

A STUDY OF PROBLEMS RECOGNIZED BY NINTH GRADE GIRLS  
IN HOMEMAKING CLASSES IN AN URBAN AND A RURAL COMMUNITY  
WITH IMPLICATIONS FOR TEACHING

By

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CHAPTER I  
INTRODUCTION

In the early days of formal schooling in the educational history of our nation, education revolved around the areas of religion, morality and knowledge. This era is referred to by some as the period of the three "R's." Commager<sup>1</sup>, Columbia University's noted historian and author, writing an article for Life magazine, says:

Because we are a "new" nation we sometimes forget how very old are some of our institutions and practices. The United States--today the oldest republic--also has the oldest public school system in the world. The famous Ould Deluder Satan Law of 1647, which set up a system of community supported schools in Massachusetts Bay Colony, was in its day, something new under the sun.

Today education is conceived of by many educators<sup>2</sup> as being "the aggregate of all the processes by means of which a person develops abilities, attitudes and other forms of behavior of positive value in the society in which he lives."

Thayer<sup>3</sup> says 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." A philosophy of education based upon this inclusive statement of purpose helps to give "direction" along a chosen path by providing one with the necessary confidence

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<sup>1</sup> Henry Steele Commager, "Our Schools Have Kept Us Free," Life, XXII, 2 (October 16, 1950), p. 46.

<sup>2</sup> Carter V. Good, Editor, Dictionary of Education, p. 145.

<sup>3</sup> V. T. Thayer, Chairman, Commission on Secondary School Curriculum, Science in General Education, p. 23.

and understanding. The small child just learning to walk, who attracts the attention of an older sister by holding her hand and face up for recognition, may receive direction in a confident, understanding and friendly manner from the firm grip and sure footstep of the adult.

Political and economic doctrines of a nation, tend to be reflected in the educational principles and practices of that nation if people are to live with a minimum amount of conflict. Therefore it follows that the schools of the United States show a tendency to base their educational doctrines upon democratic principles. If educators recognize and strive toward the development of democratic ideals in life situations, they must, first, be able to identify these ideals in relation to every-day living.

The first basic ideal of democratic living, which may be recognized, is a maximum development of personal growth in the individual. This ideal does not necessarily cause one to assume that all individuals will reach a designated goal at the same level of efficiency. It does assume, however, that achievement may be expected as an individual's purpose, compared with the desirable outcome, is satisfactorily related to individual differences. Second, it will be recognized that a maximum development of personality results from a mutual understanding of the interests and problems of individuals or groups. Achievement of this ideal may be the result of a number of individual or group situations involving cooperation to obtain something the individual cannot achieve easily alone, or, of competition or conflict requiring compromise and understanding. Third, it will be recognized that men working together in harmony for a common concern develop the kind of intelligence which can be adapted to the changing conditions of our world. The privilege of choosing individual values and of developing individual patterns of living, "within the law," may result from this more sensitive type of intelligence.

As educators work toward the development of the basic ideals of democracy in homemaking education, they turn attention to what has been learned through experience and research. Ideas which have emerged in comparatively recent years, relate to pupil participation in the preplanning and evaluation of learning experiences. Another idea relates to the needs (both recognized and unrecognized) of the students.

Educators, who accept the democratic ideal as a teaching guide, will work toward student participation in the pre-planning, based upon individual needs; including the organization of goals, content, and procedures, and in an evaluation of the learning experiences. Learning experiences may be provided in many different ways. Dr. Millie V. Pearson<sup>4</sup> suggests "group experiences in homemaking classes" as a satisfying method for new learning experiences. John Dewey<sup>5</sup> suggests the "scientific method." Williamson and Lyle<sup>6</sup> recommend the problem solving procedure.

Hatcher<sup>7</sup> set out to determine by an experimental study in Home Economics the relative effectiveness at the secondary level of two methods of instruction.

The control method was wholly directed by the teacher who also determined the objectives, decided upon the content of the unit, planned the procedures to be followed, and evaluated the pupils' achievement. In the experimental method, the teacher and pupils together determined the goals they wished to reach, decided how best to work toward these goals, and together checked accomplishments as the unit progressed.

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<sup>4</sup> Millie V. Pearson, Group Experiences in Homemaking Classes.

<sup>5</sup> John Dewey, How We Think.

<sup>6</sup> Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School.

<sup>7</sup> Hazel M. Hatcher, "An Experimental Study to Determine the Relative Effectiveness at the Secondary Level of Two Methods of Instruction," Jr. of Ex. Ed., X (September, 1941), pp. 41-7.

It was shown that the classes taught by the experimental method achieved significantly better than those taught by the control method in all statistical comparison.

It was shown that the poorest teacher, using the experimental method was able to change the food practices of her pupils somewhat more than the best teacher using the control method.

It was shown that certain undesirable practices disappeared completely in the experimental classes.

The dietary practices of two classes, each taught by a superior teacher, were compared; the pupils in the experimental class showed definite improvement after instruction, whereas those in the control class had a slightly lower rating after instruction than before.

Pupils' comments indicated a better attitude toward school work, more interest in learning, and the development of greater initiative; they worked more independently and showed better judgment.

(Hatcher says she) would not recommend that all home economics teachers use the experimental method, because the effectiveness of the method probably lies, in part, in a voluntary acceptance of the psychological principles upon which the experimental method was based.

It has been indicated that many and varied techniques are found helpful in providing learning experiences. Learning experiences are likely to be most helpful if related to the needs of the individual. The needs of an individual refer to some want or desire which he seeks to satisfy personally. This may illustrate the point:

Mary registered for an adult education class in elementary principles of sewing. She was in a beginning clothing class during her first year in high school. Mrs. Brown remembers that Mary appeared to gain considerable skill and knowledge during her first year in class.

After the adult education class had been in progress a few nights, it was evident that Mary now had a definite need for skill and knowledge of clothing construction. She wanted to make kitchen towels, her own blouses and skirts, and to repair her husband's shirts and their clothing. She had to relearn some of the skills learned at the earlier date in the use of the sewing machine, the use of a commercial pattern, and manipulation of equipment. She learned new methods of construction and increased her vocabulary. She was now able to understand

printed directions and class instructions which she would not have been able to understand when a ninth grade pupil; and she was also now eager to work on garments which at an earlier date would have held no interest for her.

Much of education is wasted time and effort unless educators "start where people are." It is believed that individuals are capable of learning when they are ready to learn, that is, when they see a personal need.

Learning experiences, as such, are pointless without proper evaluation. Effective learning results in changes in the behavior of individuals. Educational improvement is not automatic, but it tends to come about as specific attempts are made to put into practice that which one has learned. Dewey says that we must guard against experiences that are mis-educative. "Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience."<sup>8</sup>

Dodson<sup>9</sup> says:

The problem of evaluation is perhaps the greatest plague of education to-day. Of the billions of dollars spent on education--one of our greatest American enterprises--we know very little about what action produces what result. No business could afford such extravagance.

If education for democratic living develops qualities of cooperation and tolerance for individual and group good, it is worth-while. If each individual realizes that he must develop the ability to make decisions and abide by them, to accept responsibility for his own acts and take the consequences of them, it is worth-while. If education develops creativeness, adds to and develops appreciation for music, art, and cultural values, it is worth-while. If habits of reflective thinking have been developed

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<sup>8</sup> John Dewey, Experience and Education, p. 13.

<sup>9</sup> Dan W. Dodson, "Evaluation in Teacher Training," Jr. of Ed. Sociology, XXIII (April, 1950), p. 441.

to such an extent that one is willing to endure suspense, and to undergo troublesome searching, it is worth-while. And then, if the student is able to gather, piece-meal, ideas and shape them into broad concepts and generalizations, education for democratic living has been in the right direction. A proficiency in doing and thinking may be achieved through personal, physical and mental discipline. This proficiency in doing and thinking leads one to "know how" and to "know why."

The teacher who is to guide learning experiences of this type will try to understand her pupils, will create a home-like atmosphere in the classroom, will try to share homemaking with the school, and will try to develop a breadth of personal interests. The educator needs to maintain good mental health, a well-adjusted personality, a rich personal life, and a progressive attitude toward new methods and new subject matter.

No educator can guess what effect his own life produces or measure what he gives to others.

The school tends to become an effective example of the application of democratic principles of education, if it is directed toward that accomplishment. Is it possible that this classroom situation could have taken place?

It was snowing. The snowflakes were large and moist. Joan sat in room 309 of the Parker High School staring at Jane. She knew Jane would giggle at the drawing if her attention could be attracted. Barbara was sketching dress designs. Ruth was working the unassigned math problems. The girls in the front seats had their eyes, if not their attention, fixed upon the blackboard and the teacher. Dorothy who was sitting in the third seat was a-tremble with fear. What if Miss Neal would call upon her! Thelma had just figured out a new dance routine. She wanted Evelyn's attention to show her about it. Catherine and Alice were passing notes. They wanted the girls in the front of the room to think the messages were very secretive but really they were planning a party menu to serve the "guys and gals" after the basketball game.

"Attention, class. Your assignment for tomorrow is to memorize the color chart. Be prepared to answer questions on color from the notes you have taken during my lecture this hour."

Assuming such a classroom situation could have taken place, one might ask: Was there evidence of effective participation in a democratic society or situation? Were the needs of the students being met? Was pupil-teacher planning in evidence to such an extent that each pupil had the opportunity to develop to the maximum of his capacity? Were the personal characteristics essential to shared democratic living being considered and developed? Were learning experiences provided of such a nature that ideas grew into understandings and general concepts? Was there evidence that the teacher had developed a basic belief or philosophy that was able to change and grow with the times?

One asks again, could this have happened?

It was snowing. The snowflakes were large and moist. Joan and Jane hurried into room 309 of the Parker High School. Joan went to the board to sketch the design for skating costumes for "the twins." Jane erected the easel and displayed the color chart she had made. Barbara came in, put her books down and went to arrange the bulletin board. Her contribution was a colored photograph from the graphic section of the Sunday paper. She had won honorable mention in a city-wide Fashion Design contest. Ruth put the "drapery report" on Miss Allen's desk. She and Dorothy had worked out estimates of the cost of fabrics and supplies for the draperies for the classroom. They had shopped at every store in the community for fabric of the color and design most pleasing and appropriate.

Thelma opened the sewing machines. Evelyn filled the steam iron with distilled water. Today, she and Thelma were to model their skirts and blouses for class evaluation. Tomorrow, the skirts and blouses were to be costumes in the dance festival to be given by the physical education department for the enjoyment of the entire school.

Catherine and Alice came into the classroom with their arms loaded. They had the invitations written for the faculty, for the parents of the girls, and for the special guests who were the "new graduates" of the elementary school. The style show and party were big events for the following week.

Miss Allen came in the classroom as the bell rang. She observed the girls at work. When the class was assembled, each girl presented her problem or findings for discussion or evaluation. Miss Allen expressed approval, praise and suggestion when justified.

When teacher and pupils have worked together to determine the goals they wish to reach, decided how best to work toward those goals as related to their individual needs, and together have checked accomplishments as the unit progressed, the results tend to show increased knowledge, changed behavior, better attitude and more interest toward school work and learning, greater development of initiative and evidences of independence and better judgment.

Teachers, dealing with adolescents, realize that frequently the school is called upon to help young people solve their educational, emotional and/or vocational problems.

If adults want to understand adolescent behavior, they must first understand the principles of educational psychology as they apply to the learning process. It must be recognized that normal individuals have problems which need to be solved and unacceptable patterns of behavior which need to be corrected. These individuals, with proper guidance, will solve many of their problems or determine acceptable patterns of behavior when they have gained insight into "why they act as they do." Causes rather than symptoms should be attacked.

These principles as suggested by Anderson<sup>10</sup> apply to the learning process. Through the ability to learn, man makes his world largely as he will. Habits are the products of learning which are centered in modification of behavior and in establishment of new responses to situations as

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<sup>10</sup> John E. Anderson, Happy Childhood, pp. 23-48.

they are presented. Guidance of the learning process proceeds most rapidly when the individual has experienced both success and failure.

Successful adjustment depends in a large part upon the ability to replace an old habit with a new habit. Adequate adjustment involves the ability to meet situations realistically, to face the problems of life, to do the best one can at a given time. Emotion plays an important role in adjustment. As the individual meets a problem he becomes excited, wrought up, emotional. This excitement varies in degree with the suddenness and seriousness of the problem; also with the emotional and physical state of the person at the moment. He tries out various methods for meeting the problem, possibly by trial and error. Finally, he hits upon one solution which reduces the tension and restores his equilibrium. This reaction becomes a part of the individual's permanent equipment. The situation may cease to produce tension.

The solution may be related to a condition of acceptance. The individual may accept the situation passively and philosophically, ignoring the minor irritants, or he may accept the situation with laughter and good will. Or, the solution may be related to forms of substitution; skill or supremacy in some other field for the conflicting situation; rest for physical fatigue; activity for lack of activity; mental hygiene for mental fatigue and irritability; understanding for misunderstanding; ability to achieve the creative-discussion point of view for the debate point of view. The solution may be related to the substitution of compromise for conflict; the substitution of a less preferred goal for the original goal.

In cases of inadequate or partial adjustment an individual meets the situation temporarily in some way or other. The situation may still remain loaded with emotional tension and difficulty. Instead of orderly progress

spending money. Emotional tension may have been caused by the effect of fear, fear that he would not grow physically to equal the stature of his friends, and fear that someone might learn of his mother's "pet name" for him.

Danny had always been a very good student in electric shop. Mr. Johnson, his instructor, began to notice changes in his behavior, his degree of concentration, and his achievement in work. He would startle with sharp noises. Danny was referred to the school counselor.

Mr. and Mrs. Abrams, Danny's parents, came to school to talk to the counselor. Mr. Abrams said that he and his wife had been working very hard and saving their money for Danny to attend college. Neither of them had graduated from high school. But Danny appeared to be disinterested, had become very nervous, had turned to biting his nails, and had difficulty with his homework. They just couldn't understand.

It is possible that Danny's behavior at home of withdrawal from family conversation; of nervousness expressed in nail biting, resulted from a feeling of inadequacy. This became more apparent when the subject of college was mentioned. Mr. Johnson was able to detect in the classroom the results of the home situation.

Karl was brought to the school counselor's office by the indignant teacher of French. Karl had been unprepared in class three days in one week. His response to the questions in class for factual information from the text were, "I don't know."

It is possible that Karl who was unprepared in class had met his difficulty by assuming a negative attitude of behavior. Perhaps he was too tired and sleepy to concentrate effectively on his school work. He had left the house at 3:30 A. M. to deliver papers on his route. His small income appeared essential to family survival. The situation was loaded with emotional tension. The classroom and home situations both contributed to the effects of fear and inadequacy. A feeling of tension created in a previous experience with some teacher may have led to this form of partial adjustment to the situation.

It is likely that anyone, or all, of the situations will be dealt with most effectively when the basic motivating factors influencing the students' behavior are known.

Education in general and home economics education in particular, attempts to meet the needs and changing conditions in modern society. It tends to work toward furnishing realistic training--training for dealing with the vital problems of living, as these problems center about personal and family life. Believing this is possible, teachers cannot be satisfied with home economics training that places its emphasis on the acquisition of skills alone. In the evaluation of an educational program, educators would like evidence that realistic situations can be dealt with on a problem-solving basis; and that the ability of the student to organize and apply knowledge is indicated or shown. It is felt that these measures of evaluation might be criteria for any level of education set up "to meet the needs of individuals...in such a way as to promote the fullest possible realization of personal potentialities."<sup>11</sup>

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<sup>11</sup> Thayer, Ibid., p. 23.

