

CONTRIBUTIONS OF THE HOME AND FAMILY LIFE EDUCATION PROGRAM
TO THE GENERAL EDUCATION PROGRAM
IN THE TULSA JUNIOR HIGH SCHOOLS

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CHAPTER I

THE PROBLEM

In a desire to make education functional in preparing the learner adequately to meet life's problems, attention has been focused on the well-rounded development of the individual. Educators have turned to various areas of activity such as the field of Home and Family Life Education with the question, "What are the educational experiences which this field can best give?"

I. THE PROBLEM

Statement of the Problem. The purpose of this problem is to show how Home and Family Life Education has contributed to the curriculum of secondary education to achieve certain aims set up by the Tulsa Schools. These as stated by the Curriculum Council, are:

"To develop a fundamental faith in the American ideal of democracy and to develop those attitudes, skills, and understandings which will enable the individual, as a member of the social group concerned, to become a positive force in the process of its achievement; and to develop an effective personality through an understanding of self and through an appreciation of the importance of the aesthetic and the spiritual in human activities."

Importance of the Study. The impetus given education by the improved methods of approaching and solving educational problems has made educators search for help to make

education more functional. At the present time there is very little printed material assembled to aid teachers in: (1) bringing life situations into school experience, (2) obtaining a closer and a more sympathetic understanding between school and the home, (3) having a better understanding of human relationships so that they may attain a reasonable success in classroom guidance.

Tulsa was asked to participate as one of the thirty schools selected by the Progressive Education Association in an eight-year study of enrichment of education. This is the last year of the study which means there should be a summary and evaluation of the experiences and procedures used during the study.

II. DEFINITIONS OF TERMS USED

Tulsa Curriculum Council is composed of a representative teacher from each junior high school building and each senior high school building under the leadership of the Assistant Superintendent of Secondary Schools, Mr. Eli Foster and Principal of the Daniel Webster High School, Mr. T. H. Broad. The council meets each month with its members bringing to the meetings the thinking of the administrators and teachers. Each member then returns to his building, reporting the results of the cooperative thinking and discussions of the Curriculum Council. The following definitions are given by the Curriculum Council which represents the thinking of many educators.

Core Curriculum, the core portion of the curriculum consists of those experiences and activities which should develop in the individual the understandings, skills, attitudes, and appreciations essential to effective living in a democratic society. Therefore, the Council felt that the core curriculum should meet the general education need of all secondary school pupils and should be required of all pupils.

General Education is the term used the last two years in the Tulsa Schools in place of the term, Core-Curriculum.

Behavior patterns are expressed in terms of activity or overt action. It is the ultimate objective or outcome of any educational experience.

Personal Characteristics are those qualities of personality which are held to be essential to the attainment of the major educational values. They are qualities necessary for producing the desired behavior pattern.

A problem. Should be significant to a child in that it challenges his interest, meets his immediate or future needs and requires the technique of problem solving in its solution. The mental processes involved in problem solving are: (1) recognition and definition of problem, (2) collection and organization of data, (3) formation of hypotheses, (4) interpretation of data, (5) modification of hypotheses, and (6) generalization and application of principles.

Generalizations. (1) Is used to mean a truth or a principle which is functional for the child in that it helps him to understand and interpret the experiences of living. Such a generalization must have social significance in that it is interpretative and differs from a pure subject-matter generalization such as a scientific principle or a mathematical theorem. (2) Such generalizations should not be taught as a statement of fact to be learned but rather that through the best learning procedures the child will arrive at an understanding of these generalizations and will be able to apply them in new situations.

III. PREVIEW OF FOLLOWING CHAPTERS.

The information presented in the following chapters is obtained from administrators, teacher-committee reports, and from the experience of the writer during the period of establishing the General Education program in the Tulsa Schools. One chapter gives the history of the General Education and Home and Family Life Education programs in the Tulsa Public Schools. Another chapter describes the activities contributed by the Home and Family Life Education to the General Education program in the junior high schools of Tulsa. The fourth chapter states the relationship of the community and the school. The fifth and last chapter is an evaluation of the contributions made by the Home and Family Life Education to the General Education Program in the junior high schools of Tulsa.

CHAPTER II

THE HISTORY OF THE GENERAL EDUCATION AND HOME AND FAMILY LIFE EDUCATION PROGRAMS IN THE TULSA PUBLIC SCHOOLS

The following brief history of the two programs in Tulsa is a summary taken from committee reports and bulletins prepared by Tulsa Public Schools.

In 1930 a commission of the Progressive Education Association on the Relation of Schools and Colleges, started a curriculum study to enrich the school experiences of the child. Tulsa was asked to participate as one of the thirty selected schools. Each one of the schools was left free to develop the program in its own way which means that no two of the schools have developed along identical lines. Therefore, there is no program which could be called the Progressive Education Association program because they do not advocate any special type of school program but support and aid any plan which shows promise of helping boys and girls reach their maximum efficiency.

