units include discussions of personal or representative questions which the students listed when planning, reading assignments, keeping notebooks of readings and important information brought out in class, reading stories and magazine articles, holding panel discussions, making reports, and preparing and giving skits in class and in assembly. This teacher believes that class discussion is the best method to use in teaching relationships units.

Some home projects are selected by the students in this area. They usually include such problems as personality improvement, cleaning own room, caring for clothing, and similar problems which help to create a better feeling of relationships between the family and the students.

Relationships in Other Units

In other units of work the teacher stresses good relationships by helping students to find ways of planning and working together. Relationships are considered during the study of housing in the area of planning and arranging the home for the convenience of all family members.

Teaching Aids and References

Magazines and books are available for the students to use but no basic textbook is used. One film has been used and the teacher thought it proved to be a very effective way of presenting material.

The Teacher's Evaluation

The student evaluation of the unit is both written and oral. If students' questions asked at the beginning of the unit have not been answered directly as a part of the class work, they are used at the close as a basis for an oral discussion which serves as one means of evaluating. Short written quizzes are given throughout the study of the unit. Evaluation may also be done through a short written paragraph by the students on "What I Have Learned" or a theme on "What My Family Will be Like Twenty-five Years from Now."

SCHOOL AND COMMUNITY C

This consolidated high school with an enrollment of 250 students is located in a town with a population of approximately 3,000. There are 66 high school students enrolled in the four homemaking classes. The community is principally a farming center. The town has an Indian school and hospital, a large lake, a park and recreation center, a club house, and several theaters.

Students' Interest in Relationships

This teacher said that to interest the students in relationships never seems to be a problem; they always seem eager to have such a unit. The teacher believes that at least a part of this interest comes from the students having heard from others what is included; therefore, interest extended from year to year.

The Place of Relationships in the Homemaking Program

Planning - The initial planning of the unit is done by the teacher. In her plans she lists both the subject matter to be included and the books and other references to be used. This type of planning is done for all of the homemaking classes. After the unit is begun the teacher plans with the students for some activities to be included in the unit.

Content - Classes in homemaking one and two were being taught with two sections of each class. The relationships unit in Homemaking I is a study of democratic family life and how to become a better family member. Homemaking II has a three weeks unit on child care. The homemaking teacher has a boys' class for one week each year and during that week the group

usually studies relationships; emphasis is placed on boy-girl relationships. The teacher hopes that as a result of teaching these units students will develop better relationships with their family, and that they will see many ways to have fun at home and enjoy their families. These ideas are developed through a study of personal and impersonal problems in class.

Methods and Activities - The methods and activities used in the class are skits, group reports, bulletin board arrangements made by students, the preparation of skits for an assembly program, and in one instance one group gave a tea for the remainder of the class. The principal teaching method used is class discussion.

Relationships in Other Units

In every unit some phase of relationships is taught but it is not recognized as such by the students and is not called by that name. In the housing unit relationships are stressed in the importance of giving consideration to the likes and dislikes of others, and to finding ways of making inexpensive furnishings which are in keeping with the family budget. In clothing, students learn good relationships through cooperating in the use of equipment, and by helping others with fitting and marking hems. In foods, the necessity of being able to work in groups is stressed along with the importance of considering the likes and dislikes of others.

Teaching Aids and References

The teaching aids most frequently used include books, magazines, newspapers, films, and bulletin boards.

The Teacher's Evaluation

Objective tests are given to the students as a means of attempting to evaluate the results of the unit. The teacher does not believe that

it is possible to see all of the results of the unit immediately. Some evaluation is made through a comparison of comments made by parents on students' behavior, through students' use of some of the things they have studied in class when they are baby sitting, and through informal group discussions and individual effort in applying some of the materials studied in class.

SUMMARY OF FINDINGS

After the interviews were completed the answers teachers gave to each question were carefully studied. However, every teacher interviewed was not able to answer all of the questions asked because of the way the homemaking program was organized. These teachers were not equally voluble in discussing what they were doing, and much emphasis was placed on some questions while others were discussed only slightly.

Homemaking teachers in Oklahoma had already indicated an interest and a need for help in teaching relationships. One group of teachers had developed an outline to be used in teaching this phase of homemaking. This outline, "Brief Suggestions for Family Life Units," was developed in a special teachers' conference, but it has not yet been made available to all teachers. Three of the teachers interviewed had a copy of this outline but only two had made any use of it; the other teacher had received it after teaching the units in relationships. It was found, however, that six of the teachers were using professional homemaking magazines in planning and teaching such units.