## FAMILY LIFE EDUCATION IN THE SECONDARY SCHOOLS

Family Life education in our high schools is an outgrowth of many cooperative efforts of people to understand children and improve the environment in which they grow and develop. Some of these efforts are typified in the conferences, one each decade, held at the call of the President of the United States. All resulted in important benefits for children and youth.

The White House Conference on Child Health and Protection held in 1930 carefully considered those physical factors which govern the life of children in the home. At this Conference it was stated that:

every child regardless of race, or color, or situation, wherever he may live under the protection of the American flag had the right to grow up in a family with an adequate standard of living and the security of a stable income.<sup>12</sup>

The conference recommended a need for further research in the neglected field of the family.

The White House Conference of 1940 on Children in a Democracy emphasized democracy and social needs of the child.

It is essential to democracy that self-respect and self-reliance, as well as respect for others and a cooperative attitude, be fostered. These characteristics may be best acquired in childhood if the relationship among members of the family is of a democratic quality. The democratic principle should be applied not only within the home and at church but at club, place of employment, and elsewhere. Parent education should be extended as a useful means for helping to bring about this type of family life.<sup>13</sup>

The midcentury White House Conference on Children and Youth was the first conference attended by young people themselves. The conference

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<sup>12</sup> Maxwell S. Stewart, America's Children, p. 7.

<sup>13</sup> Children in a Democracy, General Report adapted by White House Conference on Children in a Democracy, (January, 1940), pp. 11-12.

based its concern for children on the primacy of spiritual values, democratic practices, and the dignity and worth of every individual. Oscar R. Ewing,<sup>14</sup> chairman of the national committee of the conference, said:

The purpose shall be to consider what we need to do in order to develop in children the mental, emotional, and spiritual qualities essential to individual happiness and responsible citizenship; and how the physical, economic, and social conditions of our society affect this great goal.

The conference made sixty-seven recommendations. The NEA Journal<sup>15</sup> lists some of those especially interesting to educators:

That elementary, secondary, college, and community education include such appropriate experiences and studies of childhood and family life as will help young people to mature toward the role of parenthood.

That nursery schools and kindergartens, as a desirable supplement to home life, be included as a part of public educational opportunity for children provided they meet high professional standards.

That it be made possible for qualified youth to obtain college or university education which would otherwise be denied them because of inability to pay.

That schools, labor, industry, and other community agencies, and the military services improve and expand their personnel, evaluation, placement, vocational guidance, and counseling activities to serve the interests of the young people and to promote the over-all development and efficient utilization of our human resources.

That the Federal Communications Commission reserve television channels for noncommercial educational television stations so that some part of the limited number of frequencies, to be allocated by the commission, may be reserved for educational uses and purposes which contribute to healthy personality development.

That the citizens of every community accept responsibility for providing and sustaining adequate programs and facilities with professional personnel for education, health, and social services.

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<sup>14</sup> "Facts about the Midcentury White House Conference," NEA Journal, XL (February, 1951), p. 96.

<sup>15</sup> Ibid., p. 96.

Recognizing that knowledge and understanding of religious and ethical concepts are essential to the development of spiritual values, and that nothing is of greater importance to the moral and spiritual health of our nation than the work of religious education in our homes and families, and in our institutions of organized religion, we nevertheless strongly affirm the principle of separation of church and state which has been the keystone of our American democracy, and declare ourselves unalterably opposed to the use of the public schools, directly or indirectly, for religious educational purposes.

Many nationally recognized organizations have compiled information to meet the basic educational needs in this area of family living. Family life reflects the trend of the times. In 1941 the American Association of School Administrators, a department of the National Education Association, published "Education for Family Life."<sup>16</sup> In the same year, the Department of Home Economics of the National Education Association, the Society for Curriculum Study and the United States Office of Education, published "Family Living and our Schools"<sup>17</sup> with Bess Goodykoontz and Beulah I. Coon as co-chairmen. The committee tried to point out why education in home and family living is an important part of the school's responsibility, how schools and colleges are meeting these responsibilities, and ways schools and community groups can work together to evaluate and improve their own programs. This material has been published for use of teachers, curriculum directors, parents, and school administrators.

Workshops in Family Life Education were organized and conducted from the time the need for special training was first recognized. These workshops have been attended by educators with various experiences, by the

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<sup>16</sup> Einar W. Jacobsen, Chairman, Education for Family Life, 19th Yearbook of the American Association of School Administrators.

<sup>17</sup> Bess Goodykoontz and Beulah I. Coon, Co-Chairmen, Family Living and Our Schools.

clergy and by laymen. Out of research studies and experiences during the past few years new concepts of Family Life Education have emerged. The current trend points toward a more definitely outlined body of instructional material for Family Life Education.

A Workshop in Family Life Education<sup>18</sup> attended by twenty-three Home Economics teachers from Maryland and the District of Columbia was held at the University of Maryland, July 16 to August 1, 1947. Chief Consultant for the Workshop was Muriel W. Brown, Consultant in Family Life Education with the United States Office of Education, Federal Security Agency.

The workshop was planned by these twenty-three teachers "to make an intensive study of certain problems in connection with their teaching about which they were concerned," in relation to Family Life Education.

The group decided, spontaneously and unanimously, to work on one big problem: The development of materials to aid teachers of home economics in planning and conducting work in family living in high school programs of home economics.<sup>19</sup>

The results of the workshop were presented in outline form. This outline of some of the results is taken from, "Comments on Materials Developed in the Workshop."<sup>20</sup>

A. What these materials are.

Materials developed in the Workshop deal specifically with the (philosophy and method of) teaching of family relationships in the high school programs of Home Economics.

The members of the Workshop believe that the main objective of teaching family relationships is not to cover any particular kind of subject matter, but to develop the student

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<sup>18</sup> Dorothy S. Ranck, Report of a Workshop in Family Life Education, 1947.

<sup>19</sup> Ibid., p. 8.

<sup>20</sup> Ibid., p. 10.

to be a happy, effective person in his relationships with his family and with other people.

B. The place of family relationships in the Home Economics program.

1. That good home economics programs are family-centered not subject matter-centered. Clothing, foods, home management, are the means whereby families achieve the values they see in home and family living. As they strive to achieve these values, family members interact with each other. The term "family relationships" is just another name for this interaction. This means that the teaching of family relationships is an inseparable part of all education for homemaking.
2. That, in general, the teaching of family relationships should be carried on in every part of the Home Economics program.
3. That units consisting of small discussion groups in which students are helped to recognize, understand and deal with personal problems of social and family relationships are a desirable part of a total Home Economics program.
4. That all the experiences which the schools provide may play a part in educating the child for worthy home membership.
5. That Home Economics has a special contribution to make to family life education because it deals directly with the processes, materials and relationships of family living.

C. Scope of the program.

The members of the workshop agreed that the high school's responsibility to all students in the area of education for family living is:

1. To give them fundamental understanding of
  - a. their own bodies and how they work;
  - b. the functions of the family;
  - c. how people behave and why they behave as they do;
  - d. the changing roles of men and women in family life;
  - e. how family life is changing today;
  - f. what democracy means and the role of the family in education for democratic living.
2. To provide experiences through which students can make the above understandings an integral part of their living.

3. To help them develop the skills and abilities necessary for
  - a. carrying through the tasks of caring for a home, family and children;
  - b. making their own family relationships increasingly satisfying.
4. To assist boys and girls in clarifying and developing their own systems of values for family living and their own goals for family life.

D. Outcomes desired.

Members of the workshop felt that the outcomes of work in family relationships cannot be measured primarily in terms of subject matter learned and skills acquired. They agreed that the most important results of teaching in this area are changes in the inner lives of pupils.

At the close of the workshop members were asked to complete a mimeographed form entitled "Evaluation of the Workshop." The objective of the Check List was "to try to realize the extent to which the workshop has been worthwhile to the individual who participated in it and to what extent it seemed to meet the criteria formulated at the beginning of the session."<sup>21</sup> At the end of the check list was space for "Suggestions for future workshops." The committee on evaluation<sup>22</sup> reported, "Results obtained through use of the Check List" were:

- A. The majority of the members of the group indicated that the workshop services were of an outstanding value to them.
  1. All members believed that instruction in human relationships should be integrated in all home economics courses.
  2. All members believed that the material worked out is practical enough to be used in their work next year.

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<sup>21</sup> Ibid., p. 77.

<sup>22</sup> Ibid., pp. 79-80.

3. All members felt that the workshop was of greater value in teaching family relationships than in dealing with human relationship problems in school, or in learning counseling techniques.
  4. It is interesting to note that great satisfaction was derived by each member through the contacts made.
  5. The majority of the group felt that they could use the workshop method in their teaching.
- B. About two-thirds of the members of the workshop felt that they had got the material they came for.

No summary report was included of "Suggestions for future workshops."

It is possible that, inasmuch as the workshop group realized that students need help to recognize, understand and deal with personal problems of social and family relationships, a future workshop might attempt to bring together the knowledge that has been developed relative to interpersonal behavior in an effort to help people develop principles to live by.

#### HOME ECONOMICS EDUCATION DEFINED

Home Economics Education has been identified in many different ways.

Chadderdon,<sup>23</sup> in the Encyclopedia of Educational Research, says:

Home-economics education is concerned largely with the areas of personal and home living which involve life activities relating to food, clothing, housing, management and use of resources, growth and development of family members, protection of health, immediate social relationships, and development of individual and group interests within the home. The field also has a contribution to make to the areas of social, civic, and economic and vocational relationships through its interest in the social, political, and economic conditions, affecting individuals and homes and by way of vocational guidance and education for wage earning in those occupations closely related to the field.

Spafford,<sup>24</sup> in her textbook prepared for college classes in teacher training, says:

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<sup>23</sup> Hester Chadderdon, Encyclopedia of Educational Research, p. 556.

<sup>24</sup> Ivol Spafford, Fundamentals of Teaching Home Economics, pp. 7-8.

The relationship of home economics to the whole field of education needs to be worked out....The changing point of view concerning education as continuing throughout life opens up a wide field for home economics education for groups no longer enrolled in the full-time school. Home economics, focusing attention on the solving of personal and home-living problems, cuts across many subject-matter areas for materials helpful in solving its problems. Out of this composite of materials from many fields emerges the subject-matter of home economics, no longer science or art, psychology or sociology, history or ethics, but a new integrated body of material dealing with home life and its interrelationships.

Amidon,<sup>25</sup> speaking before the Third General Session of the National Conference on Federal Aid to Education, sponsored by the National Education Association, in Washington, D. C., said:

During the last 10 or 15 years in homemaking education we have been working to shift from a subject-organized curriculum in home economics to a family-centered one...because we believe that only as families practice democracy and as the profession of home economics itself practices democracy can we expect to have people who can be successful citizens.

Lehman<sup>26</sup> in a review of research from 1944 to 1946 considers "the home and family" to be:

the base upon which all programs and courses in home and family life education must be built if education is to achieve its function of furthering an improved and satisfying family life in a democracy.

In Lehman's statements about this type of education the subject matter fields, of nutrition, child development, textiles and clothing, housing and home management, among other fields, play an integral part.

Branegan,<sup>27</sup> reporting as Chairman of the Committee on Home Economics

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<sup>25</sup> Edna P. Amidon, "Home Economics Educators Take Stock," Jr. of Home Ec., XLIII (April, 1951), pp. 257-8.

<sup>26</sup> Ruth T. Lehman, "Home and Family Life Education," Review of Educ. Research, XVII (June, 1947), p. 209.

<sup>27</sup> Gladys Branegan, Chairman of Committee, Home Economics in Higher Education, pp. 26-27.

in Higher Education, said:

(Because) sound wholesome family life is basic to attaining optimum personal development and happiness and to achieving a sound society, education for home and family living should... be a part of the general education for all college students... (and) thought of as essential to the well-rounded education of all Home Economics majors....A college program in Home Economics, broadly conceived, provides general education for personal and family living...(and) for specialization in various aspects of Home Economics for general education or for gainful employment....Family relations, child development, home management, family economics, foods and nutrition, clothing and textiles, housing, house furnishings and equipment, and family health are titles given to Home Economics courses.

From the statements of the leading Home Economists, it can be seen that family life education and home economics education are considered by some to be synonymous, and by others to be woven inseparably together.

The education of children begins in the family and continues there as long as the child continues to be a member of the family group. However, it was not until comparatively recent years that education for family living became a part of the curriculum of public schools. "Formal education in relation to the family may be seen," from Malinowski,<sup>28</sup> "Parenthood--The Basis of Social Structure in The New Generation,"

as an outgrowth and supplement of family education resulting from progressive complexity of society; as a by-product of the increasing inability of the family to nurture its younger members; and as a means to strengthen, reorient, and utilize the family as a constructive force in the total life of communities and peoples.

The American family needs a hand to-day. Confusion exists in the home as organization tends to shift from a type of patriarchal domination to a democratic organization. The learnings and contacts acquired by infants, children and youths within the sphere of family living tend to

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<sup>28</sup> Bronislaw Malinowski, Encyclopedia of Educational Research, p. 433.

become sources of inadequate adjustment, or sources of wholesome normal personality, as the case may be.

Now, the school can help the home. Religious organizations, community and other organizations must help the home in preparation of its members for effective husband-wife and parent-child relationships. Formal training may center emphasis on improving the adjustment of pupils to their present family situations, parent-child and other inter-relationships.

It has been the task of the schools to spread and transmit knowledge and skills that other agencies are unequipped to cover. The school is the best equipped agency of the people to supply the helping hand which many American families seem to need. Schools are beginning to recognize responsibility for bringing about cultural adjustment and for promoting an understanding of social and personal relations.

Why do we have family life education in the schools? As a result of study and research "an educational awakening to the need of behavior guidance and development of individual potentialities; educational concern for the child's personality formation; educational concern to conserve marriage and the family," has come about, according to Hayes.<sup>29</sup> Efforts to utilize, sustain, supplement and unify the family have led to family life education in the schools as such.

It is the author's opinion that Family Life Education is an over-all family-centered program striving for better human relationships. Various subject matter areas may contribute to a better understanding. Many agencies besides the school may help to co-ordinate the program. Home-

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<sup>29</sup> Wayland J. Hayes, Encyclopedia of Educational Research, p. 434.

making Education describes the part home economics plays in training for the maintenance and enrichment of the home and family. Programs of Family Life Education and Homemaking Education may be carried on at the elementary, secondary, and adult levels.

Hicks,<sup>30</sup> District Superintendent of the El Monte Union High School, El Monte, California, suggests that desirable outcomes for students of family-life are that:

1. They will obtain a clear understanding and a fine appreciation of the family as a social institution.
2. They will get a better understanding and appreciation of democracy as a way of life for the family as well as in the other relationships.
3. They will discover that most people fail because they can't get along with people and that the finest place in the world to master the techniques is the home....Patterns of behavior are largely formed within the family.
4. They will understand that the technique which is used to solve problems in the laboratory...may also be used in solving the problems which arise in the home.
5. They understand and appreciate the value of good health to their own personal happiness and its relationship to wholesome family living. Emotional health is just as important as physical health and that family living is affected by the former.
6. They understand that sex is a basic factor in a married life of love and affection and that married life can reach its highest satisfaction when there is maintained an appropriate balance between the physical and spiritual elements of life.
7. They have an understanding and appreciation of household management and the mastery of the necessary skills to operate the household efficiently and without friction.
8. They have an acceptable set of standards for mate selection and a similar set of standards with which they might measure the effectiveness of their family life.