I. THE TULSA GENERAL EDUCATION PROGRAM

Educational administrators in Tulsa were definitely in sympathy with the proposed curriculum study of the Progressive Education Association and to which they eagerly subscribed. The actual installation of the program was deliberately delayed until plans could be carefully thought through and members of the commission would have time to pass judgment on the changes proposed for this school system.

In 1933 Tulsa started the study in four of the junior high schools on the seventh grade level. During the first three years of the experiment the teachers, who handled the experimental groups, were left free to determine methods of instruction and curriculum content and emphasis without regard to traditional practice, traditional requirements, or existing administrative and supervisory organization.

In September, 1936, the first of the groups included in the study entered the Central High School. It then became evident that there was a need for a coordinating committee. Consequently, a Steering Committee of six members was appointed to recommend to the secondary school staff curriculum adjustments, administrative procedures and teaching practices which it believed promised improvement. The committee conceived of the core portion of the curriculum as defined in Chapter I¹ and submitted a report.²

The subject-matter directors, by teacher committees, then submitted reports of experiences and curriculum content that would make a definite contribution to the six core areas. The Steering Committee and the Study Committee made up of four teachers, organized this material and recommended that the six core areas be reduced to three major areas: (1) personal development, (2) development toward mature participation in a democratic society, and (3) development of the essential skills of communication and

1

Cf. ante p. 3.

2

Tulsa Public Schools, Building a Core Curriculum in the Tulsa Public Schools (Tulsa Public School, Tulsa) p. 6.

expression. The Bronxville group, composed of fifteen members adopted the recommendations and started its work at Bronxville, under the leadership of the Progressive Education Association Workshop during the summer of 1937. This group took the material submitted by the subject-matter areas and placed it into logical and sequential order so that it could be organized into teachable units after considering the list of pupil needs from the standpoint of both teacher and pupil opinions. This list of needs was obtained during the preceding school year which had been carefully compiled. They developed a criteria for the selection of core curriculum problems which has been of great value.³

The subject-matter areas included in the core curriculum, now called general education, differ in each school. Three schools, Wilson, Clinton and Lowell have all subject-areas included in General Education teachers daily planning period. Other schools include only the English, social studies and science or mathematic teachers in their planning conference. In the fall of 1940, all junior high schools will be working in the General Education Program in at least two grade levels, while four will have all three grade levels included in the program.

During the summers of 1938 and 1939 a committee of Tulsa teachers and principals wrote and revised source

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Appendix, Division I.

units for the seventh, eighth, ninth, and tenth grade levels while attending the Progressive Education Association Workshop at Denver. During the summer of 1939, another committee of Tulsa Teachers attended the Progressive Education Association Workshop at Chicago to work on evaluation on all levels of secondary schools and also the source units for the eleventh grade.

The Curriculum Council,⁴ established in the fall of 1937, advises, promotes, and coordinates curriculum development throughout the year.

The Curriculum and the Evaluation Staffs of the Progressive Education Association has visited Tulsa twice a year for the past three years and advised both administrators and teachers in all curriculum buildings in the Tulsa Public Schools.

The philosophy developed by administrators and teachers of Tulsa is an outgrowth of their cooperative study of the last six years. Briefly stated, it is to perpetuate the democratic form of government through education. It presents the following definition of democracy: "Democracy is an ideal which we as a people are in the process of developing. It is a way of living in which all individuals and groups feel responsible to provide for the maximum development of all."

⁴
Cf. ante, p. 2.

II. THE HISTORY OF HOME AND FAMILY LIFE EDUCATION

Instruction in Home and Family Life Education was really first established in 1914, and was then known as Domestic Science and Art. The course presented in one building, consisted of laboratory experience in hand sewing and simple cooking for the fifth, sixth, and seventh grade girls. Within a short time, the program was extended to the elementary schools throughout the city. As the program has broadened the name has been changed so as to be more appropriate for the content of the curriculum. Thus, the name changed from Domestic Science and Art to Home Economics, later to Homemaking, then finally, in order to give a still broader interpretation, it is now called Home and Family Life Education. The history of the program is one which shows development in four ways, namely: curriculum, housing, community cooperation, and special features.

Under Miss Maude Firth's direction, a cooperative curriculum program, her first in Tulsa, was begun in 1924. Teachers of Home and Family Life, parents, and pupils participated in a survey in which activities in 1361 homes in Tulsa were observed.

The returns of this survey served as the basis for the organization of the curriculum for the junior and senior high schools. It is now organized under three broad areas of learning which contribute to the growth

and development of the child. These are (1) health and personality, (2) human relationships, and (3) consumer buying and use.