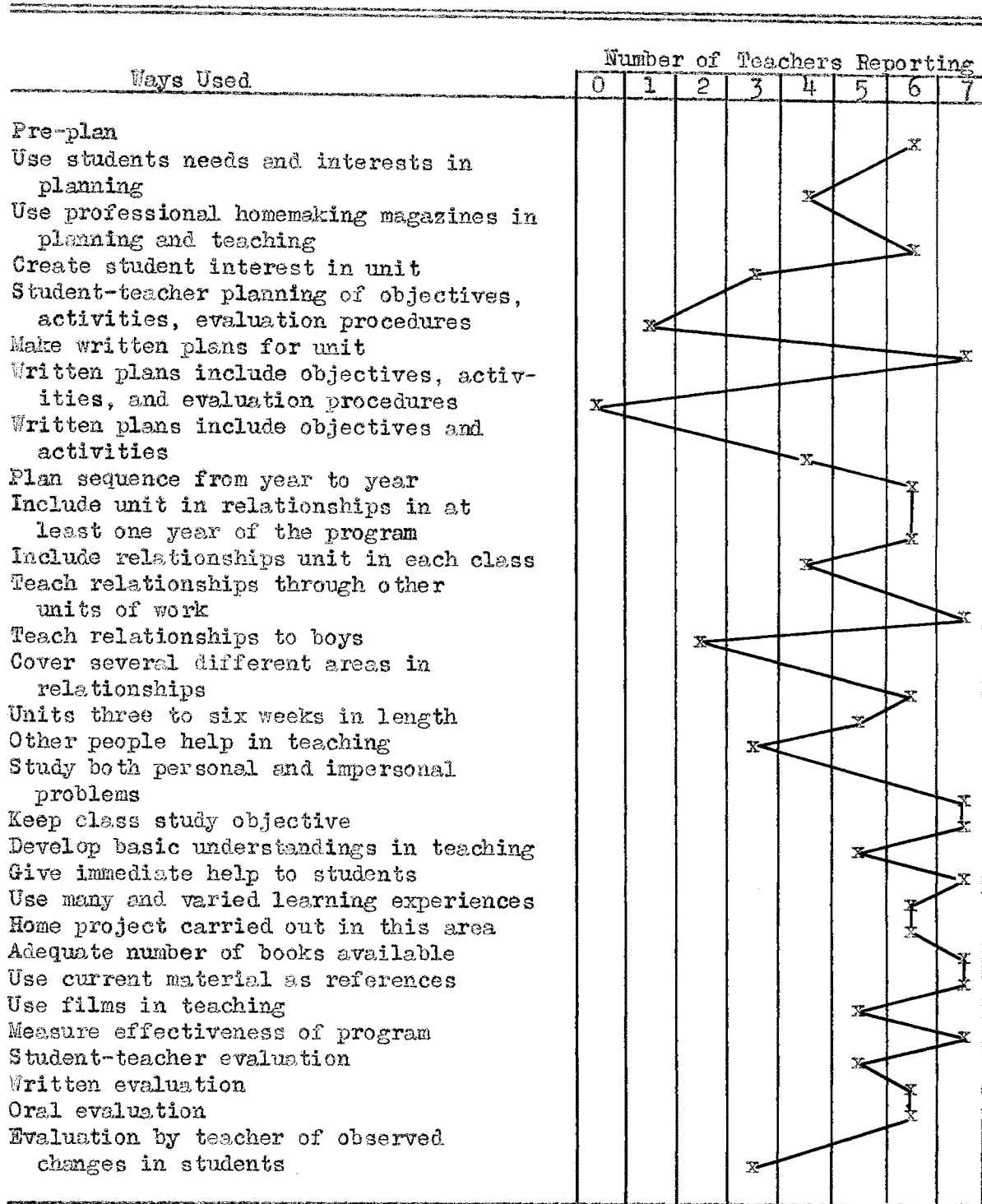
Of the seven teachers interviewed, the number of years they had taught in their present department varied from two to twenty years, but that seemed to have little influence on the way in which they were teaching relationships. Graph I, page 40, shows how these homemaking teachers are carrying on their programs in this area. The graph shows the total picture for all schools, not that of each individual school visited.