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<sup>30</sup> R. S. Hicks, "How Can Youth be Educated for Home and Family Life?" Natl. Assn. Sec. Sch. Prin. Bul., XXXIII (April, 1949), pp. 247-9.

9. They have an understanding and appreciation of the place of children in the home.
10. They have an abiding faith in the fact that human and spiritual values surmount all other values, and that to be really happy we must give to them primacy at all times.

#### SURVEY OF LITERATURE

How can these desirable outcomes for students of family life be achieved? How can the needs or problems of students be determined? How can the needs or problems of students in a designated area of teaching or department of the school organization be determined? A classroom teaching guide or Course of Study is frequently built around what adults think the needs or problems of adolescents are. This basic assumption often results in "wasted education," education without a purpose.

Many devices have been used in an attempt to locate students' needs. One of these is the Mooney Problem Check List devised and developed by Ross L. Mooney<sup>31</sup> and his associates at the <sup>Ohio State University</sup> University of Ohio. This Check List has been standardized for ease of comprehension and simplicity by constant use and frequent revision over a period of years. The manual for teacher use with the Check List says:

Mooney's Problem Check Lists were developed during the early 1940's to help students express their personal problems.... The usefulness of the Problem Check List approach lies in its economy for appraising the major concerns of a group and bringing into the open the problems of each student in the group.<sup>32</sup>

The educator who has decided to use the Problem Check List as a tool

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<sup>31</sup> Ross L. Mooney, Leonard V. Gordon, The Mooney Problem Check Lists Manual, 1950 Revisions.

<sup>32</sup> Ibid., p. 9.

will do well to consider the findings of Fischer<sup>33</sup> as pointed out in an article entitled, "Signed Versus Unsigned Personal Questionnaires." He has found that pupils will try to deceive their teachers if it seems important to them to protect their own personalities. If pupils think teachers are sincere and honest in wanting to help them they will be more likely to indicate their problems to the best of their ability, according to Fischer. If the frequency of problems checked in a definite area, is the information desired by the educator, it is assumed best results will be obtained by asking the students to not sign their names.

In using the results of the Problem Check List as a basis for more meaningful experiences, Rogers<sup>34</sup> believes, "The aim (of counseling) is not to solve one particular problem, but to assist the individual to grow so that he can cope with the present problems and with later problems in a better integrated fashion." Pupils tend to solve their problems by reflective thinking which parallels the modern idea of counseling. Giving advice is not "counseling" or "problem solving" or "reflective thinking."

An analysis of the findings reported by Mooney in his many studies, by Cowan<sup>35</sup> in his study of Asheville, N.C. high school boys and girls, and by Willis<sup>36</sup> in her study of high school girls in Huntsville, Texas,

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<sup>33</sup>Robert P. Fischer, "Signed Versus Unsigned Personal Questionnaires," Jr. of Ap. Psych., XXX (June, 1946), pp. 220-5.

<sup>34</sup>Carl R. Rogers, Counseling and Psychotherapy, p. 75.

<sup>35</sup>Vernon D. Cowan, Identifying Pupil Needs, Concerns, and Problems as a Basis for Curriculum Revision in Stephens-Lee H.S., Asheville, N.C. Unpublished Master's Thesis. Ohio State University: 1942.

<sup>36</sup>Jimmie Eugenia Willis, A Survey of the Personal Adjustment Problems of One Hundred Homemaking Students and the Contribution of the School to Their Solution. Unpublished Master's Thesis. University of Texas: 1949.

show that individual problems tend to follow a pattern that can be detected by trained educators.

In the area of Home and Family, Cowan<sup>37</sup> finds that two problems were marked by 10% or more of the 603 high school boys and girls in his study: "Father not living," and "Sickness in family." In this area seven problems were marked by 10% or more of the 102 ninth grade boys and girls: "Father not living," "Sickness in family," "Death in family," "Mother not living," "Parents do not understand me," "Not telling parents everything," and "Being an only child."

Arnold and Mooney<sup>38</sup> in a study of 276 junior high school students in Lakewood, Ohio, found that the area of Home and Family had the lowest percent of problems checked. Problems checked by 10% or more of the students in this area were: "Wishing my parents had more money," "Talking back to my parents," "Brothers," and "Sisters." Willis<sup>39</sup> found that problems in Home and Family and Financial and Living Conditions were checked least frequently by junior and senior high school students. Bickel,<sup>40</sup> in her study of college freshmen, found that Home and Family area also ranked last in general concern. She said:

From this finding it would appear that problems relating to home and family are of little importance. However, it is possible that because of the students' great concern at this age for problems of a specifically personal nature they did not

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<sup>37</sup> Cowan, Op. cit.

<sup>38</sup> D. L. Arnold and R. L. Mooney, "A Student's Problem Check List for H.S.," Ed. Research Bul., XXII (February, 1943), pp. 42-8.

<sup>39</sup> Willis, Op. cit.

<sup>40</sup> Betty Jo Ward Bickel, The Problems Common to Freshmen Women in the Home Life Sections of the Basic Course in Home Economics. Unpublished Master's Thesis. Oklahoma Agricultural and Mechanical College: 1949.

realize that many of these latter problems may have stemmed from situations and experiences within their homes and families.

Mooney<sup>41</sup> reports from a study of "Community Differences in the Problems of High School Students": "The areas showing least variation tend to be those in which the problems are centered in the individual's interpretation of himself and his immediately personal activities, attitudes, and relations."

The area of Home and Family, an area dealing with problems relating to the individual's interpretation of himself in relation to others, does not appear to be affected by the community in which he lives.

In the present study, chief concern will be with family life education in the secondary school, as it attempts to help individuals recognize and resolve problems in this area to the satisfaction of all concerned.

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<sup>41</sup> Ross L. Mooney, "Community Differences in the Problems of H.S. students: A Survey of five communities by means of a Problem Check List," Ed. Psych. Meas., III (Summer, 1943), p. 132.

## CHAPTER II

## PURPOSE

The purpose of this study relates to the findings and analysis of data obtained through use of the Mooney Problem Check List: Junior High School Form. The specific purposes may be stated as follows:

1. To determine what problems in the area of Home and Family Living are recognized most frequently by ninth grade girls enrolled in five Home Economics classes in a high school in Chicago, Illinois.
2. To determine what problems in the area of Home and Family Living are recognized most frequently by ninth grade girls enrolled in three Homemaking classes in Claremore, Oklahoma.
3. To compare the problems most frequently recognized in the area of Home and Family Living by ninth grade girls in Chicago, Illinois with Claremore, Oklahoma.
4. To determine if locale tends to be a factor in the actual problems checked in the area of Home and Family Living.
5. To develop generalizations from recognized research that will help the teaching personnel of the school, interpret to the students the reasons for, and solutions to, selected individual problems which affect successful family living.

The assumptions basic to this study relate to a philosophy of education which tries to determine teaching generalizations from problems of students in a given area. The basic assumptions may be stated as:

1. Practically all ninth grade girls have problems in the area of Home and Family Living.
2. Many girls are able to recognize their problems in this area.
3. Teaching generalizations which take into account the specific problems recognized by the students taught are likely to be more effective than those built upon what a teacher thinks students should be taught.

## CHAPTER III

## PROCEDURE

In order to find out what problems in the area of Home and Family Living are recognized by ninth grade girls, a problem check list was administered to the students in two very different communities; after which the items underlined by the students were analyzed and compared. Following the analysis of the items underlined, several of those ranking highest were selected for special study as to:

1. Possible causes or reasons for
2. Possible ways of dealing with them
3. Knowledge believed to be useful in understanding and dealing with them

Inasmuch as check lists were available from the rural community of Claremore, Oklahoma, it was decided to use this data for analysis and comparison with check lists that might be obtained from the Parker High School in Chicago, Illinois, where this investigator is employed.

In the early 19th Century Claremore,<sup>1</sup> Oklahoma, was an Osage Indian town. To-day Claremore is a rural community of about 4,100 people. Claremore is identified with the memory of Will Rogers; and the Memorial to him, is known the world over. Some of the residents are employed in the maintenance of the Will Rogers Memorial. Many other residents are engaged in the principal occupation for this locale, of farming. The Oklahoma Military Academy located in the town is of such standard that

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<sup>1</sup> Angie Debo and John M. Oskison, Editors, Oklahoma: a Guide to the Sooner State.

graduates are permitted to enter Anapolis without examination. The healing power of the artesian mineral waters draws visitors to Claremore. To the traveler who has come a distance, the Oklahoma bungalow and the red Oklahoma soil are typical. The results of the state motto of Oklahoma, "Labor Conquers all things," may be said to be in evidence in the many progressive movements of conservation and experimentation. Statistically speaking, the town has four school buildings, hires 24 high school teachers, 60 elementary school teachers; in all 84 teachers for the 1,679 students.

The urban community of Chicago, Illinois,<sup>2</sup> is identified in the 1950 census as the second largest city in the United States; 25% of the population is foreign born; about 7% of the population is negro. It is a busy center of transportation, manufacturing and trade; of research, of civic interest and pleasure. Development is due in part to the great natural resources and strategic geographic location. Chicago has been described as vibrant, noisy, every inch alive, a city of action, a city of which it can be said "along no street in the world live so many different nationalities and races as along Halsted Street in its long course across the city."<sup>3</sup>

The Chicago Board of Education supervises schools providing for education from nursery age through college graduation; including day school for adults, and schools for the handicapped. The facilities of the campus, of which the Parker High School is a part, offers to members of families in the vicinity every phase of education; nursery school and

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<sup>2</sup> Harold L. Hitchens, Illinois: A Descriptive and Historical Guide.

<sup>3</sup> Ibid., p. 7.

elementary school with special classes for teaching the deaf, the hard of hearing, and those in need of sight saving attention and education; senior high school; junior college with day and evening classes; and an accredited degree granting teacher's college. The address of the campus, 6800 South Stewart Avenue, has become famous. It has been said that there are more churches on Stewart Avenue in four blocks than on any street in the world.

The campus appears to be framed on four sides by industry, railroad tracks, spacious homes and tall apartment buildings. Available within a three blocks radius of the campus are year-round supervised recreation facilities sponsored by the City of Chicago in a community house and park. The Young Men's Christian Association is four blocks away. Transportation by street car, bus, elevated line or subway and train is accessible.

There are 72 teachers on the faculty of the Parker High School for the 1,650 students. Deaf, hard of hearing, and sight saving students attend classes with the other students at Parker High School. In the three clothing classes and the two foods classes at the ninth grade level, a problem check list was given to 106 students. Problem check lists were available for the 61 girls in Claremore High School enrolled in two clothing classes and one foods class, at the ninth grade level.

Inasmuch as the specific purposes of this study relate to problems of ninth grade girls in the area of Home and Family Living, it was found that the device probably more adaptable than others would be the Junior High School Form of the Mooney Problem Check List. The junior high school form includes 210 items, 30 in each of the following areas: Health and Physical Development; School; Home and Family; Money, Work, the Future;

Boy and Girl Relations; Relations to People in General; Self-centered Concerns.

In evaluating the validity of the check list, the following points are emphasized in the Manual:<sup>4</sup>

The check lists are not built as tests. A single over-all index of the validity of the check lists would be quite meaningless. Obtained data must be considered in the light of (the basic purpose of the check list for a given situation.)

Validity by popularity is of dubious scientific merit, but it is sometimes relevant. The simple, straight-forward check-list technique seems to fill a need in the area of personal evaluation. Conclusions drawn from studies at all levels indicate that a high percentage of the students felt the check list gave a fairly complete picture of their problems.

In evaluating the reliability of the check list, the Manual<sup>5</sup> emphasizes this information:

The problems of reliability of an instrument like the Problem Check List are not quite the same as those of a test for which scores are obtained. The check list is designed to reflect the problems which a student senses and is willing to express at a given time. Since the problem world of any individual is a dynamic inter relation of changing situations and experiences, one would expect the number of items and the specific items checked to be somewhat different at each administration of the check list--if the instrument does what it has been designed to do.

It can be concluded (on the basis of studies made) that, while the Problem Check Lists must be, and are, so designed as to reflect changing situations and experiences in the individual case, they nevertheless exhibit sufficient stability to warrant general program planning on the basis of survey results.

It was possible to administer the Mooney Problem Check List on the first day of the second semester of school in Chicago. After being introduced as a member of faculty who was on sabbatical leave from Parker,

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<sup>4</sup> Mooney, Op. cit., p. 7.

<sup>5</sup> Ibid., p. 7.

the investigator felt she established good-will with each class, in turn, by the use of the following introduction of the check list:

All of us have problems of one kind or another. Some are pleasant such as planning how to use our vacation time, or spending a gift of money, or deciding which dress to wear on a special date. Others are not so pleasant. Problems present themselves whenever we are faced with new situations with which we do not know how to deal. Some of our problems can be dealt with quickly and effectively without much effort. Others require considerable thought, planning, and effort before we can cope with them successfully.

Most students have their share of problems, too. Coming to school and learning how to get along with teachers and pupils is a new and challenging experience. It requires a variety of adjustments. Those of us who are concerned with the education of high school students believe that we can be most useful in helping students make adjustments when we know what high school students' problems are.

The Mooney Problem Check List which we are asking you to check to-day was devised for this purpose. If you check it honestly and thoughtfully, we believe it will present a clear picture of any difficulties which you may be experiencing.

We wish to assure you that the information on your individual check list will be kept confidential. Therefore you are asked to not sign your name. When you are finished the check lists will be analyzed to find out which problems are most common to high school students. In order to help us to help you, we ask your thoughtful and sincere cooperation.

Please put your year and semester of school in the upper-right hand corner; as 1 A. You will be allowed the entire period, which means you have thirty-five minutes until the passing bell rings. You will have plenty of time to finish without hurrying.

The directions on the front of the check list were read to the class and time was allowed for questions to be answered. The investigator felt she had the rapport of each one of the five classes by the few remarks overheard or by such direct statements as, "My sister was in your class last year." "When are you coming back to teach?" "Do you remember me? I went to your summer cottage with my sister last year."

In reporting the results of the Mooney Problem Check List at the junior high school, high school, and college levels investigators have

found that in practically every study fewer problems have been recognized in the area of Home and Family than in any other area. In recognition of the present trend toward Family Life Education, the investigator tried to analyze all of the items on the check list to determine relationship to the area of Home and Family. In order to facilitate this analysis, the 30 items in Section III in the area of Home and Family were analyzed for implications. It was found that problems in this area clustered about problems of competition, conflict, environment, and insecurity. On this basis, an additional 30 problems were judged to be related to Home and Family, as follows: from the areas of, Health and Physical Development, 1; School, 1; Money, Works, the Future, 7; Boy and Girl Relations, 9; Relations to People in General, 5; Self-centered Concerns, 7.

In attempting to achieve the purposes set up in this study, Home and Family Living will be identified separate from the area of Home and Family. Home and Family Living will include 30 problems in Section III of the Mooney Problem Check List in the area of Home and Family and an additional 30 problems judged by the investigator to be related to Home and Family Living.

The check lists administered by the investigator in Chicago and those received from Claremore, Oklahoma, were tabulated and analyzed as follows:

1. Frequency and per cent of student recognition on all items.
2. Comparison of per cent of student recognition of Claremore with Chicago on all items.
3. Frequency and per cent of student recognition in area of Home and Family and Home and Family Living.
4. Comparison of per cent of student recognition in area of Home and Family with Home and Family Living.