One course which attracted nation-wide attention was the Home Crafts course for boys, introduced into the senior high schools in 1925. This course is based upon boys' needs as discovered through questionnaires, given to the boys themselves and to parents. After some years, upon both girls' and boys' requests, a plan for co-educational classes has been adopted and has been in operation the past four years. The name of the course was changed in 1939 to Home Living.

With the introduction of the W. P. A. Nursery School Program in 1934, laboratory experience in child development was provided for both boys and girls in Central High School. The Federal program paved the way for the child development laboratories in the new Daniel Webster and Will Rogers Senior High Schools which were opened in 1938 and 1939, respectively.

With the introduction of the General Education program, the Home and Family Life Education was gradually accepted as an important phase of education for all girls and boys.

Housing. When the three junior high schools were built in 1926, modern, well-equipped two and three-room departments were included in each one. The plant for the underprivileged child has developed from a meager one to a beautifully appointed seven-room apartment. The most modern

plants are those at Will Rogers and Daniel Webster High Schools. In addition to the food, clothing, and Home Living laboratories, and dining room, there is the child development laboratory which consists of: playroom, sleeping room, office, observation room, toilet room, locker room, laundry, storage space, and play ground. This laboratory serves as the core of the Home and Family Education program for the senior high schools.

Community Cooperation. The Home and Family Life Education teachers have given generously of their time and energy in community programs and welfare work such as: (1) planned balanced and special menus for individuals and organizations, (2) wrote weekly stories for the press for two years, (3) prepared refreshments for a large number of community and school affairs, (4) teachers and director served on community relief committees, (5) furnished programs and speakers, (6) cooperated with real estate firms in furnishing homes and (7) the director served as advisor to the Federal Nursery Schools.

Special Features. Some of the special features of program worthy of mention are: (1) Nutrition programs, (2) dramatic costumes, (3) parent-teacher cooperation, (4) Federal Nursery School Cooperation, and (5) public school and Tulsa University cooperation program.

III. THE UNIQUE CONTRIBUTIONS OF HOME ECONOMICS AS PRESENTED BY DR. IVOL SPAFFORD AND COMMITTEE

Several times Dr. Spafford of the University of Minnesota, met with a committee of eight teachers, during the year 1938-39, to discuss Home Economics in general education at the secondary level. In 1939 as a result of these meetings held during the year they compiled a report in regard to the meaning of Home Economics, the objectives it can best serve, guiding principles for developing and evaluating a program.

The Tulsa Home and Family Life Education teachers agree entirely with the statement of this committee on the unique contributions of Home Economics to general education.⁵

Dr. Spafford and Committee state:

Home economics is unique, first of all, in that home living is the core of its educational program.....While home economics has drawn on a wide range of basic knowledge, it has reorganized this knowledge to serve a new purpose, made for itself a body of subject matter....The unifying of educational experiences, as they relate to those life activities with which home economics is concerned, represents a second unique contribution of home economics.....The personalizing of instruction represents a third unique contribution of home economics today.....The opportunity to acquire specific techniques and skills of home living represents a fourth unique contribution of the field....Techniques and skills, broadly interpreted, include those of human relationships

5

Ivol Spafford and Committee, Home Economics in General Education at the Secondary Level (Burgess Publishing Company, Minneapolis, Minnesota, 1939), pp. 5-7.

as well as those which deal with material aspects of living.....Home Economics would, then, appear to offer experiences and values that go beyond those acquired in other fields in the secondary curriculum. Basic is a fundamental concern for home living, a concern which permeates the whole program.....Even though the learnings in other fields are functional, there is still the need to see them in all their interrelationships. Home Economics seems to be the field which can do this best in the area of home and family life and in certain aspects of the area of personal development.

CHAPTER III

THE PROBLEM AND ACTIVITIES CONTRIBUTED
BY THE HOME AND FAMILY LIFE EDUCATION TO
THE GENERAL EDUCATION PROGRAM IN THE
TULSA JUNIOR HIGH SCHOOLS

Classroom procedures used in the General Education Program in the Tulsa junior high schools are a combination of: (1) teacher-teacher planning, (2) pupil-teacher planning, (3) problem solving,⁶ (4) the class summarization and evaluation of the problem, and (5) the relation of the community and the school.

Teacher-teacher planning. In three of the junior high schools, Lowell, Wilson, and Clinton, the teachers of all departments meet one hour each day and plan the content and procedures of the problems taught in the General Education classes. Each problem is considered carefully before⁷ and after the pupil-teacher planning. Proper use of this conference period with each problem prevents overlapping of subject matter and broadens the area of interest and possible fields of exploration for the child. This method keeps constantly before the teachers the fact that the subject matter is a means to an end rather than an end within itself and that it is the changed behavior patterns of the child that is the desired outcome rather than memorized facts.