The homemaking programs in this study had the following aspects in common:

1. Relationships were taught through other units of work.

Graph I

Ways Oklahoma Homemaking Teachers
Carry Out Units in Personal and Family Relationships



2. Each department had some form of written plans.
3. Organized units taught in relationships were from three to six weeks in length.
4. Class problems studied were kept on an objective basis but were both personal and impersonal in nature.
5. Students were given immediate help with their problems.
6. Class discussions were used as the principal method of teaching.
7. Home projects were carried out in this area.
8. Books were used as student references rather than as texts.
9. Various methods were used by the teachers to make immediate evaluations of class work.

According to the answers teachers made to the questions asked, the homemaking programs in this study were decidedly different. Table I shows a variety of methods which teachers used in planning for their programs.

TABLE I

METHODS OKLAHOMA HOMEMAKING TEACHERS
USED IN PLANNING UNITS IN PERSONAL AND FAMILY RELATIONSHIPS

Methods Used in Planning	Number of Teachers Reporting
Planned to include the teaching of relationships in other units	7
Had some written plans of the work to be taught	7
Made pre-plans	6
Made over all plans for the total program	6
Planned sequence from year to year	6
Used professional homemaking magazines in planning	6
Planned to include a number of different learning activities	6
Planned to cover different phases of relationships in each class	6
Included organized units in relationships	6
Used students' needs and interests in planning	4
Planned objectives, activities, and methods of evaluation with students	1

Content - Each teacher had from three to four classes or sections of classes. All of the teachers had a Homemaking I and a Homemaking II class. Four taught a unit in relationships in the Homemaking I class, and six taught such a unit in the Homemaking II class. Six of the same teachers had Homemaking III classes; five of these included a relationships unit in this class. Only two teachers had a Homemaking IV class and only one of these included a relationships unit. The relationships unit in Homemaking I and II averaged six weeks in length for all teachers who included a unit; four weeks was the average length of the units in the Homemaking III and IV classes. From three to fifteen weeks was spent on the other units of work in the homemaking program.

Two of the teachers taught relationships to boys. One included relationships as a one week unit with an exchange class from the agriculture department. The other reported informal teaching through cooperative activities with the student body.

Several different phases of relationships were covered in the above units, including personality development, friendships, living with others, getting along with others, family life, family relationships, boy-girl relationships, child care and development, family and community living, marriage, and careers or vocations.

Methods and Activities - In their teaching, three of the seven teachers who were interviewed brought in resource people of the school and community to help in teaching certain phases of the relationships units in the various classes. Three other teachers reported that no outside people were used; one said that other people were consulted on problems being discussed in class but that they were not brought in to actually help with the teaching. All teachers reported that people were available who might help.

Persons who were asked to help with the teaching of the units included nurses, ministers, doctors, mothers, the school principal, a lawyer, a father, a single or a married man or both, and a career woman.

In addition to bringing in resource people a wide variety of learning activities are used by most of the six teachers who included organized units in relationships. Table II shows the different methods and learning activities used and the number of teachers using each. This table includes only those methods and learning activities used in the classroom. Out-of-school activities include home projects, family fun night, baby sitting, church activities, keeping the nursery school, and community activities.

TABLE II

METHODS AND ACTIVITIES USED BY OKLAHOMA HOMEMAKING
TEACHERS IN TEACHING UNITS IN PERSONAL AND FAMILY RELATIONSHIPS

Methods and Activities	Number of Teachers Using
Class discussions	7
Panel discussions	5
Films	5
Reports	4
Skits	4
Talk by an outside person	3
Visit to the kindergarten and/or nursery school	2
Note books and scrap books	2
Directed study	2
Question box	2
Questioning games	2
Stories and newspaper articles	2
Skits in assembly	2
Cartoons	2
Trip to A. & M. campus on "Career Day"	1
Diaries of students	1

Teaching Aids and References - Teaching aids used include books, magazines, films, and bulletin boards. All of the teachers were using high

school textbooks as references in their teaching of relationships; the number of books available in the area of relationships varied from six to thirty-seven in the different departments. A complete list of the books used by the teachers and the number of teachers using each can be found in Table III, page 46. Most of the schools visited had several copies of the books they considered best. No teacher was using only one basic textbook in her classes. Five of the teachers were using films as teaching aids; one teacher had used a total of six films. Table IV, page 50, shows the names of the films used and the teacher using each, as well as the total number used in each school. The magazines used by the six teachers are shown in Table V, page 51. Bulletin boards prepared by the students were being used by four teachers as teaching aids. Most of the materials being used seemed to be fairly recent publications.