CHAPTER IV  
ANALYSIS OF DATA

The data collected in this study are reported in two sections. The first section relates to all seven problem areas of the Check List. The second relates to items concerned with home and family living.

Analysis of Data from All Seven Areas of the Check List

The first step in the analysis of the data was to calculate the per cent of the 106 ninth-grade girls in the Chicago High School and the 61 ninth-grade girls in the Claremore High School who underlined the 210 items on the Mooney Problem Check List: Junior High School Form. The percentage of students underlining each item, along with the differences between the two school populations, are set forth in Table I.

Table I reveals a remarkable similarity between the problems recognized by the two groups of students. In well over half of the items underlined, the differences in the per cent of students underlining them were less than five. Many of the differences were negligible. Among the high ranking items, "Wanting to earn some of my own money" and "Afraid to speak up in class" were underlined by an almost equal per cent of students in both schools. A high degree of similarity can also be noted for the following items underlined by 20% or more of the students.

- Being nervous
- Being stubborn
- Having to ask parents for money
- Trying to stop a bad habit
- No place to entertain friends
- Not getting enough sleep
- Taking things too seriously
- Not allowed to have dates
- Embarrassed by talk about sex

The high degree of similarity between the problems recognized by students in two widely different communities leads one to suspect that the problems of ninth grade girls may be pretty much the same wherever they may live.

Other similarities can be noted from Table I in relation to other groups of items.

TABLE I  
COMPARISON OF PROBLEMS RECOGNIZED BY NINTH GRADE GIRLS  
IN TWO DIFFERENT COMMUNITIES

Area	No.	Item	Percent of Students		Diff.
			Chicago	Claremore	
MWF	52	Wanting to earn some of my own money	46.23	44.26	1.97
SC	34	Being afraid of making mistakes	40.81	57.38	16.57
S	150	Afraid to speak up in class	40.81	39.34	1.47
PG	168	Losing my temper	35.85	40.98	5.13
HPD	73	Overweight	35.85	27.87	7.98
S	147	Trouble with oral reports	34.91	22.95	11.96
MWF	53	Wanting to buy more of my own things	33.02	16.39	16.63
S	7	Afraid of tests	33.02	26.23	6.79
SC	31	Being nervous	32.08	32.78	.70
PG	96	Wanting a more pleasing personality	31.13	60.66	29.53
HPD	39	Poor complexion or skin trouble	29.25	36.06	6.81
PG	63	Feelings too easily hurt	29.25	37.70	8.45
PG	169	Being stubborn	29.25	27.87	1.38
MWF	17	*Having to ask parents for money	28.30	27.87	.51
S	41	Afraid of failing in school work	27.36	21.31	6.05
S	80	Not smart enough	27.36	19.67	7.69
HF	119	*Parents old-fashioned in their ideas	27.36	19.67	6.75
SC	67	Trying to stop a bad habit	26.42	26.23	.19
BG	126	*No place to entertain friends	26.42	26.23	.19
MWF	18	*Having no regular allowance	24.53	27.87	3.34
PG	134	*Missing someone very much	24.53	27.87	3.34
S	184	Not interested in certain subjects	23.56	21.31	2.25
HPD	2	Don't get enough sleep	22.64	22.95	.31
SC	32	Taking things too seriously	22.64	22.95	.31
BG	93	*Not allowed to have dates	22.64	24.59	1.95
MWF	156	*Needing a job during vacations	22.64	19.67	2.97
S	42	Trouble with arithmetic	21.70	11.48	10.22

TABLE I (CONTINUED)

Area	No.	Item	Percent of Students		Diff.
			Underlining Items		
			Chicago	Claremore	
BG	92	*So often not allowed to go out at night	21.70	26.23	4.53
BG	200	Embarrassed by talk about sex	21.70	22.95	1.25
SC	206	*Sometimes lying without meaning to	21.70	11.48	10.22
MWF	88	Needing to find a part-time job	20.75	18.03	2.72
SC	33	Getting too excited	20.75	16.39	4.36
HF	120	*Unable to discuss certain problems at home	20.75	18.03	2.72
HPD	143	Trouble with my eyes	20.75	32.78	12.03
SC	210	*Finding it hard to talk about my troubles	20.75	18.03	2.72
PG	30	Wishing people liked me better	19.81	36.06	16.25
HPD	40	Not good looking	19.81	42.62	22.81
HPD	72	Often not hungry for my meals	19.81	29.50	9.69
HPD	107	Catching a good many colds	19.81	19.03	.78
S	113	So often feel restless in classes	19.81	29.50	9.69
SC	137	Daydreaming	19.81	26.23	6.42
SC	138	Forgetting things	19.81	26.23	6.42
MWF	194	Wondering if I'll ever get married	19.81	31.14	11.33
BG	196	Learning how to dance	19.81	40.98	21.17
HPD	3	Have trouble with my teeth	18.87	31.13	12.26
S	10	Not interested in books	18.87	16.39	2.48
SC	105	Sometimes wishing I'd never been born	18.87	19.67	.80
BG	128	Trouble in keeping a conversation going	18.87	42.62	23.75
HF	152	*Not getting along with a brother or sister	18.87	16.39	2.48
BG	163	Boy friend	18.87	27.87	9.00
BG	197	Keeping myself neat and looking nice	18.87	26.23	7.36
PG	27	Bashful	17.93	34.42	16.49
HPD	38	Having poor posture	17.93	22.95	5.02
S	44	Slow in reading	17.93	14.75	3.18
HPD	74	Underweight	17.93	22.95	5.02
MWF	121	Choosing best subjects to take next term	17.93	14.75	3.18
S	43	Trouble with spelling or grammar	16.98	4.92	12.06
MWF	192	Not knowing what I really want	16.98	16.39	.59
S	79	Worried about grades	16.04	21.31	5.27
MWF	122	Deciding what to take in high school	16.04	11.48	4.56
PG	132	Wanting to be more like other people	16.04	14.75	1.29
S	6	Getting low grades in school	15.09	13.11	1.98
MWF	51	Too few nice clothes	15.09	21.31	6.22
BG	91	*Nothing interesting to do in my spare time	15.09	9.84	5.25
SC	102	Worrying	15.09	19.67	4.58
SC	140	Not taking some things seriously enough	15.09	14.75	.34

TABLE I (CONTINUED)

Area	No.	Item	Percent of Students		Diff.
			Underlining Items		
			Chicago	Claremore	
HF	13	*Worried about someone in the family	14.15	9.84	4.31
HPD	36	Too short for my age	14.15	18.03	3.88
BG	59	Dating	14.15	36.06	21.91
HPD	106	Often have a sore throat	14.15	11.48	2.67
HF	155	*Wanting to live in a different neighborhood	14.15	6.56	7.59
PG	166	Getting into arguments	14.15	13.11	1.04
SC	171	Feeling ashamed of something I've done	14.15	19.67	5.52
MWF	195	Wondering what becomes of people when they die	14.15	9.84	4.31
HF	14	*Parents working too hard	13.21	13.11	.10
PG	61	Being teased	13.21	19.67	6.46
BG	95	Wanting to know more about boys	13.21	18.03	4.82
HPD	145	Getting tired easily	13.21	16.39	3.18
S	148	Trouble with written reports	13.21	4.92	8.29
BG	165	Deciding whether to go steady	13.21	18.03	4.82
PG	170	*Hurting people's feelings	13.21	14.75	1.54
PG	201	Being jealous	13.21	14.75	1.54
PG	202	Disliking someone	13.21	13.11	.10
PG	203	Being disliked by someone	13.21	14.75	1.54
BG	22	*Not allowed to run around with the kids I like	12.26	14.75	1.49
BG	25	*Too little chance to do what I want to do	12.26	16.39	4.13
SC	68	Sometimes not being as honest as I should be	12.26	11.48	.78
MWF	86	Restless to get out of school and into a job	12.26	14.75	2.49
MWF	89	*Having less money than my friends have	12.26	16.39	4.13
S	115	Teachers not practicing what they preach	12.26	11.48	.78
MWF	123	Wanting advice on what to do after high school	12.26	16.39	4.13
BG	161	Not knowing what to do on a date	12.26	29.50	17.24
SC	172	*Being punished for something I didn't do	12.26	13.11	.85
S	185	Made to take subjects I don't like	12.26	9.84	2.42
HF	187	*Talking back to my parents	12.26	19.67	7.41
SC	207	*Can't forget some mistakes I've made	12.26	19.67	7.41
HPD	5	Not getting outdoors enough	11.32	11.48	.16
MWF	19	*Family worried about money	11.32	16.39	5.07
S	76	Not spending enough time in study	11.32	21.31	9.99
S	78	Can't keep my mind on my studies	11.32	24.59	13.27
HF	81	*Being treated like a small child at home	11.32	9.84	1.48

TABLE I (CONTINUED)

Area	No.	Item	Percent of Students		Diff.
			Underlining Item		
			Chicago	Claremore	
MWF	124	Wanting to know more about college	11.32	19.67	8.35
SC	136	Being careless	11.32	13.11	1.79
HF	186	*Clash of opinions between me and my parents	11.32	8.20	3.12
SC	208	*Can't make up my mind about things	11.32	19.67	8.39
HPD	1	Often have headaches	10.38	24.59	14.21
MWF	16	Spending money foolishly	10.38	19.67	9.29
BG	23	*Too little chance to go to parties	10.38	21.31	10.93
PG	26	Slow in making friends	10.38	9.84	.54
HPD	37	Too tall for my age	10.38	8.20	2.18
S	45	Trouble with writing	10.38	6.56	3.82
MWF	55	*Too little spending money	10.38	21.31	10.93
BG	57	Boys don't seem to like me	10.38	22.95	12.57
BG	60	Not knowing how to make a date	10.38	9.84	.54
HF	82	*Parents favoring a brother or sister	10.38	9.84	.54
MWF	87	Not knowing how to look for a job	10.38	13.11	2.73
SC	101	Not having as much fun as other kids have	10.38	13.11	2.73
SC	103	Having bad dreams	10.38	8.20	2.18
BG	130	Not sure about proper sex behavior	10.38	13.11	2.73
S	149	Poor memory	10.38	14.75	4.37
HF	153	*Not telling parents everything	10.38	18.03	9.29
BG	164	Deciding whether I'm in love	10.38	13.11	2.73
HPD	176	Nose or sinus trouble	10.38	8.20	2.18
PG	204	Keeping away from kids I don't like	10.38	11.48	1.10
SC	209	*Afraid to try new things by myself	10.38	18.03	7.65
HF	83	*Parents making too many decisions for me	10.38	9.84	1.10
HPD	4	Not as healthy as I should be	9.43	18.03	8.60
S	8	Being a grade behind in school	9.43	1.64	7.79
HF	50	*Parents not understanding me	9.43	9.84	.41
MWF	54	Not knowing how to buy things wisely	9.43	11.48	2.05
PG	62	Being talked about	9.43	11.48	2.05
HPD	109	Often have pains in my stomach	9.43	11.48	2.05
HF	151	*Family quarrels	9.43	9.84	.41
HPD	179	Too clumsy and awkward	9.43	9.84	.41
S	181	Dull classes	9.43	9.84	.41
HF	188	*Mother	9.43	4.92	4.51
HF	84	*Parents expecting too much of me	8.50	9.84	1.34
HF	85	*Wanting things my parents won't give me	8.50	13.11	4.61
PG	97	Being made fun of	8.50	6.56	1.94
SC	104	Lacking self-confidence	8.50	19.67	11.17
S	114	Not getting along with a teacher	8.50	8.20	.30
PG	131	Awkward in meeting people	8.50	14.75	6.25
PG	133	*Feeling nobody understands me	8.50	13.11	4.61

TABLE I (CONTINUED)

Area	No.	Item	Percent of Students		Diff.
			Chicago	Claremore	
HF	154	*Wanting more freedom at home	8.50	13.11	4.61
S	182	Too little freedom in classes	8.50	4.92	4.58
HF	189	*Father	8.50	4.92	3.58
PG	205	*No one to tell my troubles to	8.50	8.20	.30
S	9	Don't like to study	7.55	19.67	12.12
HF	15	*Never having any fun with mother or dad	7.55	8.20	.65
PG	28	Being left out of things	7.55	14.75	7.20
SC	35	Failing in so many things I try to do	7.55	22.95	15.40
HF	49	*Parents separated or divorced	7.55	9.84	2.29
BG	58	Going out with the opposite sex	7.55	32.78	25.23
SC	66	Getting into trouble	7.55	16.39	8.84
PG	100	*People finding fault with me	7.55	8.20	.65
HF	118	*Parents not trusting me	7.55	18.03	10.48
BG	127	Ill at ease at social affairs	7.55	4.92	2.63
MWF	160	Wondering if I've chosen the right vocation	7.55	1.64	5.91
SC	174	Thinking about heaven and hell	7.55	11.48	3.93
SC	175	Afraid God is going to punish me	7.55	4.92	2.63
HF	190	*Wanting to run away from home	7.55	4.92	2.63
BG	198	Thinking too much about the opposite sex	7.55	18.03	10.48
PG	29	Never chosen as a leader	6.60	16.39	9.79
HF	48	*Mother or father not living	6.60	6.56	.04
PG	64	Too easily led by other people	6.60	26.23	9.63
HPD	71	Not eating the right food	6.60	16.39	9.76
HPD	110	Afraid I might need an operation	6.60	3.28	3.32
S	111	Don't like school	6.60	8.20	1.60
MWF	125	Wanting to know more about trades	6.60	1.64	4.96
PG	135	Feeling nobody likes me	6.60	14.75	8.15
MWF	158	Needing to decide on an occupation	6.60	9.84	3.24
MWF	159	Needing to know more about occupations	6.60	1.64	4.96
PG	167	Getting into fights	6.60	1.64	4.96
SC	173	*Swearing, dirty stories	6.60	3.28	3.32
SC	69	Giving in to temptations	5.66	21.31	15.65
HPD	75	Missing too much school because of illness	5.66	3.28	2.38
HF	116	*Being criticized by my parents	5.66	8.20	2.54
HF	117	*Parents not liking my friends	5.66	8.20	2.54
HPD	144	Smoking	5.66	3.28	2.38
BG	162	Girl Friend	5.66	3.28	2.38
S	183	Not enough discussion in class	5.66	6.56	.90
MWF	20	*Having no car in the family	4.72	4.92	.20
HF	46	*Sickness at home	4.72	6.56	1.84
BG	56	Girls don't seem to like me	4.72	6.56	1.84

TABLE I (CONTINUED)

Area	No.	Item	Percent of Students		Diff.
			Underlining Item		
			Chicago	Claremore	
PG	65	Picking the wrong kind of friends	4.72	11.48	6.76
BG	94	Wanting to know more about girls	4.72	6.56	1.84
PG	99	Being treated like an outsider	4.72	8.20	3.48
HPD	108	Often get sick	4.72	8.20	3.48
BG	129	Not sure of my social etiquette	4.72	3.28	1.44
S	146	Textbooks hard to understand	4.72	6.56	1.84
HPD	178	Not being as strong as some other kids	4.72	4.92	.20
BG	199	Wanting more information about sex matters	4.72	8.20	3.48
HF	11	*Being an only child	3.77	6.56	2.79
HF	12	*Not living with my parents	3.77	6.56	2.79
BG	24	*Not enough time for play and fun	3.77	8.20	4.43
MWF	157	Needing to know my vocational abil- ities	3.77	1.64	2.13
SC	70	Lacking self-control	2.83	13.11	10.28
MWF	90	Having to work too hard for the money I get	2.83	.00	2.83
PG	98	Being picked on	2.83	4.92	2.09
SC	139	Being lazy	2.83	3.28	.45
HPD	141	Can't hear well	2.83	1.64	1.19
HPD	142	Can't talk plainly	2.83	1.64	1.19
HPD	177	Trouble with my feet	2.83	8.20	5.37
MWF	191	Afraid of the future	2.83	11.48	8.65
MWF	193	Concerned about military service	2.83	6.56	3.73
S	77	*Too much school work to do at home	1.89	21.31	19.42
S	112	School is too strict	1.89	9.84	7.95
BG	21	*Not allowed to use the family car	.94	4.92	3.98
HF	47	*Death in the family	.94	3.28	2.34
HPD	180	Bothered by a physical handicap	.94	4.92	3.98

\* Problems in the area of Home and Family and 30 additional problems selected on the basis of relation to Home and Family.