⁶

Cf. ante, p. 4

⁷

Appendix, Division II

Pupil-teacher planning. This procedure is the one given to the Tulsa teachers by Mr. H. H. Giles, on the curriculum staff of the Progressive Education Association.⁸

Problem-solving. The procedures used in problem solving are based upon the previously stated definition of a problem and the scientific method of solving the problem.⁹ The techniques used for individualized classroom procedures fall into the following areas: (1) giving oral and written reports, (2) exhibits, (3) demonstrations, (4) field trips, (5) visual aids, (6) radio programs, (7) collection of illustrative material, (8) bulletin boards, (9) classification and filing of materials, (10) construction of class problems, (11) dramatization, (12) panel discussions, (13) wide and free reading, (14) self-evaluation in each activity, (15) leisure and, (16) special groups.

Home and Family Life Education has made a greater contribution to the following classroom procedures: (1) exhibits, (2) demonstrations, (3) field trips, (4) visual aids, (5) construction of class problems, (6) dramatization (7) panel discussions, (8) leisure and, (9) special groups. These contributions have been taken to the General Education classroom in most cases, while in some instances the classes have been held in the Home and Family Life Education laboratories. The following discussion will be limited to the classroom procedures covering the nine areas named above.

⁸
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⁹
Cf. ante, p. 4.

I Exhibits

The Home and Family Life Education has helped plan, assemble materials, furnish equipment, and develop some skills in presenting exhibits for the General Education classes in the seventh, eighth, and ninth grade levels.

A SEVENTH GRADE

Teaching Unit: How does Home Life Affect My Development? The General Education classes planned an open house for their parents to exhibit their class work, giving them a better understanding of their plan of study, thus bringing their home life and school life in closer relationship. The entire class was divided into committees of four to six, girls and boys serving on each group, to plan and prepare for their parents at open house which was to be held in each classroom included in the pupils daily schedule. Home and Family Life Education furnished information, equipment, food, and practice for the activities planned by each committee. The food was prepared and served by class members in the laboratory of the Home and Family Life Education. The activities that developed out of the problem of open house for the parents were shared equally by each child which included: (1) writing and sending invitations, (2) being a host or hostess, (3) planning and arranging exhibits of finished class work, (4) preparing or serving a tea to all visitors, and (5) evaluating the problem, open house.

B
EIGHTH GRADE

Teaching Unit, Food and Clothing. One committee of girls from each General Education Class prepared an exhibit of canned foods by cooperating with the Home and Family Life Education department. They purchased the food at the store and then placed the exhibit in their classes for display and discussion. The exhibit showed: (1) the sizes of cans; 1, 2, 2½ and 10 (2) all methods or forms in which several foods are canned, for example: whole, sliced, cubed, shoestring, large, small, tiny, fancy grade, water packed, syrup packed, etc. (3) prices (4) that the use of the food determines the grade selected, for example--a cheaper grade of vegetable may be used for soup or mixtures of foods than for a buttered vegetable (5) the test for a solid packed can.

A second committee, accompanied by the teacher of Family Life Education, made a trip to the Farmers Market in Tulsa and selected each kind of fruit and vegetable sold in the market. The pupils then exhibited these foods in their General Education Class. The name and prices were shown by cards then the pupils told how they selected each food.

A third committee presented to their class a few simple helps or aids in selecting good meat and hoped to familiarize them with the location of some of the most used cuts of meats. They did this by having a large colored meat

chart posted so every one could see while they discussed the important points in selecting meat such as; color of both tissue and fat, mottled with fat, odor, and texture or grain of meat. They then gave each class member a blank drawing of the beef and together they all filled in the name of the cuts, hoping to make them familiar with the location in relation to the animal.

Home and Family Life Education furnished information, pictures and equipment to help the General Education and Art Classes to work out an Art exhibit showing: (1) color values studied in relation to home and dress (2) the principle kinds of materials in clothing (3) posters with designs created by pupils using food subjects (4) wood carving of household furnishings and (5) linoleum blocks of Christmas greeting cards.

II. DEMONSTRATIONS

The following demonstrations listed were given by members of the General Education Classes with the help of the Home and Family Life Education department.

A. EIGHTH GRADE

Teaching Unit: Individual and Group Adjustment to Our Environment. A committee from the class prepared a simple, cold luncheon in the laboratory and then served the meal before all members of their class. They stressed the correct table manners, use of silverware, handling of the food, and the duties of each family member while at the table. As a culminating activity the class ate lunch

in the cafeteria as a group, practicing the manners used by the demonstrating committee.