Evaluation - Each teacher had some form of evaluation device for measuring the results of her program. Six teachers were using written evaluations which consisted of home projects, answers to questions, rating scales, self evaluations, objective tests, quizzes, summaries, descriptive paragraphs, class note books, themes, problem solving exams, and personal progress sheets. Oral evaluations were made by six teachers; these were done through various types of class discussions and question and answer lessons which were carried on by the students. Three of the teachers were also able to observe some favorable changes in the students, using this analysis as another means of evaluation. Changes reported included students' increased ability to get along with others, interest in getting along with the family, and willingness to share in home responsibilities. Evidences of these changes came from comments made by people in the community, as well as from those made by the parents and the students. Other

teachers said they could observe changes in the students but that they could not be sure that the changes came as a result of the unit; still others said that they could observe no changes in the students' behavior, attitudes, or habits.

No single evaluation device mentioned above was used by more than two different teachers. In the majority of the schools visited evaluation was done by the teacher and students cooperatively. One teacher reported that she did all of the evaluating, and one reported that students did all of the evaluating.

TABLE III

BOOKS* USED BY OKLAHOMA HOMEMAKING
TEACHERS IN PERSONAL AND FAMILY RELATIONSHIPS UNITS

Authors and Titles	Teacher Using Books							Total No. Teachers Using
	A	B	C	D	E	F	G	
Allen, Betty, and Briggs, Mitchell P. <u>Behave Yourself</u>				x			x	2
Allen, Betty, and Briggs, Mitchell P. <u>If You Please</u>				x			x	2
Alsop, Gulielma F., and McBride, Mary F. <u>She's Off to Marriage</u>		x						1
Alsop, Gulielma F., and McBride, Mary F. <u>She's Off to Work</u>		x						1
Banning, Margaret C. <u>Letters to Susan</u>				x				1
Barbour, Ralph Henry. <u>Good Manners for Boys</u>				x				1
Baxter, Laura, Justin, Margaret, Rust, Lucile O. <u>Our Home and Family</u>				x				1
Baxter, Laura, Justin, Margaret, Rust, Lucile O. <u>Our Share in the Home</u>			x		x	x		3
Baxter, Laura, Justin, Margaret, Rust, Lucile O. <u>Sharing Home Life</u>				x	x		x	3
Baykin, Eleanor. <u>This Way Please</u>			x					1
Blackwell, _____ . <u>Tell Girls Why</u>		x						1
Bogardus, Emory S., and Lewis, Robert H. <u>Social Life and Personality</u>			x					1
Bradbury, Dorothy E., and Amidon, Edna P. <u>Learning to Care for Children</u>			x	x				2
Breen, Mary J. <u>The Party Look</u>				x				1
Calvert, Maude R., and Smith, Leila B. <u>Advanced Course in Homemaking</u>							x	1
Carnegie, Dale. <u>How to Win Friends and Influence People</u>					x			1
Chittendon, Gertrude Emma. <u>Living with Children</u>				x				1
DeSchweinitz, Karl. <u>Growing Up</u>							x	1

* See appendix, page 66, for publisher and date of publication of each book.

TABLE III (Continued)