When the items underlined by ten per cent or more of the students were studied, 24 were found to have been underlined by almost the same percentage of students in the two communities. These are listed below:

Catching too many colds  
 Sometimes wishing I'd never been born  
 Not knowing what I really want  
 Wanting to be more like other people  
 Getting low grades in school

Not taking some things seriously enough  
 Getting into arguments  
 Parents working too hard  
 Hurting people's feelings  
 Being jealous  
 Disliking someone  
 Being disliked by someone  
 Not allowed to run around with the kids I like  
 Sometimes not being as honest as I should be  
 Teachers not practicing what they preach  
 Being punished for something I didn't do  
 Not getting outdoors enough  
 Being treated like a small child at home  
 Being careless  
 Slow in making friends  
 Not knowing how to make a date  
 Parents favoring a brother or sister  
 Keeping away from kids I don't like  
 Parents making too many decisions for me

The similarity of the items underlined by the two groups of students was also observed when they were compared by areas. These comparisons are reported in Table II in which a comparison has been made of all seven areas indicating the frequency in each area of items underlined by these same ninth grade girls. The table also shows the per cent and mean in each one of the seven areas for the two schools. It is organized by frequency in areas as recognized by Chicago students. The results for Claremore students may be seen by comparing the findings shown in this table. It will be observed that the means are practically the same.

The rank order by areas for Claremore is as follows: Boy and Girl Relations, Relation to People in General, Self-centered Concerns, Health and Physical Development, School; Money, Work and Future; and Home and Family.

TABLE II

COMPARISON OF ALL SEVEN AREAS (210 items) SHOWING NUMBER, PERCENT AND MEAN  
OF ITEMS UNDERLINED BY 9th GRADE GIRLS IN EACH AREA

AREA	Chicago	Claremore	Chicago	Claremore	% Difference	Chicago	Claremore	Difference
	Number		Percent			Mean		
SCHOOL	486	276	16.69	13.50	3.19	4.58	4.52	.06
SELF-CENTERED CONCERNS	461	332	15.79	16.24	.45	4.35	5.44	1.09
MONEY, WORK, AND FUTURE	435	273	14.93	13.35	1.58	4.10	4.48	.38
RELATIONS TO PEOPLE IN GENERAL	426	337	14.62	16.48	1.85	4.02	5.53	1.51
HEALTH AND PHYSICAL DEVELOPMENT	401	293	13.77	14.43	.56	3.79	4.83	1.04
BOY AND GIRL RELATIONS	387	340	13.29	16.63	3.34	3.65	5.57	1.92
HOME AND FAMILY	316	193	10.85	9.44	1.41	2.98	3.16	.18
Total (all areas)	2912	2044	99.91	100.07				6.18
Mean (all areas)						27.47	33.53	0.88

Total based on total number of items underlined in all seven areas by 106 9th grade girls in Chicago

Total based on total number of items underlined in all seven areas by 61 9th grade girls in Claremore

In analyzing the data a study was also made of the differences between the items underlined by the Chicago and Claremore students. Those which were found to be statistically significant are reported in Table III. The formula used in these calculations is the one suggested by McNemar.<sup>1</sup> It is reported below

$$t = \frac{\text{Differences between percentages}}{\sigma^D}$$

The problem of greatest statistical significance is "Too much school work to do at home." This difference has a "t" score of 4.49 which is statistically significant at the one-tenth per cent level of confidence.

Other interesting differences while not statistically significant, appeared. Approximately twice as many Chicago students were concerned about "Sometimes lying without meaning to" and "Wanting to live in a different neighborhood" than were the Claremore students, and half again as many thought their "Parents old fashioned in their ideas." On the other hand approximately twice as many Claremore students were concerned about: "Too little chance to go to parties, "Too little spending money," "Afraid to buy new things," and "Parents not trusting me."

The mean number of items marked on the entire check list is 27 for Chicago girls and 33 items for the girls in Claremore. This is seen in Table II. It seems likely that the items for which significant differences were found, and which are reported in Table III, account for the difference in the mean number of items underlined by the students in the two communities.

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<sup>1</sup>Quinn McNemar, Psychological Statistics, p. 76.

TABLE III

COMPARISON OF ITEMS OF STATISTICAL SIGNIFICANCE AT THREE LEVELS OF CONFIDENCE  
TAKEN FROM ALL SEVEN AREAS

Area No.	Item	Percent of Students Underlining Items			t score	Levels Confidence
		Chicago	Claremore	Difference		
S 77	*Too much school work to do at home	1.89	21.31	19.42	4.498	.1%
PG 96	Wanting a more pleasing personality	31.13	60.66	29.53	3.724	.1%
BG 128	Trouble in keeping a conversation going	18.87	42.62	23.75	3.308	1%
BG 59	Dating	14.15	36.06	21.91	3.283	1%
HPD 40	Not good looking	19.81	36.06	16.25	3.157	1%
BG 196	Learning how to dance	19.81	40.98	21.17	2.949	1%
BG 161	Not knowing what to do on a date	12.26	29.50	17.24	2.759	1%
PG 27	Bashful	17.93	34.42	16.49	2.404	5%
MWF 53	Wanting to buy more of my own things	33.02	16.39	16.63	2.332	5%
PG 30	Wishing people liked me better	19.81	36.06	16.23	2.313	5%
SC 34	Being afraid of making mistakes	40.81	57.38	16.57	2.066	5%
BG 198	Thinking too much about the opposite sex	7.75	18.03	10.28	2.044	5%
HF 118	*Parents not trusting me	7.75	18.03	10.28	2.044	5%

\* Items in the area of Home and Family and 30 additional items selected on the basis of relation to Home and Family Living.

Analysis and Comparison of Data

in the Area of

Home and Family Living

It will be recalled that the items selected for study in this investigation included the 30 items in Section III, "Home and Family," of the Mooney Problem Check List: Junior High School Form, and 30 items appearing in other sections of the Check List and judged by the writer to be closely related to "Home and Family." Step two of the data analysis was to tabulate the frequency and per cent of students in Chicago and Claremore underlining each item. These data are reported in Tables IV and V. In Table VI, the items underlined by the Claremore students are compared with those underlined by the Chicago students.

In studying these tables it will be noted that no one of the 60 problems in Home and Family Living troubles more than 28% of the students, and that some problems are of concern to as few as 1%. This was true of both school populations studied.

Of the items underlined by 20% or more of the students (see Table VI) 8 were common to both groups. These were

Having to ask parents for money  
 Parents old-fashioned in their ideas  
 No place to entertain friends  
 Having no regular allowance  
 Missing someone very much  
 Not allowed to have dates  
 Needing a job during vacations  
 So often not allowed to go out nights

In addition, two items were underlined by 20.75% and 18.03% of the two groups, respectively. These were

Unable to discuss certain problems at home  
 Finding it hard to talk about my troubles

Many other similarities between the two groups can be noted from Table VI.

#### FINDINGS RELATED TO MONEY

In analyzing the problems recognized most frequently of the 60 items relating to Home and Family Living, it was found that six of them were related to money. The problem of greatest concern on the entire check list in the urban study had to do with money. It was found that 12 problems related to money on the entire check list; six (those indicated by \*) in Home and Family Living (60 items) and six outside of this area (150 items). These problems and the numbers of students checking them in each school group are summarized below:

<u>Item</u>	<u>Chicago</u> %	<u>Claremore</u> %
Wanting to earn some money of my own	46.23	44.26
Wanting to buy more of my things	33.02	16.39
*Having to ask parents for money	28.30	27.87
*Having no regular allowance	24.53	27.87
*Needing a job during vacations	22.64	19.67
Needing to find a part-time job	20.75	18.03
*Having less money than my friends have	12.26	16.39
*Family worried about money	11.32	16.39
Spending money foolishly	10.38	19.67
*Too little spending money	10.38	21.31
Not knowing how to buy things wisely	9.43	11.48
Having to work too hard for the money I get	2.83	0.00

It would seem that problems relating to money are important in the lives of young people, and that conflict with parents over such problems may be common. Other items in regard to which conflict with parents may occur frequently are those summarized below.

#### FINDINGS RELATED TO CONFLICTS WITH PARENTS

<u>Item</u>	Chicago \$ <u>Checking</u>	Claremore \$ <u>Checking</u>
Parents old fashioned in their ideas	27.36	19.67
No place to entertain friends	26.42	26.23
Not allowed to have dates	22.64	24.59
So often not allowed to go out nights	21.70	26.23
Not allowed to run around with the kids I like	12.26	14.75
Too little chance to do what I want to do	12.26	16.39
Too little chance to go to parties	10.38	21.31
Parents expecting too much of me	8.50	9.84
Wanting things my parents won't give me	8.50	13.11
Wanting more freedom at home	8.50	13.11

#### FINDINGS RELATED TO LACK OF UNDERSTANDING BETWEEN PARENTS AND YOUNG PEOPLE

Items underlined which seem to indicate that there is a certain amount of lack of understanding and of lack of rapport between young people and their parents are these:

<u>Item</u>	Chicago \$ <u>Checking</u>	Claremore \$ <u>Checking</u>
Unable to discuss certain problems at home	20.75	18.03
Finding it hard to talk about my problems	20.75	18.03

<u>Item</u>	<u>Chicago</u> <u>%</u> <u>Checking</u>	<u>Claremore</u> <u>%</u> <u>Checking</u>
Talking back to my parents	12.26	19.67
Being treated like a small child at home	11.32	9.84
Clash of opinions between me and my parents	11.32	8.20
Parents favoring a brother or sister	10.38	9.84
Parents making too many decisions for me	10.38	11.48
Not telling parents everything	10.38	19.67
Parents not understanding me	9.43	9.84
Family quarrels	9.43	9.84
Mother	9.43	4.92
Feeling nobody understands me	8.50	13.11
Father	8.50	4.92
No one to tell my troubles to	8.50	8.20
Never having any fun with mother or dad	7.55	8.20
Parents not trusting me	7.55	18.03
Wanting to run away from home	7.55	4.92
Being criticized by my parents	5.66	8.20
Parents not liking my friends	5.66	8.20
Not allowed to use the family car	.94	4.92

TABLE IV

PROBLEMS IN HOME AND FAMILY LIVING RECOGNIZED BY  
106 NINTH GRADE GIRLS IN FOODS AND CLOTHING  
CLASSES IN PARKER HIGH SCHOOL,  
CHICAGO, ILLINOIS

Area	No.	Item Stated as	Students	
			Underlining Number	Items Percent
MWF	17	*Having to ask parents for money	30	28.30
HF	119	Parents old fashioned in their ideas	29	27.36
BG	126	*No place to entertain friends	28	26.42
MWF	18	*Having no regular allowance	26	24.53
PG	134	*Missing someone very much	26	24.53
BG	93	*Not allowed to have dates	24	22.64
MWF	156	*Needing a job during vacations	24	22.64
BG	92	*So often not allowed to go out at night	23	21.70
SC	206	*Sometimes lying without meaning to	23	21.70
HF	120	Unable to discuss certain problems at home	22	20.75
SC	210	*Finding it hard to talk about my troubles	22	20.75
HF	152	Not getting along with a brother or sister	20	18.87
BG	91	*Nothing interesting to do in my spare time	16	15.09
HF	13	Worried about someone in the family	15	14.15
HF	155	Wanting to live in a different neighborhood	15	14.15
HF	14	Parents working too hard	14	13.21
PG	170	*Hurting people's feelings	14	13.21
BG	22	*Not allowed to run around with the kids I like	13	12.26
BG	25	*Too little chance to do what I want to do	13	12.26
MWF	89	*Having less money than my friends have	13	12.26
SC	172	*Being punished for something I didn't do	13	12.26
HF	187	Talking back to my parents	13	12.26
SC	207	*Can't forget some mistakes I've made	13	12.26
MWF	19	*Family worried about money	12	11.32
HF	81	Being treated like a small child at home	12	11.32
HF	186	Clash of opinions between me and my parents	12	11.32
SC	208	*Can't make up mind about things	12	11.32
BG	23	*Too little chance to go to parties	11	10.38
MWF	55	*Too little spending money	11	10.38
HF	82	Parents favoring a brother or sister	11	10.38
HF	83	Parents making too many decisions for me	11	10.38
HF	153	Not telling parents everything	11	10.38
SC	209	*Afraid to try new things by myself	11	10.38

TABLE IV (CONTINUED)

Area No.	Item Stated as	Students	
		Underlining Items Number	Percent
HF	50 Parents not understanding me	10	9.43
HF	151 Family quarrels	10	9.43
HF	188 Mother	10	9.43
HF	84 Parents expecting too much of me	9	8.50
HF	85 Wanting things my parents won't give me	9	8.50
PG	133 *Feeling nobody understands me	9	8.50
HF	154 Wanting more freedom at home	9	8.50
HF	189 Father	9	8.50
PG	205 *No one to tell my troubles to	9	8.50
HF	15 Never having any fun with mother or dad	8	7.55
HF	49 Parents separated or divorced	8	7.55
HPD	100 *People finding fault with me	8	7.55
HF	118 Parents not trusting me	8	7.55
HF	190 Wanting to run away from home	8	7.55
HF	48 Mother or father not living	7	6.60
PG	135 *Feeling nobody likes me	7	6.60
SC	173 *Swearing, dirty stories	7	6.60
HF	116 Being criticized by my parents	6	5.66
HF	117 Parents not liking my friends	6	5.66
MWF	20 *Having no car in the family	5	4.72
HF	46 Sickness at home	5	4.72
HF	11 Being an only child	4	3.77
HF	12 Not living with my parents	4	3.77
BG	24 *Not enough time for play and fun	4	3.77
S	77 *Too much school work to do at home	2	1.89
BG	21 *Not allowed to use the family car	1	.94
HF	47 Death in the family	1	.94

\* All items marked with an asterisk are the 30 additional items selected on the basis of relation to Home and Family.

All items not marked are those appearing in Section III "Home and Family" on the Mooney Problem Check List.