Teaching Unit: Clothing. (1) The boys met in the clothing laboratory and were given a demonstration of how to: sew on buttons; darn socks; press trousers; and shine shoes. The boys were then allowed to practice these activities. (2) The boys were given a demonstration on selection of boys' clothing, both underwear and outer clothing and on correct dress for different occasions, showing charts in full color on shirts, suits, hats, neckwear, shoes and hosiery.

The Home and Family Life cooperated with the Science classes in removing stains and completed the proper laundry process as the final step of stain removal.

B. NINTH GRADE

Ninth Grade Banquet. The girls in their foods laboratory planned three menus, to keep within the cost set by the entire class, and presented these menus at a class meeting. The choice was made by voting. With the help of the Home and Family Life Education department, each class created stories that would demonstrate by actions the possible rules of etiquette needed to attend the banquet, examples: asking for and accepting a date; table manners; greeting and taking leave of the host and hostess, etc. The boys and girls each set the table appropriate for the menu they had selected and practiced their table manners, the boys showing the girls the courtesy of helping them be seated at the table.

III. FIELD TRIPS

The teachers in Home and Family Life Education helped plan with the students before the field trip and accompanied them on the following trips: (1) Nursery Schools at Rogers, Webster and the Federal Nursery (2) Tulsa Beauty College, (3) House construction, to report on materials and plans, (4) meat packing (5) Banfield Frozen Foods, (6) Milk pastuerization (7) Farmers' Market (8) Federal Community Center.

IV. VISUAL AIDS

The Home and Family Life Education teachers aid the General Education Science teachers in finding and evaluating new films, illustrative materials and photographs which were used in all classes.

V. CONSTRUCTION OF CLASS PROBLEMS

The Home and Family Life Education department contributed in the construction of class problems by helping to plan the design, shape and size so as to make the article usable and attractive. Cooperative work was done on the following problems: (1) rug weaving (2) vanities made from orange crates (the skirts were planned and made in the clothing laboratory), (3) a doll house made for the primary grade, (4) cookie and biscuit cutters, (5) sugar and flour scoops, (6) candle holders, (7) flower pot brackets, (8) corn stick irons, (9) dust pans, and (10) upholstery for foot stools.

VI. DRAMATIZATIONS

One of the greatest contributions that the Home and Family Life Education departments makes to the area of dramatics is the designing, planning and making of costumes for all phases of dramatization and supplying reading materials for original plays depicting any part of family life or relationships and customs. In addition to helping with all the costumes as mentioned, the following original plays were evaluated by the teachers of this department: duties of host and hostess; manners in public; manners at a party; manners when eating in public; introductions on all occasions; manners when using the telephone; asking for and accepting a date; proper etiquette and common sense when visiting the sick; two plays showing (1) contrast between two families--the one that is self sufficient and the other one that goes outside of the home for interests and pleasure, and (2) a girl applying for a job as a waitress.

The eighth grade General Education classes wrote a play entitled, "The Dudley Family at Dinner" under careful supervision of the food classes who evaluated the accuracy of all manners, correct table conversation, rules of setting table and serving the food. The play was given twice, once to the P. T. A. and once for an all school assembly. The stage for the play was set in the middle of the auditorium floor with bleachers so that all movements of the actors could be seen. The success of the play was evident when the

parents ask if a play on some other behavior patterns could be planned the following year.

The style show of garments constructed in the clothing classes was given in the form of a play and shown for an all-school assembly.

VII. PANEL DISCUSSIONS

Since the majority of the teachers of Home and Family Life Education have had a more thorough background and training in human relationships, they are especially qualified to assist in discussions concerning this field. They have served as a panel member with pupils and parents. The following panel discussions have been held as a cooperative problem with the General Education Classes: (The pupils, having planned carefully, have at hand their material before opening the discussions.)

A. SEVENTH GRADE

Teaching Unit: My Responsibility. Within the Groups in Which I Live. The panel was made up of four pupils and two teachers, General Education and Home and Family Life Education. The question under discussion was, what makes a happy home?

B. EIGHTH GRADE

Teaching Unit: How Man Uses the Natural Environment in Providing the Necessities of Life. The panel was made up of pupils, discussing the problem, preservation of food.

Teaching Unit: Clothing. The members of the class divided into committees and one member of each committee presented to the entire class their report in the form of a symposium.

C. NINTH GRADE

Teaching Unit: How People Earn a Living in the Tulsa Area. The panel was made up of pupils who had rather extensive interviews with employers representing many occupations. The question discussed was, "What kind of a person does an employer hire?"

D. SEVENTH, EIGHTH AND NINTH GRADES

All Teaching Units in the School Program. The panel was made up of a boy and girl from each grade level, six mothers, four teachers, two principals, and one director. The question discussed was, "What changes do you suggest in the school program and do you feel that there are areas that should have more emphasis?"