Authors and Titles	Teacher Using Books							Total No. Teachers Using
	A	B	C	D	E	F	G	
Fedder, Ruth. <u>A Girl Grows Up</u>		x	x				x	3
Gaskell, Harold V. <u>Personality</u>				x				1
Geisel, John B. <u>Personal Problems and Morale</u>		x	x					2
Goodrich, Laurence B. <u>Living with Others</u>				x	x			2
Goodspeed, Helen C., and Johnson, Emma. <u>Care and Guidance of Children</u>			x	x				2
Goodspeed, Helen C., Mason, Esther R., Wood, Elizabeth L. <u>Child Care and Guidance</u>				x				1
Greer, Charolette C. <u>Your Home and You</u>	x	x	x	x	x	x	x	7
Groves, Ernest R., Skimmer, Edna L., Swenson, Sadie J. <u>The Family and Its Relationships</u>				x				1
Groves, Ernest R. <u>Understanding Yourself</u>			x					1
Groves, Gladys. <u>Marriage and Family Life</u>			x					1
Halida, Sophie C. <u>Manners for Millions</u>			x					1
Harris, Florence L., and Kaufman, Treva E. <u>Young Folks at Home</u>					x		x	2
Harris, Jessie W., and Tate, Mildred T. <u>Everyday Living</u>							x	1
Hogue, Helen G. <u>Bringing Up Ourselves</u>							x	1
Johnson, Roswell H., Randolph, Helen, Pixley, Emma. <u>Looking Toward Marriage</u>		x					x	2
Jones, Esther L., Fedder, Ruth. <u>Coming of Age</u>							x	1
Justin, Margaret M., Rust, Lucile O. <u>Home and Family Living</u>				x	x			2
Justin, Margaret M., Rust, Lucile O. <u>Today's Home Living</u>	x	x	x	x	x	x	x	7
Kiayon, Kate W., Hopkins, L. Thomas. <u>Junior Home Problems</u>		x						1
Landis, Paul H. <u>Your Marriage and Family Living</u>	x	x	x					3
Lyster, Alba M., Hudnall, Gladys F. <u>Social Problems of the High School Boy</u>				x				1

TABLE III (Continued)

Authors and Titles	Teacher Using Books							Total No. Teachers Using
	A	B	C	D	E	F	G	
Marsh, Mattie M. <u>Building Your Personality</u>		x		x				2
Mason, Bernard S., Mitchell, Elmer D. <u>Social Games for Recreation</u>				x				1
Maule, Frances. <u>Careers for Home Economists</u>							x	1
Miller, Frances S., Laitem, Helen. <u>Personal Problems of the High School Girl</u>							x	1
Moore, Bernice M., Leahy, Dorothy M. <u>You and Your Family</u>	x	x	x				x	4
McKown, Harry C. <u>A Boy Grows Up</u>				x				1
Neugarten, Bernice L. <u>Discovering Yourself</u>			x					1
Partridge, Ernest D., Mooney, Catherine. <u>Time Out for Living</u>				x				1
Pierce, Wellington. <u>Youth Comes of Age</u>	x	x						2
Post, Emily P. <u>Etiquette - The Blue Book of Social Usage</u>				x				1
Price, Helen H. <u>Living with the Family</u>			x					1
Reid, Lillian N. <u>Personality and Etiquette</u>						x	x	2
Rice, Thurman B. <u>Living</u>	x			x				2
Rockwood, Lemo Theressa. <u>Living Together in the Family</u>			x					1
Rockwood, Lemo Theressa. <u>Picture of Family Life</u>				x				1
Ryan, Mildred Groves. <u>Cues for You</u>				x			x	2
Shultz, Gladys. <u>Letters to Jane</u>				x				1
Silver, Fern, Ryan, Mildred G. <u>Foundations for Living</u>				x				1
Spock, Benjamin. <u>Baby and Child Care</u>			x					1
Stevens, William O. <u>The Correct Thing</u>				x				1
Strain, Frances B. <u>Being Born</u>							x	1
Strain, Frances B. <u>Love on the Threshold</u>		x						1
Trilling, Mabel B., Nicholas, Frances W. <u>The Girl and Her Home</u>		x		x	x	x		5
Trilling, Mabel B., Nicholas, Frances W. <u>You and Your Money</u>				x				1
Turner, Joe. Putnam, James W. <u>Life Begins at Seventeen</u>				x				1

TABLE III (Continued)

Authors and Titles	Teacher Using Books							Total No. Teachers Using
	A	B	C	D	E	F	G	
VanDuzer, Adelaide Laura, et al. <u>Everyday Living for Girls</u>				x			x	2
Van Duzer, Adelaide Laura, et al. <u>The Girl's EverydLife</u>	x			x		x		3
Welshimer, Helen. <u>The Questions Girls Ask</u>		x						1
Wieman, Regina W. <u>Popularity</u>					x			1
Wright, James C., Wright, D. S. <u>Vocational Guidance for Home Rooms</u>				x				1
Wright, Milton W. <u>Getting Along with People</u>					x			1
Wilson, Margery. <u>Charm</u>				x				1
Wood, Mildred W. <u>Living Together in the Family</u>				x				1
Zabriskie, Louise. <u>Mother and Baby Care in Pictures</u>				x				1
Total number of different books reported by each	7	16	19	37	11	6	21	