TABLE V

PROBLEMS IN HOME AND FAMILY LIVING RECOGNIZED BY  
61 NINTH GRADE GIRLS IN FOODS AND CLOTHING  
CLASSES IN CLAREMORE HIGH SCHOOL,  
CLAREMORE, OKLAHOMA

Area No.	Item Stated as	Students	
		Underlining Number	Items Percent
MWF	17 *Having to ask parents for money	17	27.87
MWF	18 *Having no regular allowance	17	27.87
PG	134 *Missing someone very much	17	27.87
BG	92 *So often not allowed to go out at night	16	26.23
BG	126 *No place to entertain friends	16	26.23
BG	93 *Not allowed to have dates	15	24.59
BG	23 *Too little chance to go to parties	13	21.31
MWF	55 *Too little spending money	13	21.31
S	77 *Too much school work to do at home	13	21.31
HF	119 Parents old-fashioned in their ideas	12	19.67
HF	153 Not telling parents everything	12	19.67
MWF	156 *Needing a job during vacations	12	19.67
HF	187 Talking back to my parents	12	19.67
SC	207 *Can't forget some mistakes I've made	12	19.67
SC	208 *Can't make up my mind about things	12	19.67
HF	118 Parents not trusting me	11	18.03
HF	120 Unable to discuss certain problems at home	11	18.03
SC	209 *Afraid to try new things by myself	11	18.03
SC	210 *Finding it hard to talk about my troubles	11	18.03
MWF	19 *Family worried about money	10	16.39
BG	25 *Too little chance to do what I want to do	10	16.39
MWF	89 *Having less money than my friends have	10	16.39
HF	152 Not getting along with a brother or sister	10	16.39
BG	22 *Not allowed to run around with the kids I like	9	14.75
PG	135 *Feeling nobody likes me	9	14.75
PG	170 *Hurting people's feelings	9	14.75
HF	14 Parents working too hard	8	13.11
HF	85 Wanting things my parents won't give me	8	13.11
PG	133 *Feeling nobody understands me	8	13.11
HF	154 Wanting more freedom at home	8	13.11
SC	172 *Being punished for something I didn't do	8	13.11
HF	83 Parents making too many decisions for me	7	11.48
SC	206 *Sometimes lying without meaning to	7	11.48

TABLE V (CONTINUED)

Area No.	Item Stated as	Students	
		Underlining Items Number	Percent
HF	13 Worried about someone in the family	6	9.84
HF	49 Parents separated or divorced	6	9.84
HF	50 Parents not understanding me	6	9.84
HF	81 Being treated like a small child at home	6	9.84
HF	82 Parents favoring a brother or sister	6	9.84
HF	84 Parents expecting too much of me	6	9.84
BG	91 *Nothing interesting to do in my spare time	6	9.84
HF	151 Family quarrels	6	9.84
HF	15 Never having any fun with mother or dad	5	8.20
BG	24 *Not enough time for play and fun	5	8.20
HPD	100 *People finding fault with me	5	8.20
HF	116 Being criticized by my parents	5	8.20
HF	117 Parents not liking my friends	5	8.20
HF	186 Clash of opinions between me and my parents	5	8.20
PG	205 *No one to tell my troubles to	5	8.20
HF	11 Being an only child	4	6.56
HF	12 Not living with my parents	4	6.56
HF	46 Sickness at home	4	6.56
HF	48 Mother or father not living	4	6.56
HF	155 Wanting to live in a different neighborhood	4	6.56
MWF	20 *Having no car in the family	3	4.92
BG	21 *Not allowed to use the family car	3	4.92
HF	188 Mother	3	4.92
HF	189 Father	3	4.92
HF	190 Wanting to run away from home	3	4.92
HF	47 Death in the family	2	3.28
SC	173 *Swearing, dirty stories	2	3.28

\* All items marked with an asterisk are the 30 additional items selected on the basis of relation to Home and Family.

All items not marked are those appearing in Section III "Home and Family" on the Mooney Problem Check List.

TABLE VI

COMPARISON OF PROBLEMS IN HOME AND FAMILY LIVING  
 RECOGNIZED BY NINTH GRADE GIRLS IN TWO DIFFERENT COMMUNITIES

Area	No.	Item Stated as	Percent of Students		
			Chicago	Claremore	Difference between
MWF	17	*Having to ask parents for money	28.30	27.87	.51
HF	119	Parents old fashioned in their ideas	27.36	19.67	- 6.75
BG	126	*No place to entertain friends	26.42	26.23	- .19
MWF	18	*Having no regular allowance	24.53	27.87	3.34
PG	134	*Missing someone very much	24.53	27.87	3.34
BG	93	*Not allowed to have dates	22.64	24.59	1.95
MWF	156	*Needing a job during vacations	22.64	19.67	- 2.97
BG	92	*So often not allowed to go out at night	21.70	26.23	4.53
SC	206	*Sometimes lying without meaning to	21.70	11.48	-10.22
HF	120	Unable to discuss certain problems at home	20.75	18.03	- 2.72
SC	210	*Finding it hard to talk about my troubles	20.75	18.03	- 2.72
HF	152	Not getting along with a brother or sister	18.87	16.39	- 2.48
BG	91	*Nothing interesting to do in my spare time	15.09	9.84	- 5.25
HF	13	Worried about someone in the family	14.15	9.84	- 4.31
HF	155	Wanting to live in a different neighborhood	14.15	6.56	- 7.59
HF	14	Parents working too hard	13.21	13.11	- .10
PG	170	*Hurting people's feelings	13.21	14.75	1.54
BG	22	*Not allowed to run around with the kids I like	12.26	14.75	1.49
BG	25	*Too little chance to do what I want to do	12.26	16.39	4.13
MWF	89	*Having less money than my friends have	12.26	16.39	4.13
SC	172	*Being punished for something I didn't do	12.26	13.11	.85
HF	187	Talking back to parents	12.26	19.67	7.41
SC	207	*Can't forget some mistakes I've made	12.26	19.67	7.41
MWF	19	*Family worried about money	11.32	16.39	5.07
HF	81	Being treated like a small child at home	11.32	9.84	- 1.48
HF	186	Clash of opinions between me and my parents	11.32	8.20	- 3.12
SC	208	*Can't make up my mind about things	11.32	19.67	8.39
BG	23	*Too little chance to go to parties	10.38	21.31	10.93

TABLE VI (CONTINUED)

Area	No.	Item Stated as	Percent of Students		Difference between
			Chicago	Claremore	
MWF	55	*Too little spending money	10.38	21.31	10.93
HF	82	Parents favoring a brother or sister	10.38	9.84	- .54
HF	83	Parents making too many decisions for me	10.38	11.48	1.10
HF	153	Not telling parents everything	10.38	19.67	9.29
SC	209	*Afraid to try new things by myself	10.38	18.03	7.65
HF	50	Parents not understanding me	9.43	9.84	.41
HF	151	Family quarrels	9.43	9.84	.41
HF	188	Mother	9.43	4.92	- 4.51
HF	84	Parents expecting too much of me	8.50	9.84	1.34
HF	85	Wanting things my parents won't give me	8.50	13.11	4.61
PG	133	*Feeling nobody understands me	8.50	13.11	4.61
HF	154	Wanting more freedom at home	8.50	13.11	4.61
HF	189	Father	8.50	4.92	- 3.58
PG	205	*No one to tell my troubles to	8.50	8.20	- .30
HF	15	Never having any fun with mother or dad	7.55	8.20	.65
HF	49	Parents separated or divorced	7.55	9.84	2.29
HPD	100	*People finding fault with me	7.55	8.20	.65
HF	118	Parents not trusting me	7.55	18.03	10.48
HF	190	Wanting to run away from home	7.55	4.92	- 2.63
HF	48	Mother or father not living	6.60	6.56	- .04
PG	135	*Feeling nobody likes me	6.60	14.75	8.15
SC	173	*Swearing, dirty stories	6.60	3.28	- 3.32
HF	116	Being criticized by my parents	5.66	8.20	2.54
HF	117	Parents not liking my friends	5.66	8.20	2.54
MWF	20	*Having no car in the family	4.72	4.92	.20
HF	46	Sickness at home	4.72	6.56	1.84
HF	11	Being an only child	3.77	6.56	2.79
HF	12	Not living with my parents	3.77	6.56	2.79
BG	24	*Not enough time for play and fun	3.77	8.20	4.43

TABLE VI (CONTINUED)

Area No.	Item Stated as	Percent of Students Underlining Items		
		Chicago	Claremore	Difference between
S 77	*Too much school work to do at home	1.89	21.31	19.42
BG 21	*Not allowed to use the family car	.94	4.92	3.98
HF 47	Death in the family	.94	3.28	2.34

\* All items marked with an asterisk are the 30 additional items selected on the basis of relation to Home and Family.

All items not marked are those appearing in Section III "Home and Family" on the Mooney Problem Check List.

From Table II, which is a comparison of problems by areas, one finds that the area of least concern to students in two very different communities is the area of Home and Family. The mean number marked in this area is 3.05 for both groups together. This is in accord with the findings of a number of research studies cited previously in this study. For emphasis at this point, it will be repeated that in Cowan's study in 1941 he reported that in the area of Home and Family a mean number of two items for 603 high school boys and girls in Stephens-Lee High School, Asheville, N.C.

In appreciation of the trend for specific education for Family Life, a comparison was made of the responses reported in this study to the 30 items in the area of Home and Family on the Check List with the 60 items identified for this study as Home and Family Living. Table VII shows a very interesting comparison.

TABLE VII

INCREASE IN PERCENT OF ITEMS UNDERLINED BY 10 PERCENT OR MORE OF THE STUDENTS IN  
THE AREA OF HOME AND FAMILY LIVING WHEN 30 ADDITIONAL ITEMS ARE  
ADDED TO THE ORIGINAL AREA OF HOME AND FAMILY

Number of Specific Items Underlined by 10% or More of the Students									
Of Total 210 Items		Of 30 Items in Home and Family		Of 60 Items in Home & Fam. Liv.		Difference		Community	Number Students
Number	Percent	Number	Percent	Number	Percent	Number	Percent		
126	100	12	9.52	33	26.27	21	16.75	Chicago	106
136	100	10	7.35	33	24.26	23	16.91	Claremore	61

When the 30 additional items are included, it is evident that the number of problems underlined by 10 per cent or more of the students increased from 12 to 21 for the Chicago students and from 10 to 23 for the students in Claremore. In other words, although adding the 30 selected items to the area of "Home and Family" doubled the total items; it trebled the number of specific items (in this new area of 60 items now called Home and Family Living) underlined by 10 per cent or more of the students. The implication may be that these additional 30 items are of greater pertinence than the original 30.

Another kind of comparison is made in Table VIII.

TABLE VIII

INCREASE IN NUMBERS OF ITEMS UNDERLINED BY STUDENTS IN THE AREA OF  
HOME AND FAMILY LIVING WHEN 30 ADDITIONAL ITEMS ARE  
ADDED TO THE ORIGINAL AREA OF HOME AND FAMILY  
(CHICAGO AND CLAREMORE COMBINED)

Numbers of Items Underlined by All of the Students									Mean Differences			Community	Number Students
Of Total 210 Items		Of 30 Items in Home and Family			Of 60 Items in Home and Family Living			Total Items and 30 Items	Total Items and 60 Items	30 Items & 60 Items			
Number	Mean	Number	Percent	Mean	Number	Percent	Mean						
2912	27.47	316	10.85	2.98	746	25.31	7.04	24.49	20.43	4.06	Chicago	106	
2044	33.50	193	9.44	3.16	497	24.30	8.15	30.34	25.35	4.99	Claremore	61	
4956	29.67	509	10.27	3.05	1213	24.47	7.26	26.62	22.41	4.21	Both	167	

In this table it can be seen that the total number of items underlined in the area of Home and Family Living more than doubled the total number underlined in the area of Home and Family.

## CHAPTER V

## SUMMARY OF FINDINGS AND CONCLUSIONS

Seven generalized findings seem to be warranted by the data.

1. A high degree of similarity was noted between the items underlined by the students enrolled in an urban high school and those enrolled in a rural high school.
2. Two of the items for which a statistically significant difference was found between the two groups of students were included in the area Home and Family Living. These were "Too much school work to do at home" and "Parents not trusting me."
3. The 11 additional items which were found to be statistically significant were not in the area of Home and Family Living.
4. Problems relating to money appear to be common in the lives of young people in two entirely different communities. They vary in seriousness of concern from little or no concern to concern expressed by almost half of the students for the item "Wanting to earn some money of my own."
5. Ten items underlined by approximately 10 per cent of the students or more relate to conflicts with parents over rather specialized items.
6. Twenty items, about half which were underlined by 10 per cent or more of the students, indicated a lack of understanding and lack of rapport between students and their

parents. The two items underlined most frequently by both groups of students were underlined by about 21 per cent of them. These were "Unable to discuss certain problems at home" and "Finding it hard to talk about my problems."

7. When 30 additional items were selected from the areas of the Check List other than Home and Family and combined with the latter, it was found that the number of specific items underlined by 10 per cent or more of the students were trebled; and that the total number of items underlined by students was more than doubled.

#### Conclusions

The data submitted point toward the following possible conclusions, that

1. Most of the problems of concern for ninth grade girls in Home and Family Living seem to be unaffected by residence in urban or rural communities.
2. There seems to be a tendency for ninth grade girls to express concern about problems relating to money, particularly in ways of getting money.
3. There seems to be a tendency for ninth grade girls to express concern about problems relating to unsatisfactory relationship with parents.
4. If the items underlined on the Mooney Problem Check List are to be used as a basis for curriculum planning based on pupil needs, then the items need to be carefully selected

irrespective of the Section in which they are now placed  
on the Check List.

CHAPTER VI  
IMPLICATIONS OF THE STUDY

The chief implication this study has for teachers, in the opinion of the writer, is that the items underlined by the students can be used profitably as a point of departure in planning various units of work; either teaching units or resource units.

Proposed Application of an Accepted Philosophy  
of Family Life Education in the Secondary School

A teaching unit is a classroom guide for teaching an organized body of material. It contains only the materials and activities which the teacher expects to use with a particular class, arranged in the order in which they are to be used. The unit can be written for students and placed in their hands or it can be written for teachers to use with their students.

If teacher-pupil pre-planning is used, and students participate not only in the selection of the unit but also in choosing and organizing content, and in planning the types of activities to be included, the teaching unit cannot be written until after the planning period.

When teachers first attempt unit teaching, it is desirable to have a guide to give them a feeling of security and confidence as they try out a new technique. The author finds herself in this position. She has tried to project the technique into her thinking to such an extent that an automatic response will be possible when she is finally stimulated to activity. To this end, the author has evolved a guide for teacher use

developed around initiatory, developmental and culminating activities. It is based upon five educational principles which may be said to represent "newer trends in education." These functional principles might be stated as: 1) teacher-pupil pre-planning; 2) recognition of the needs and problems of the individual student; 3) use of the problem solving method; 4) provision of many and varied experiences; 5) objective evaluation of learning evidenced by the increased ability of the student to recognize and apply broad generalizations.

This guide is composed of (1) initiatory activities based upon pre-planning to meet individual student needs. Check lists such as the one used in this study might be one of such activities, (2) developmental activities using the problem solving procedure and providing many problem solving experiences, and (3) culminating activities, based upon teacher-pupil evaluation.

### Initiatory Activities

The initiatory activities should serve five functions:

1. Motivate the study of the unit by arousing student interest in it.
2. Provide the students with a common background and orientation for their study.
3. Raise questions and issues which call for further exploration and study.
4. Lead to a recognition, definition, and analysis of the area to be studied.
5. The restatement of the problem should form the basis for the statement of objectives and the development of a plan of action for studying the unit.

A unit of study should begin with teacher-pupil preplanning based on a recognized need. The function of the educational principle of pre-

planning based on a recognized need is initiated by: (1) group recognition of a common problem or experience and (2) development of a discussion based on common problems or experiences, which results in a plan of action for studying the unit. Following the initiatory activities, a re-statement of the problem unit may be necessary. The original statement may not include all factors which the class, after the analysis, considers essential for its solution. Comprehension and balance in the definition, delimitation, and analysis of a problem unit may be secured if the following questions are used as guides:

1. What is the problem?
2. What is its present status and how did it develop? (What do we know? What experiences have students had?)
3. What do we want to achieve?
4. What are the proposals for its solution?
5. What solution seems most promising?
6. What can we do about it?