VIII. LEISURE

Since one of the major objectives of Home and Family Life Education is: to meet recreational and avocational interests and need through using present resources of the home and through acquiring others; and to use home life activities as means of creative expression and of personality development, the greatest contribution made to leisure was the teaching of a great many of these activities so that the pupil carried them into their other classes and into their leisure time elsewhere. Educators feel

that the proper use of leisure time is a very important objective in all phases of education at the present time because of the increased time allowed in all occupations as well as the crying need of the unemployed.

On all grade levels help was given the General Education Classes in planning the invitations, games, refreshments and their cost and preparation, and help in serving the food at the following functions: (1) parties (2) teas, (3) picnics, (4) Sunday night suppers, (5) family birthday celebrations, (6) the "gang's" at home part, (7) the family's night at home and, (8) the school's open house.

Help was also given in planning, figuring cost, designing, and of making use of materials already in the home for the following activities: (1) making simple, usable pieces of furniture, (2) improving the use of storage space in the home in closets, attics, garages, etc., (3) improving the arrangement of the pupils bedroom and workshops in some cases, (4) making simple and usable home furnishings, (5) mending and making appropriate toys for smaller children, (6) clean up of yards and planting flower beds and, (7) renovation of furniture.

Then the teaching of all kinds of hand work such as: crocheting, knitting, embroidery and fancy stitches, weaving, piecing quilts, hooking rugs, needle point, dyeing materials and making scrap books.

IX. SPECIAL GROUPS

General Education is greatly benefited by the cooperation of the Home and Family Life Education in caring for the non-high school girl, which was done at the Lowell Junior High School.

In the spring of 1939, only about thirty per cent of the graduates of Lowell Junior High School of Tulsa, finished the high school course. Thirty-seven per cent of the students who had entered high school dropped out before they completed the three years of study and thirty-three per cent of the class had not continued any formal study. So in the fall of 1939 in an effort to prepare the non-high school student for better living, additional courses of Home and Family Life Education were included in the school program. The units of work selected for the fourth year's work were selected after considering: (1) the previous units studied by the students, (2) their capacities for learning, (3) income level and, (4) the possibility of becoming homemakers or employees.

The schedule was planned to make it possible for ninth grade students to make a choice between: Family Life Education and Industrial Arts alternating with Physical Education or Music; or Music alternating with Physical Education. In order to avoid making the students feel that they were selected for any particular reason, questionnaires were given each student on which they indicated a choice. The

teachers then selected the possible non-high school students after a careful study of: ability, income level, indication of the need of part-time work, and a choice of subject. The twenty-one students selected by the teachers for the special classes ranged in grade level from 3.4 to 8.4, making the grade median of the classes 6.1 which shows the great handicap these students have when leaving junior high school. (This is probably the greatest cause of withdrawal from high school.)

A survey was made of the previous units studied during the junior high school, desired outcomes, and the interest of students before the following areas of work were chosen: (1) exploring occupations for the individual with a high school education and part-time jobs for the high school student, (2) personal grooming and health as it affects one's appearance, (3) how to secure the job of my choice and developing some skill for my job, (4) occupations open through homemaking and industrial arts training, (5) the skilled homemaker.

Since the program has not been in operation until this year, there is no way of evaluating the content of the year's work at this time. The students have indicated immediate benefits derived from the study and activities. The teacher should have a direct contact and "follow up" of these students the following year after they leave the junior high school, to determine whether they are in the home or on the job.

The Class Summarization and Evaluation of the Problem.

Evaluation has come to the foreground in educational thinking during the last few years. The emphasis had been changed from that of promotion and class or subject-matter grades to pointing out the individual strength and weaknesses of pupils as indicated through the diagnosis of learning tests, changed behavior patterns, curriculum, and educational methods and materials. This kind of evaluation promotes learning and gives the teacher a greater opportunity for guidance. The pupils must understand in each case the purpose of the measure and what is to be measured. Tulsa administrators and teachers realize that evaluation has been extremely weak and a great deal more study and time is needed to make evaluation truly functional in Tulsa.

Some suggestions for summarizing by the entire class during the solving of the problem and at the completion of the problem are: (1) Make an outline on the blackboard, (2) each day, at the beginning of the class ask one student to give a survey of what was covered in the last meeting of the group, (3) build a summary around two or three key words used in the study and, (4) make a diagram or picture by a chart or graph.

The term generalization is used to represent a verbal statement of a potential understanding. It is a statement which combines the truths found in several other statements. In the teacher-teacher planning period generalizations are set up which teachers wish students to achieve and

activities planned which might be used to achieve these generalizations. These are not given to the pupils for generalizations are not taught, they must draw their own conclusions, make their own generalizations and evaluate for themselves. The test of effective learning of a generalization is found, not in the ability of the pupil to verbalize them but in the changes in behavior resulting from them. Generalizations may be divided into classes: (1) factual, which are based on well-established facts, facts not questioned by scientists--these do not contain a judgment of value, and (2) appreciation of attitudes concerning the nature and results of science as a whole or the scientific method.