TABLE IV

FILMS USED BY OKLAHOMA HOMEMAKING TEACHERS
IN TEACHING PERSONAL AND FAMILY RELATIONSHIPS

Name of Films	Teacher Using							Total No. Teachers Using
	A	B	C	D	E	F	G	
Are You Popular?		x					x	2
Art of Living with the Family						x		1
The Brent Family			x					1
Dinner Party							x	1
Family Affair		x						1
Families First			x					1
Family Life			x					1
The Growing Child				x				1
Helping the Child with Do's			x					1
Helping the Child with Don'ts			x					1
Human Growth		x						1
Make Way for Tomorrow		x						1
Problems of Children				x				1
Shy Guy		x						1
Your Family			x					1
Total	0	5	6	2	0	1	2	

TABLE V

MAGAZINES USED BY OKLAHOMA HOME MAKING TEACHERS
IN TEACHING PERSONAL AND FAMILY RELATIONSHIPS

Name of Magazines	Teacher Using							Total No. Teachers Using
	A	B	C	D	E	F	G	
Professional:								
Forecast			x					1
Journal of Home Economics	x	x	x	x				4
Marriage and Family Living		x						1
What's New in Home Economics	x	x	x	x				4
Non-professional:								
Better Homes and Garden			x					1
Charm			x					1
Good Housekeeping		x		x				2
Ladies Home Journal		x		x		x	x	4
McCalls		x	x			x	x	4
Parent's		x						1
P.T.A. (state and national)		x						1
Seventeen		x	x	x		x	x	5
Woman's Home Companion		x				x	x	3
Total	2	10	7	5	0	4	4	

CONCLUSIONS AND RECOMMENDATIONS

Much information regarding the planning and carrying out of relationships units in high school homemaking was secured through visits made to the seven selected homemaking departments, and through interviews with the teachers in each. No doubt much more could have been learned had observation of the work of classes in this area been made. However, when all the data was carefully studied and compared the general conclusions which seemed most significant are:

1. A limited number of these teachers are planning with students or are using students' interests in planning class work.

2. Few teachers are trying to create student interest in relationships.

3. Practically all of the teachers contacted are making some pre-plans for the homemaking program; planning each unit to be included and the sequence of the units for the total program. Most of the teachers have limited written plans.

4. Most of the homemaking teachers are using professional homemaking magazines in planning and teaching their units in relationships.

5. Only a small number of the teachers visited are including a relationships unit in each of their classes.

6. Teachers who are including units in relationships in their programs are covering different phases of relationships in each class.

7. All of the teachers interviewed are teaching relationships through other units of work, and practically all are including organized units in relationships in at least one year of their program.

8. The amount of time these teachers are spending teaching relationships as a unit of work is much less than the amount of time spent teaching other units of work in the homemaking program.

9. Very few of these teachers are teaching relationships to boys through the homemaking program.

10. People from the school or community are brought in to help in teaching certain phases of relationships by only a limited number of the teachers.

11. The variety and number of methods and activities being used by the teachers was somewhat limited.

12. Class discussion is the teaching method most frequently used by all teachers.

13. All of the teachers are trying to keep the study of relationships on an objective basis whether the problems being discussed are personal or impersonal in nature.

14. Most of the teachers are trying to give students immediate help in solving their problems and at the same time are trying to develop basic understandings.

15. An adequate number of books are available in most of the departments for students to use.

16. Practically all of the teachers are using films, but such teachers make use of a limited number of films.

17. Every teacher is trying to measure the effectiveness of her relationships units; most of the teachers are using some form of teacher-student evaluation.

18. Practically all of the teachers interviewed are using either a written or oral type evaluation instrument for measuring the results of their units.

19. Changes observed in student behavior are seldom used as a means of measuring student growth.

The preceding facts seem to show that there is a need for teachers to plan both for and with their students. Certainly this must be done, if students are more apt to learn when they have a part in planning what is to be learned, how it is to be learned, and in measuring how well they have learned it. Even though all of the teachers are now planning in some way with students, more ways should be found. Planning done with students should include at least a part of the objectives, learning activities, and evaluation procedures to be used in the unit. It might be desirable to have these overall plans in writing as well as the plans for each week and day.