Initiatory activities include the following:

1. Pretests (to diagnose needs) in relation to:
  - a. Facts
  - b. Attitudes
  - c. Habits, etc.
2. Motion Pictures
  - a. Current films (using reviews in newspapers and discussion for those who were unable to see film)
  - b. Current newsreels
  - c. Adaptations of excerpts of current films to the unit
  - d. 16-mm films issued for school use.
3. Radio and recordings
  - a. Some schools make their own recordings of radio programs which they consider suitable for classroom use. They may be filed and used when appropriate.
    - The U. of Chicago Round Table Discussions
    - The Town Meeting of the Air programs
    - Speeches by outstanding statesmen and authorities
  - b. Buy or rent recordings

4. Field trips or excursions
  - a. In neighborhood
  - b. In community or region
  - c. Summer trips or excursions
5. Books (Unless all students read the same book this experience lacks the commonality considered essential for a good initiatory experience.)
  - a. Non-textbook type (novels, plays, poems, biographies, travel books)
  - b. Suggested by students which class members may see and examine
6. Articles from newspapers and magazines, excerpts from novels and plays which can be read to the class
7. Incidents of current interest affecting family life: political, outstanding theatrical or musical productions, catastrophes, as a fire, flood, automobile accident, election, strike, exhibits, etc., of
  - a. National importance
  - b. Local importance (used with due regard for public opinion)
8. Arranged environment in the room
  - a. Pictures, models and exhibits
  - b. Bulletin-board displays
  - c. Dioramas
  - d. Models of machinery, buildings, airplanes, boats

#### Developmental activities

These activities require the student to collect, evaluate, organize and interpret information. Guiding principles in determining developmental activities are:

1. A wide variety of materials should be used.
2. Provisions should be made for a variety of experiences calling for individual, committee and group work.
3. All activities should be related to the objectives.
4. Opportunity should be provided for student participation in determining what activities shall be undertaken, how the unit shall be developed, the part each student shall play, and the evaluation of student growth.
5. Classroom activities should be organized so that the basic processes of logical and reflective thinking are utilized in all units.

The principles of problem solving should be used in developing a unit of study. The function of educational principle of problem solving should be presented to the students as a technique to use whenever they have a recognized problem to solve. The steps in the scientific approach, reflective thinking or problem solving are listed. They need not be followed in one, two, three order.

1. Recognizing and defining the problem
2. Analyzing the problem into its basic elements and formulating hypotheses for possible solution
3. Collecting relevant data
4. Evaluating data
5. Organizing and interpreting data
6. Drawing conclusions
7. Verifying conclusions
8. Applying conclusions or acting on the basis of conclusions drawn.

Two general types of activities are suggested.

#### I. Gather information

1. Use of library facilities
  - Readers' Guide to Periodical Literature
  - Textbooks for background material
  - Reference books
  - Pamphlets
  - Develop ability to judge the reliability of information
  - Develop knowledge of where to look for accurate and dependable data
2. Note-taking systematically and economically
3. Community resources
  - Interviews with persons in the community
  - Excursions to places of interest--museums, institutions, places of business
  - Community survey
    - Of health resources
    - Of recreational resources
  - Civic leaders, government official, school executives, laborers, professional people, businessmen

4. Use of committees to learn to work with others in small groups as well as in large groups
  - Committee reports by one member
  - Progress report by each member of the committee
5. Literature (Poetry, prose, and drama of classic importance) showing use of propaganda
6. Visual and auditory aids
  - Motion pictures
  - Music
  - Radio and recordings
7. Art and music
  - Exhibits of art collections
  - Prints of famous paintings
  - Pictures of great works of sculpture and architecture
  - Musical appreciation
  - School library of musical records
  - Study of culture through art and music
  - Study of social message through art and music
8. Listening
  - Radio (news broadcasts, public forums, speeches by statesmen, radio advertising)
  - Television
  - Talking motion picture
  - Outline of speech
  - Listen without notes
  - Evaluation report on oral reports
  - Emphasize cause and effect in listening and note-taking

## II. Present information by committees or individuals

1. Panel discussions with 5-8 members with chairman in charge. Panel members may be divided and each member allowed to make a short speech presenting one aspect of the problem.
 

Chairman introduces the problem, states the issues involved, recognizes or calls on the various members, directs the discussion and summarizes the points made.
2. Round tables may be used with 3-4 persons who discuss the problem with one another.
3. Forums and debates in which one or more persons make a formal presentation and then answer questions raised from the floor.
4. Floor talks provide opportunity for young people to develop the ability to speak before a group.
5. Informal discussion in small groups, teacher or student chairman

6. Dramatic presentations
7. Graphic art in form of murals, models, art objects, scrap-books
8. Written papers
  - a. Selecting a topic
  - b. Making a bibliography
  - c. Taking notes
  - d. Organizing the material
  - e. Writing the paper using footnotes, quotations and accepted form

### Culminating Activities

A unit of study should conclude with a teacher-pupil evaluation of the student's ability to recognize and apply learned principles. Two anticipated outcomes of a unit of study are

A. Behavior changes which have taken place in terms of understandings,

value patterns, habits, skills and abilities. Questions we might

ask are:

1. Has progress been made in understanding vocabulary usage and in skill in handling data?

Has progress been made in understanding the importance and effect of data?

2. Have attitudes changed?

Have interests deepened or broadened?

Have appreciations been developed?

3. Has ability been developed to analyze situations?

Has specific skill been acquired in proportion to individual ability?

Have new and effective habits been developed?

B. Generalizations which have been developed on the basis of the information collected. In this regard we might ask ourselves:

1. Has ability been developed to formulate sound generalizations?

2. Has ability been developed to verify generalizations with reliable data?
3. Has ability been developed to apply conclusions to new situations?

These activities may prove useful in providing evidence of changed behavior and new concepts.

1. Tests (written and oral):
  - a. Of generalizations drawn from research and study.
  - b. Of evidences to substantiate generalizations.
  - c. Of changed attitude (Give pre-test again).
  - d. Of self-appraisal.
  - e. Of knowledge seen by student-devised emphasis.
2. Research paper or essay to show:
  - a. Ability to organize.
  - b. Ability to write in a clear and effective manner.
3. Group projects
  - a. Exhibits.
  - b. Movie production.
4. Programs
  - a. Assembly or class.
  - b. Panel discussion.
5. Plays
  - a. Written and produced by group based on documentary or fact-finding method.
  - b. Dramatized from a story.
  - c. Dramatized from an original situation.
6. Activity directly related to problem
  - a. Give a party.
  - b. Open a school bank.
  - c. Buy provisions for class in foods.
7. Community projects
  - a. Letter to newspaper.
  - b. Panel discussion for civic meeting.
  - c. Local radio to publicize findings of unit.
  - d. List of trained speakers from the students to talk on subjects of interest to community.
8. Self-appraisal
  - a. Application of many findings to students' individual problem.
  - b. Show definite application of learning to your own individual problem.
9. Excursions (Which may act as initiatory experiences for the next unit)

### Resource Unit

The resource unit has been found to be even more useful than the teaching guide. It has been defined by Quillen and Hanna<sup>1</sup> as a "preliminary exploration of a broad problem, topic or theme to discover its teaching possibilities." It provides a reservoir from which teachers can draw suggestions and materials for making a teaching unit or preparing for teacher-pupil planning. The value of the resource unit lies in the way it is used. It is made for teacher use; contains many more suggestions than can be used by any one class; covers a broad area from which materials can be drawn; and gives a number of possibilities for achieving the same objectives.

A resource unit may contain findings quoted from research studies from which generalizations, stated as broad concepts, may be drawn. Anticipated outcomes may be stated in terms of understandings, value patterns, attitudes, habits, abilities, knowledge and skills. It can include some initiatory activities, many developmental activities and some culminating activities. It may include a bibliography, actual pamphlets, clippings, listings of movies to use, and actual evaluation devices.

Using the findings of this study, an attempt has been made to work toward the development of a resource unit. Findings quoted from research studies, some generalizations, and a number of discussion problems are stated. These "beginnings" have been included to show what progress can be made toward the development of a feeling of security and confidence on the part of the person using the unit.

Some of the statements and many of the ideas in this explanatory section and in the guide to unit teaching are taken from "Education for Social Competence," by Quillen and Hanna.

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<sup>1</sup> James I. Quillen and Lavone A. Hanna, Education for Social Competence, p. 185.

Possible Guide for Teacher Use in a Unit on Home and Family Living

Problem: How can we establish satisfactory relationships with our parents in regard to money?

Generalizations

1. Most children in our culture tend to have need for money just as adults do, but not to the extent adults do. This need tends to become increasingly greater as children grow older.
2. Experience in spending money tends to help people develop money values.
3. Children tend to profit by experiences gained in spending, saving, earning, borrowing and loaning money when they are permitted to suffer, or profit by, the consequences of their choice.
4. Experience in earning money tends to help people develop and appreciate money values.
5. Individual student need for money is likely to increase when he enters high school.
6. Allowances for children are likely to vary with what the family can afford. One way to decide on the amount of the child's allowance seems to be to make a list of things for which he needs money; then include some money related to his own personal satisfactions.
7. When the child looks upon his allowance in the nature of a "right" or "privilege" rather than a wage, he has earned the privilege of recognized membership in the family. More than likely an allowance is a symbol of his status.
8. Children in some families, more than in others, must work and contribute their earnings to the family funds.
9. Savings may be more easily begun when the child spontaneously seeks some purchase beyond his current means, but which seems to be attainable through savings.
10. Through discussion of family resources, expenses, plans and goals, adolescents are more than likely to develop understandings of what can be afforded by each member of the family as an individual.

Discussion Questions:

1. Why do you think you need money?
2. What opportunities are available for ninth grade girls to earn money within the law?
3. Why is baby-sitting a good way for the ninth grade girl to earn money?
4. Why do my parents expect me to turn over to them all the money I earn?
5. How would you use a \$5.00 gift of money?
6. How would you use \$5.00 you earned?
7. How much of the family money has been used for purchases for you particularly this week?
8. Why do you think an allowance would be of help to you?
9. How do you think your father gets along on the amount of money he receives from his earnings?
10. Why do you think families make purchases on the installment plan?
11. What can you do to help your parents solve the family money problems?
12. Why is it necessary for a family to have some money saved?
13. Why do you recommend that your family borrow money? Why do you recommend they borrow from friends or a loan company?
14. How much money have you received this week to use or spend for yourself?
15. How do you think your mother gets along on the amount of money she has available for household expenses?

Problem: How can we go about bettering our relationships with our parents?

Generalizations:

1. It seems to be difficult for parents to give up possession of the children in a family as they mature and grow up.

2. Parents tend to feel a sense of responsibility for the members of their family.
3. The adolescent seems to profit by the experiences gained by independence from his parents and at the same time tends to need the protection provided by his parents.
4. Parents may be more willing to let adolescents have dates if they are in a group where some of the members of the gang or parents of the members of the gang are known.
5. If parents are considered as friends, it is more than likely adolescents will see what fun they can be.
6. If adolescents are able to understand their parents, there is a tendency for parents to have a similar attitude toward their children in turn. If adolescents can look at their parents in the light of parental interests, reactions and hopes, rather than what parents can or can't do for them, there will be better understanding.
7. When children feel that they really belong to the family unit and are partly responsible for its maintenance, they are more likely to have satisfactory relationships with the family members.

#### Discussion Questions

1. How would you feel about it, if you were asked to give up your favorite toys, books or possessions which you may have only recently outgrown?
2. How would you react if you suddenly realized that your younger brother was in extreme danger?
3. How would you and Jack and Jane make the necessary preparations to take care of yourselves and the house while mother and dad are on a pleasure trip away from town for a week?
4. How do you and Mary think you would feel about attending a school dance at the Harrison High School as the only students from Parker High School? (It would take about an hour to make the trip by public transportation.)
5. How do you suppose it is possible for your mother and dad to have a good time with their friends when they are much older than your parents? How do you think

you and your parents could spend an evening together and have fun?

6. What special interests do each of your parents have? Why do you think your dad stopped doing some of the projects he used to enjoy?
7. What was the most recent special duty mother or dad asked you to do? How did you go about the job?
8. What was the most recent favor you asked mother or dad to do for you? How did they go about doing it for you?

Problem: How can I go about resolving conflict between myself and my parents?

Generalizations: (Relating to Conflict)

1. Conflict (is) a painful or unhappy state of consciousness resulting from a clash or contest of incompatible desires, aims, drives, etc. (3)
2. There are four types of "conflict...among the higher animals, including man." (2)
  - a. Between "the living creature,...striving to keep his species alive...and the elemental forces of the physical world whose action is inimical to life." e.g., Man's struggle in the far North against the cold.
  - b. "Between opposing...drives within the organism itself. e.g., the forces within the body functioning to build up and maintain physical well-being and those breaking down tissue.
  - c. "The struggle for existence between the various forms of life." e.g., man's struggle against bacteria and germs.
  - d. Between higher animals and between men who "tend to live in a social organization." e.g., men adhering to democratic form of government against communism.
3. "In most situations involving human relationships, elements of conflict are present. Marriage and family relationships are no different from other human relationships in this respect. Whenever two or more individuals attempt to live peaceably and pleasantly together, adjustments must be made." (4)

4. "One person who is selfish and demanding, or thoughtless and inconsiderate of the rights of others, can create constant friction and unpleasantness." (4)
5. "In the case of interpersonal conflicts it is a matter of common observation to note that when there is difference of opinion, one is often spurred to greater action to 'win' or to 'prove one's point,' than if no such stimulation were present. Within the child's world, 'proving one's point,' analyzing the variables of a given situation, seeking truth, it may be hypothesized, gives children confidence in that which they do profess to know." (5)
6. "Neuroses arise from severe emotional conflicts not properly dealt with." (5)
7. There are three general ways in which one can deal with conflict. (4)
  - a. By working out a solution whereby each person involved gets what he wants.
  - b. By compromise, wherein each person involved gets some of the things he wants and give up some of the things he wants, accepting the fact that there are some things he can't have.
  - c. By continuing to feel tense and unhappy.
8. "If we acquire skills which enable us to understand the learning process of others, we may hypothesize that we would be less subject to aggression when their value systems are in conflict with our own." (6)
9. "Results from research...suggest that children who are given an opportunity to learn how others learn to behave have greater success in their interpersonal relations with teachers, school mates, and parents." (6)
10. "Learning how to act whenever there is conflict so as to avoid an excessive amount of frustration, anxiety, and guilt serves as immunization against maladjustment...." (6)
11. "Philosophy is the attempt of any period to understand what the men of that period are fighting about. Fighting is the attempt to solve problems (resolve conflicts) without understanding them; while philosophy

tries to solve the same problems by understanding them. Men fight only when they have not understood their differences. We resort to force only when we are unwilling to think issues through." (1)

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5. Sargent, S. Stansfeld. The Basic Teachings of the Great Psychologists, Garden City, New York: Halcyon House, 1948, p. 179.
6. Walters, James Coates. Conflicts: Their Relation to Learning Theory, Unpublished paper, 1949, p. 9.