Class evaluation of the problem may be done in two ways: first, through the desired outcomes or objectives set up at the beginning of the problem; second, by a culminating activity at the close of the problem such as: (1) panel discussions, (2) "Professor Quiz" program, (3) a written paper of the problem studied, (4) making a list of understandings and skills learned during the study, (5) original tests made by pupils and, (6) dramatization.

The teacher helps the child evaluate the problem and his changed behavior patterns as a result of the study or activity by: example--expressing unbiased opinions of the class progress, individual progress and by using evaluating instruments that will help the pupil measure his growth in attitudes, interest, interpretation of data,

work and study habits, application of principles, appreciations, and aspects of thinking. The instruments used in evaluating some of these outcomes are not considered finished specimens of tests but as they do represent a first step in statistical evaluation, certain tests have been included in the appendix.¹⁰ They are shown in preliminary form which represents the cooperative work of: (1) administrators, (2) teachers, and (3) pupils.

The relation of the community and the School. The degree of effectiveness of the school is in proportion to the understanding that the people of the community have of the practices and purposes of the school. They may be helpful in coordinating and suggesting valuable resources in the environment that otherwise would not be available. Dr. Evol Spafford states:

Parents, too, should be given the chance to assist in the planning of the school program, helping to evaluate the present offerings, suggesting modifications that will better satisfy group needs and interests. The understanding gained through such experiences will help to make parents more intelligently interested and cooperative in providing for and encouraging of school learnings into homes. Through contacts with parents the teacher will be aided in understanding the abilities of students, the responsibilities they accept and the standards they set for their own work.

The Home and Family Life Education director and teachers have been leaders since 1924 in bringing parents into the school for cooperation in curriculum building as was

10

Appendix, Division III.

described in the history of the program.¹¹ In 1938 they established a visiting week for parents. The parents received written invitations to visit all or any one of the school laboratories. At the end of this week, the teachers and a representative group of mothers met at each of the high schools and the mothers evaluated the program from their understandings that they had gained during the week of visiting.

Other ways the Home and Family Life Education department has presented the school to the community and received cooperation through the parents have been by: (1) P. T. A. programs, in helping plan the program for the year and by giving the entire program at one or two meetings during the year, (2) giving a lesson on consumer buying to a homeroom mothers meeting, (3) constructing home furnishings and the teacher was invited to the child's home to see the finished product in use, (4) showing an interest in the Federal community centers by visiting occasionally, and inviting the teachers in the center to visit the school, (5) serving food at open house for the entire school, (6) caring for the small children whose mothers attend adult meeting at the schools, and (7) encouraging the use of local talent in the schools in connection with programs, social service work, and student aid activities.

Through this closer contact with the home the teachers are made more aware of the needs of the community:

¹¹

Cf. ante, p. 9.

its economic and health conditions, its standards and customs, people's ways of earning a livelihood, and their manner of living. As a result, the teacher will be a contributing member of the teacher-teacher planning conference in each school.

CHAPTER IV

EVALUATION OF THE CONTRIBUTIONS
MADE BY THE HOME AND FAMILY LIFE EDUCATION
TO THE GENERAL EDUCATION PROGRAM IN THE
TULSA JUNIOR HIGH SCHOOLS

The only evaluation of the contributions made by the Home and Family Life Education to the General Education program is the opinions of individuals. If there is a direct, tangible way of measuring these contributions, it has not been accomplished at the present time. The establishment of the General Education program, the heavy teacher-load and the lack of knowledge and time necessary to assemble such measuring instruments, are the apparent handicaps. The director and teachers of the department feel that the entire school appreciates the great value to the general school improvement, as indicated by demands made by the principals, all other teachers and all students in respect to: (1) advice on guidance, relationships and the approach to organizing activities, (2) suggesting activities with meaningful purposes, (3) reading and illustrative materials, (4) equipment to make the situation more natural, and (5) the opportunity to come into the laboratories to put into practice their learning, and to test the application. The plea from every Home and Family Life Education teacher has been for more time in order to meet these demands to the best of their ability. This, to me, is one of the most important evaluations that we have to give evidence that our program and contributions are an essential part of any functional program of education.

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OKLAHOMA
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Other evidences of the contributions are letters from: (1) Dr. A. N. Ziekel of the Curriculum Staff of the Progressive Association, (2) H. H. Giles also of the Curriculum Staff of the Progressive Education Association, (3) Eli C. Foster, Assistant Superintendent of Secondary Schools of Tulsa, (4) T. H. Broad, Principal of Webster High School this year, who helped establish the General Education in the junior high schools, and (5) some statements from students.