The teacher can help students to realize some of the things that they may need to study and at the same time create interest if she works at it continuously, and especially for a few days just previous to introducing the unit. She may create interest by having timely and interesting bulletin boards and posters displayed before the unit in the area of relationships is actually introduced. The teacher may create further interest by writing questions on the board which are of vital concern to the students. These questions would be left unanswered and would serve to stimulate thinking on the part of students. Appropriate questions would depend on the students, but they might include such subjects as relate to dating, marriage, family life, working, going to college, manners, or personality.

Planning - The first planning for the unit should be done by the teacher in order that she will be able to plan effectively with the students. The objectives of the unit as developed in the final plan should

be selected cooperatively by students and the teacher; they should be clearly and definitely stated in terms of student achievement. All objectives selected should be attainable in large measure by most of the students and at the same time be challenging and provide for growth. They should determine the contents of the unit and should be based upon the needs, interests, abilities, and past experiences of the group and of the individual; they should be in harmony with the objectives of the school and of all education. An appropriate objective for a first year homemaking class might be "Understanding some of the physical and emotional changes that take place in high school girls," or for another unit it might be "The ability to practice the rules of etiquette at all times," or "An understanding and appreciation of individual differences."

Methods and Activities - The activities chosen for the unit of work should be in relation to the objectives, and they should provide for individual differences in interest and ability. All individual and group activities should be chosen because they provide an immediate means through which students can learn to solve their problems. The methods and activities used need to be valuable, worthwhile, interesting to the student, related to real life, and should provide for practice in democratic living. At the same time they should also provide for sequential development and lead into new fields of information and exploration. Methods other than those reported by the teachers interviewed, which might well be included, are:

cooperating with other departments of the school when it is appropriate and will increase the effectiveness of the lesson;

giving students an opportunity to work together in groups, committees, or as family groups;

creating situations where students have an opportunity to practice democratic living;

having a courtesy campaign for the entire school;

using the school or town paper for articles or cartoons of interest to others;

placing appropriate posters on the school bulletin board;

having a hobby day at school - displaying hobbies and games of students;

using panel discussions, including girls, boys, and parents;

arranging new and interesting bulletin boards frequently;

planning a "code of ethics" for dating, for family members, and for school citizens;

taking field trips to a home, places of employment, the elementary school, or other places that will be helpful in teaching;

having trips, parties, excursions, teas, luncheons, or outings for the class, mixed groups, or the family;

dramatizing stories of family life;

practicing the rules of etiquette, rather than just talking about them; and always giving students an opportunity to learn good relationships through actual participation in many types of situations.

More outside people from the community might be used effectively in teaching. The people used, however, should be chosen according to their abilities, interests, and their possible contributions to the class. They must be chosen carefully, assigned a topic, and given a clear understanding of what is expected of them before they are brought before the class. All decisions regarding such requests should be the result of the cooperative effort of students and the teacher. Teachers can also make use of a counseling center or marriage consultants available in the community, have students visit or bring a young wife to the class, use parents on panels, have parents help chaperon school activities, invite parents to visit and participate in class work, show films to mothers and students, have a

minister demonstrate how he talks to an engaged couple, cooperate with the Young Women's Christian Association director and the Parent-Teachers Association in recreation projects, make a survey of local recreation facilities and the costs of using them, compile a list of inexpensive, yet interesting home games, make an occupational survey of the community, and prepare and present radio programs which call attention to good relationships.

Teaching Aids and References - There should be a sufficient number of references available for the students to use. References should be selected according to the objectives of the unit, the maturity, and special interests of the students. The references should be interesting, current, and reliable. Films used in teaching should be used only when they can add effectively to the teaching and when they are in keeping with the subject being studied. To secure the maximum use of the film students should have some preparation before it is shown so that they may be able to understand better the facts and principles, and following its showing they should have ample time to analyze the facts and principles portrayed. Many films are available for a nominal fee, some without cost. Much inexpensive and valuable material is available to teachers, and it is one of the teacher's responsibilities to build up a good library of books, magazines, and other materials which is current and useful. Class work can and should extend beyond the four walls of the classroom and should benefit persons other than the students enrolled. Parents, Parent Teachers Association members, and other organizations may be interested by displays of books, magazines, illustrative material, and posters which are made available at their meetings and arranged at convenient places in the school building.