## FINDINGS FROM RESEARCH

The average teacher or curriculum committee member frequently has difficulty in locating facts from the findings of research which remain unaffected by the biased judgment or interpretation of another individual. Assuming this is true, the following statements quoted from research have been gathered for possible use by those who may be in need of such information. Research findings have been included pertaining to Money, Inter-relationships, Good Adjustment, Social Behavior, and Resolving Conflict. These choices of areas have particular concern for the teacher of ninth grade girls in Home and Family Living. The reader is not to imply that these quotations represent a complete list of statements from any one or all of the areas listed. They represent an attempt to assemble the findings of research studies available to the average teacher.

The research findings reported below are those which are believed to be useful to the teacher in developing a teaching unit, one of the objectives of which is to help bring about more satisfying relationships between young people and their parents through a discussion of the problems recognized by young people in relation to money. It is interesting to note how inter-related the findings appear to be. Generalizations regarding family relations may appear in studies of money.

Prevey<sup>1</sup> found in her study of fifty boys and fifty girls in the eleventh grade, living in the upper socioeconomic residential district of a midwestern city that:

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<sup>1</sup> Esther Prevey, "A Quantitative Study of Family Practices in Training Children in the Use of Money." Jr. of Ed. Psychology, XXXVI (October, 1945), pp. 411-28.

A definite tendency seems to be indicated in the direction of relationship between childhood experiences which parents provided or encouraged and later ability in money management. Specific types of parental practices which are significantly related to later ability to manage one's financial resources are:

- a. getting out into the world, earning, and accepting responsibility that came with earning experience;
- b. being taken into the family circle to the extent that family financial planning and problems are shared between parent and child.

There is a significant tendency for parents of boys to provide better training in the use of money than parents of girls. Parental encouragement of earning experiences for boys was much greater than girls. More parental provision was made for boys to develop an understanding of family finances than girls.

From findings taken four years later, the four cases scoring highest and lowest scores indicated:

- a. the parents of the high scoring cases but not of the low scoring cases considered learning to save for future needs an important experience for children.
- b. the subjects who were good managers and careful spenders as they grew into adulthood were also good managers and careful spenders during their high school years, while those who were having difficulty as adults in management of incomes presented the same problem during high school.
- c. unsatisfactory family relationships prevailed in the low scoring group while in the high scoring cases there seemed to be more companionship between parents and children and between the parents themselves.

Hoffer<sup>2</sup> found in her study of 137 children, 73 boys and 64 girls, from six through fourteen years of age, living in a typical rural setting, that:

Practically all of the children had had the experience of spending money;...almost two-thirds had had the experience of earning either outside or inside the home; more having earned outside than inside the home.

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<sup>2</sup> Josephine Hoffer, Children's Experiences with Money: A study of rural elementary school children. Unpublished Master's Thesis: Oklahoma A. and M. College, 1949.

Almost three-fourths of the children had had experience in giving;...approximately one-half, had had the experience of lending;...over two-fifths, had had the experience of borrowing;...approximately one-fifth, had had the experience of saving money.

The amount of money earned by the boys during one year both inside and outside the home, ranged from an average of \$1.00 at age six to \$150.00 at age fourteen.

Practically all of the boys and girls were "doled" money by their parents for spending in a specific way;...almost eleven percent, received allowances regularly to manage over a period of time.

Less than two-thirds of the children were permitted to spend their incomes or earnings as they wished; approximately eighty-nine percent of the parents and seventy-four percent of the children believe that children should have money to spend as they choose.

Approximately one-half of the parents and children had worked out a plan together for the children's spending that was satisfactory to both; approximately one-half, were permitted to select their own clothing when it was purchased with the child's earnings.

Block<sup>3</sup> in a study of 528 boys and girls in grades seven to twelve found that:

Most of the conflicts of adolescents with their mothers were due to: differences in thinking regarding personal appearance, habits and manners; vocational, social, recreational and educational choices; the value of certain activities, habits, attitudes, etc. in the attainment of goals; and in difference of philosophy regarding recreational and physical activity.

(Sherman's definition of conflict was used, which says) at a very early period in life each one of us is called upon to make adjustments. Our desire is to meet these successfully, but often our attempts to adjust are unsatisfactory. This discrepancy between desire and attainment is conflict. Every conflict requires some sort of solution.

Problems which seemingly are the source of disturbance to a large percentage of girls are the basis of disturbance to only a small percentage of boys and vice versa.

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<sup>3</sup> Virginia Lee Block, "Conflicts of Adolescents with their Mothers," Jr. of Abnormal and Soc. Psych., XXXII (July, 1937), pp. 193-206.

The largest percent of conflicts was reported by 7th and 8th grade students and the lowest percent by 11th and 12th grade when boys and girls were considered together.

Results of observation of behavior and interviews after a year of work with children, mothers, and teachers would give reason for these conclusions:

- a. Students were happier, better adjusted socially and scholastically in school and out than before.
- b. Parents of children understood each other better.
- c. School and home were more directly coordinated.
- d. Teachers and other members in the family profited by the readjustment procedures as well as the children.

In a study using thirty-three children and their parents in the pre-school laboratories of Broadoaks School of Education, Whittier College, Baruch<sup>4</sup> found:

Certain items reported in the interparental relationships were significantly related to child adjustment. These were: tensions over sex, over ascendance-submission, over lack of consideration; lack of co-operation on the upbringing of the child, extra-marital relations, tensions over health, inability to talk over differences to mutually acceptable solution, tension over insufficient expression of affection; tension over friends, over work and over relatives.

Tensions over sex and over ascendance-submission appeared to be most appreciably related to child adjustment.

More items in the mother's background appeared significantly related to the child's adjustment than in the father's.

When needs of the marriage partners were conflicting making for discord and tension, the marital situation did not always seem hopeless... Learning and emotional realization could lead to a revision of past attitudes, feelings and desires so that these did not need to remain inevitable the form of hampering "old patterns," but could instead be reshaped as it were, into other patterns which might function dynamically away from conflict toward closer accord.

The following items reported in the interparental relationships did not appear significantly related to child adjustments:

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<sup>4</sup> Dorothy Baruch, "A Study of Reported Tension in Interparental Relationships as Co-existent with Behavior Adjustment in Young Children." Jr. of Ex. Ed., VI (Dec., 1937), pp. 187-204.

tensions over leisure pursuits, criticalness of the partner, tensions over finances, and over differences in tastes.

Howard,<sup>5</sup> from a study of 117 students at Smith College, emphasized what others have pointed out by saying "difficulties during adolescence are of a different type from those encountered at other ages." He reported:

46% of the girls had problems which may be considered as precipitated by the emotional difficulties of adolescence...The adolescent problems can be stated as:

- A. conflict over augmentation or continuation of unsolved family ties.
- B. reactions due directly to the strength of instinct
  - 1. anxiety
  - 2. adolescent guilt and depression
- C. problems representing attempts at solution of the conflict between instinctual drives and social demands.
  - 1. attempts at solution by rebellion against social restrictions, as against work and routine.
  - 2. attempts at solution by recoil from the instinctual demands.
    - a. adolescent asceticism and intellectualism
    - b. masculine identification as a means of avoiding heterosexual conflicts.
    - c. reversion to the "security" of earlier family ties.

Help that tends to increase the tendency to avoid facing the conflict by repressing it, greatly increases the probability that the solution will be a neurotic one.

Stout and Langdon<sup>6</sup> determined to find out what in family life helps children to be well adjusted. They used 158 well adjusted children from 158 families in Milwaukee, Wisconsin, for the study. The conclusion was:

No one procedure, no group of techniques can be reliably designated as the one way by which the good adjustment of these children was achieved, since good adjustment allegedly resulted

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<sup>5</sup> Edgerton McC. Howard, "Analysis of Adolescent Adjustment Problems," Mental Hygiene, XXV (July, 1941), pp. 263-91.

<sup>6</sup> Irving W. Stout and Grace Langdon, "A Study of the Home Life of Well Adjusted Children." Jr. of Ed. Sociol., XXIII (April, 1950), pp. 442-60.

from them all. Family relationships stand out as weaving together into a family pattern the practices, procedures, and techniques described--weaving them into patterns so diversified that not in the pattern itself can be found the cause of good adjustment since it comes from them all. The attitudes toward the child seemingly become, then, for these 158 children the explanatory factor--love and affection, being wanted, being appreciated, trusted, being accepted as a person, being looked upon with respect as an individual.

Van Waters<sup>7</sup> said:

The home has primary tasks to fulfill for its young: to shelter and nourish infancy in comfort, without inflicting damage or premature anxiety; to enable the child to win health, virility, and social esteem; to educate to meet behavior codes of the community, to respond effectively to human situations...finally the home has as its supreme task the weaning of youth...In the biologically healthy family the father is dominant but not cruel or mean; he has initiative in family affairs, in his work and in social relations...the mother is a satisfied woman..this mother will desire the welfare of her child without selfishness, whims, hypocrisy or pretense. Both parents will genuinely love and enjoy children, will seek to understand them, will have respect for their unfolding personalities...no home is unfit if there is harmony between the parents and the children wisely loved.

Myers<sup>8</sup> said:

In addition to many relationships involved in the supervision and discipline of children, there are numerous other parent attitudes and practices which are of vital importance in determining the adjustment of pupils. Irrespective of the fact, parents often do not actually act as their children say they do, still if a child feels that his parents behave in a certain way, the effect upon his emotions and point of view is the same as though the behavior really occurred.

The indications are that relations between parents are not as influential in determining the adjustment of younger children as they are in determining the adjustment of older children.

It is generally assumed and verified in this study that when the relations between parents are friendly and cooperative,

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<sup>7</sup> Miriam Van Waters, Youth in Conflict, pp. 63-7

<sup>8</sup> Theodore R. Myers, Intra-family Relationships and Pupil Adjustment. Contributions to Education, No. 651, Teacher's College, Columbia University, 1935.

when parents show affection, kindness, thoughtfulness, consideration, and courtesy toward each other, and when parents share equally in the direction and management of the home that the home relationships are favorable to the development of the well-adjusted children.

Conflicts of various sorts, disputes, quarrels, arguments and disagreements, lack of consideration, domination, of one parent over the other, and indifference on the part of one parent toward the other are assumed to lead to the development of poorly adjusted children. The data for grades 9-12 and grades 7-8 bear out these assumptions in nearly every case.

Not to receive spending money regularly is associated with poor adjustment for both older and younger pupils. 68% of the poorly adjusted pupils in grades 9 to 12 and 67% of the poorly adjusted pupils in grades 7 and 8 report that they do not receive spending money regularly. Of the well-adjusted pupils 38% in grades 9 to 12 and 50% in grades 7 and 8 do not receive spending money regularly.

For pupils in grades 9 to 12, the percentages indicate that when the parents pay little attention to the activities of the pupil, and when they attempt to direct everything the pupil does, there is an association with poor adjustment. 45% of the poorly adjusted pupils report that their parents attempt to direct all their activities, whereas but 17% of the well adjusted pupils report in this manner. A significantly larger percentage of pupils in the well-adjusted group in grades 9 to 12 report that their mothers and fathers supervise only the essential or the important things they do.

Buhler<sup>9</sup> of the University of Vienna points out that there are two main aspects about which we can organize the presentation of facts relative to the social behavior of children; the developmental aspects and the aspect of social types and situations. The first gives a longitudinal view of the facts and of the successive stages in the general sequence of maturation. The materials have been justified and in constant use on this first aspect. She asks, "What do we know about normal types of social behavior in childhood and adolescence?" She says:

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<sup>9</sup> Charlotte Buhler, "The Social Behavior of Children," pp. 374-416, in Carl Murchison, Editor, Handbook of Child Psychology.

This problem has not yet been studied in the same degree of thoroughness and detail as the first. In the following presentation of the problem we endeavor to emphasize facts which have been observed, not theories. We enter the discussion of the above-mentioned problem merely by pointing out those facts which may in the future help to solve it.

Buhler collected data in a study of infants in the second half-year of life, observed and described three types of social behavior in babies of this age.

These types were called the socially blind, the socially dependent, and the socially independent behavior. The criteria are the following:

- a. The socially blind infant behaves in the presence of another child as if nobody were present; he looks at the other without any emotion, he takes toys, plays, and moves without any regard for the other child; he does not pay any attention to the other's movements; he is neither impressed nor interested in the other's presence or activities.
- b. The socially dependent, on the contrary, is deeply impressed by the other's presence and activities; he can either be inhibited or else be stimulated by the other's presence. In the first case, he will not move, will watch the other or copy him, will obey him, and sometimes even give signs of fear in front of him; in the second case, he will display in front of the other, will demonstrate objects and gestures, will try to rouse the other, and sometimes will even get enthusiastic and excited. In both cases all his movements are dependent on the presence of the other child; he observes the effect of his behavior on the other and carefully watches the other's reactions.
- c. The third type is still different. The socially independent child is one who--though aware of the other's presence and responsive to his behavior--yet does not seem dependent on him, is neither intimidated nor inspired. He reacts to the other, wards him off when necessary, yet never becomes aggressive himself. He may or may not join the other in play, is not inconsiderate, but sometimes even consoles the other, encourages him, takes part in his activities; yet, with all that, he remains independent in his movements; for instance, he may suddenly turn away and do something for himself.

These three types were observed with infants from six to eighteen months of age. They occurred independently of whether or not the children had had previous contacts with others, also independently of whether or not they were only children, independently also of their home conditions, and even of their

nationalities, as these studies were made in an immigrant neighborhood of New York. Thus it seems very probable that these typical attitudes depend on a primary disposition and not on environmental conditions.

Another way to distinguish types is to observe types of contacts within a group. Reininger and Rombach found as reported by Buhler:

From the beginning of the new group life, the shy and uncertain child clings to the self-assertive; and this relationship in which protection, motherly attitudes, despotism, dominance, and submission play their respective roles, is found to be a very definite type which recurs in all children's communities.

A second type of contact is a devotion of a certain kind. The object of the devotion is characterized as a gentle, friendly, and attractive fellow who himself is not particularly social, not particularly eager to make friends, but who in spite of this indifference, soon becomes the center of a swarm and the object of many advances. All children seem to like him, they wish to sit near him, to serve him. He is not a leader and never becomes active in this group, he is merely an attractive center.

The role which the child plays in a children's community, is from the beginning a rather definite one. The observer soon distinguishes the protective type, the beloved or popular child, the leader, the despot, and the socially unsuccessful child.

Types of leadership have been characterized by Winkler-Hermaden as: the sovereign, the pedagogue, and the "apostle." While the sovereign is a more egocentric type who is admired and followed on account of his own suggestive personality, the pedagogue is a leader of a more unselfish type who is absorbed in the care of his group. The apostle, finally centers on an objective aim, towards which he leads; his leadership is of a more impersonal character.

Social behavior may also be considered in regard to types of temperament, intelligence, character. Social behavior is not merely a simple functioning of one of the three types we have described. But, a certain personality may appeal to one group as a leader and not to another. Thus, whether a certain type becomes a leader or not depends not merely on the person's character, temperament, intelligence, and further qualities but also on the needs of the respective community.

Buhler says that Hollingworth, in her study of gifted children, reports a very interesting case of a boy who did not stand out at all but was very solitary among his first school playmates and yet immediately became a leader when placed in another

class. The trouble was that in the first community he was so much ahead of the others that he had practically no relationships with his comrades at all, while the second group was able to appreciate him. Hollingworth draws the conclusion that "the leader is likely to be more intelligent, but not too much more intelligent, than the average of the group led."

It will be remembered that at the beginning of this chapter the writer's objective was to work toward the development of a resource unit. In her estimation only a small beginning has been made, albeit it is a significant one in her own personal development. If this beginning serves to stimulate others and herself to further effort in the area of home and family living it shall have fulfilled the purpose of the writer.

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