Evaluation - Evaluation is often difficult if it is accurate and unbiased, yet it is one of the most important parts of teaching. Therefore, teachers should discover many varied ways of measuring student growth. Evaluation should be made a part of the total educational process throughout the unit. The evaluation instruments used, however, should depend on the objectives of the unit and what is being measured. All types of growth of individuals and groups which normally come from the teaching of a unit in relationships likely cannot be measured equally well nor can they be measured with the same evaluation instruments. Growth in students may be measured in terms of growth in thinking, in changed behavior and attitudes, in problem-solving ability, in information gained, or in improved working habits. Teachers, therefore, need to find many ways of evaluating and to discover ways in which students can help with the evaluation, thereby learning to evaluate themselves constructively.

Students gain much when they are encouraged to evaluate themselves through the use of instruments which they develop. These could be such things as a positive personality inventory; check lists of features youth think are desirable; personal and group progress sheets; diaries of personal contributions made to happy home, school, or community life; check lists on courtesy habits; tests before and after the unit; and written statements of the values of the unit to them as individuals. The teacher can evaluate through keeping objective anecdotal records, reading students' home projects in this area, conferencing with students, and observing the behavior of students in many different situations.

All of the teachers are trying to make relationships a part of every unit of work. This gives students many opportunities to learn and apply

the principles of harmonious living; however, it is often difficult to include all the essential material in this manner because the major emphasis is on some other area of work. Therefore, it would seem desirable for all teachers to spend some time in each class teaching some of the principles that make for desirable personal and family relationships. It might also be desirable for more boys to receive training in the area of relationships. Probably the job is not complete, and accomplishments cannot reach their maximum capacity unless class work reaches not only boys and girls enrolled but adults also, and unless parents and others in the community become conscious of their part in teaching and establishing democratic practices in family and community life.

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APPENDIX

Questions Used in Interviews

Use of the Outline:

1. Have you read and used "Brief Suggestions for Family Life Units" (HME 39 49/50)?
2. Do you accept the ideas presented?
 - a. Are they applicable?
 - b. Are they in keeping with your philosophy of education?
 - c. Do you follow the outline in your teaching?
 - d. Are the ideas educationally sound as you understand your local program?
 - e. Is the outline complete enough?
 - f. What should be included that is not given in the outline?
 - g. What unnecessary material has been included in the outline?
3. Do these "Interests of Students at Different Age Levels," as given in the outline, characterize your students?
4. What other materials or references do you use as a teacher reference in teaching or planning the relationships units?

Students Interest in Relationships:

5. Do the students express any need for or any desire for such a unit before it is taught?
 - a. How are these needs and interests used in planning?
 - b. How do you interest students in and initiate a unit if they have not expressed a need or an interest?

The Place of Relationships in the Homemaking Program:

Planning -

6. Who does the planning?

- a. How are the activities and objectives determined?
- b. How is the planning done? by grades? by years? for all four years?

Content -

- 7. In what grades are personal and family relationships taught?
 - a. What is included in each grade?
 - b. How much time is spent teaching relationships? Other units of work?
 - c. Is any attempt made to teach relationships to boys?
 - d. What are you trying to do in the teaching of relationships?
 - e. Are relationships taught in such a way that basic understandings are developed from which students can base a course of action?

Methods and Activities -

- 8. What learning experiences are used in school? Out of school?
 - a. Which ones are helping to do the best job of teaching?
 - b. What makes them effective?
 - c. Does any one else help in teaching the unit - other teachers, classes, mothers, fathers, ministers, nurses, doctors, lawyers, etc.?
 - d. Are real problems studied in class or is the class kept impersonal and a study made of representative families and family members?

Relationships in Other Units:

- 9. Are relationships taught in other units?
 - a. How is it done?

Teaching Aids and References:

- 10. What special references are used?
 - a. Is a textbook used? What?
 - b. What other teaching aids are used?

c. Which ones are most used?

d. Which ones are most helpful to the teacher? To the students?

The Teacher's Evaluation:

11. How are the results of the unit evaluated?

a. Do the students help with the evaluation? How?

b. What evidences of changed behavior, attitudes, habits, and sounder judgment can be seen as a result of teaching the unit?

Objectives of the Unit:

12. What are the objectives of the relationships units?

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