ONE PARCHEMENT

7/21/40 U.S.A.

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PROGRESSIVE EDUCATION ASSOCIATION
COMMISSION ON THE RELATION OF SCHOOL AND COLLEGE
OHIO STATE UNIVERSITY
COLUMBUS

Copy

May 7, 1940

Miss Ione Wood,
Lowell Junior High School,
Tulsa, Oklahoma.

Dear Miss Wood:

One of the outstanding weaknesses of most science instruction in the junior high school is the emphasis on abstract concepts in science, verbalization about the applications of science, and a failure to emphasize the social implications of science. This latter emphasis is particularly hard to get with a strict subject-matter organization, such as is currently used in available textbooks. While much of the general science content deals with functional material it is not taught in functional situations.

It seems to me that the greatest contribution of the present Tulsa organization is that it provides many opportunities for teaching functional material in functional situations. This tends to remove the emphasis from content objectives and place the use of content in purposeful situations. Drawing problems from personal, family, and community areas places content in meaningful situations close to the life of the student. This is, I believe, the greatest asset the Tulsa organization has.

Very truly yours,

(Signed) A. N. Zechiel

ANZ-EMS

PROGRESSIVE EDUCATION ASSOCIATION
COMMISSION ON THE RELATION OF SCHOOL AND COLLEGE
OHIO STATE UNIVERSITY
COLUMBUS

Copy

April 15, 1940

Miss Ione Wood
Lowell School
Tulsa, Oklahoma

Dear Miss Wood:

The major contributions made by the family life education work to the general education program in Tulsa have been at Lowell School so far as my observation goes. If I were to attempt a statement regarding them, it would be in the nature of certain impressions rather than a careful survey. I am quite happy to say that these impressions have been:

1. Through group planning between teachers has come an enlarged vision of school responsibility, a realization that conditions of life in the home decidedly affect the development of boys and girls. At Lowell this has resulted in two kinds of activities, both highly important. The first is an attempt to help students deal with real problems from their own lives now, such as how to budget a relief or W. P. A. income; the second, a reaching out into the community itself to assist parents.
2. Specific illustrations which I have seen of this program at work would include the making of furniture out of scrap lumber, giving some children their own dressing tables for the first time in their lives; the buying of materials at the ten cent store in which choice is improved through practice; experience in cooking and serving foods which are nourishing but cost little, training in the arrangement of furniture; the care and feeding of children; and so forth.
3. I am placing by itself the significant experiment of sending youngsters trained in the family life program into the home so that parents can come into the school for the same kind of instruction. I regard this as one of the most

Miss Ione Wood, April 15, 1940, Page 2.

(Copy)

outstanding developments toward inclusive community education in the United States. Along with this should be mentioned the use of the school as a community center and the aid which the school gives to other community center work. I shall never forget the story of how men parents were invited to a smoker where they could sit in their shirt sleeves and enjoy a program, coming for the first time to the realization that a school was not a sort of prison useful only to keep the children from under foot. The result of this in the case of the W. P. A. painter who redecorated one floor of the Central High School so that it would be a more attractive place for students to live and work in is also very outstanding.

With cordial regards, I am

Sincerely yours,

H. H. Giles

HHG:JS

CENTRAL HIGH SCHOOL
TULSA, OKLAHOMA

(Copy)

May 1, 1940

Miss Ione Wood
Lowell Junior High School
Tulsa, Oklahoma

Dear Miss Wood:

From first-hand information as well as reports from students and teachers, I am favorably impressed with the contribution made by family life education to the general education program in Tulsa. The active interest which boys and girls have taken in this important phase of study has been very greatly facilitated by the work of the home economics department. Particularly has it been outstanding in the cooperative relationship existing between art, music and home economics.

It is one of the signal achievements of the curriculum development.

Very sincerely,

(Signed)

ELI C. FOSTER
Assistant Superintendent

ECF:H

DANIEL WEBSTER HIGH SCHOOL

TULSA, OKLAHOMA

(Copy)

June 4, 1940

Miss Ione Wood
Lowell Junior High School
Tulsa, Oklahoma

Dear Miss Wood:

Regarding your question concerning an evaluation of the contribution of home and family life education to the general education program in the junior high schools of Tulsa, may I offer the following as my observation.

Your program has provided many and varied opportunities to students for activities. I, personally, have a feeling that every child should engage in some sort of work with the hands to provide for him an outlet which assists in his maintaining good mental health. Your program has provided experiences in home making and home improvement which certainly is a great need for girls in your own community, since so many of those girls come from homes of low economic living or from broken homes which do not provide those experiences for the child.

Your program has provided opportunities for the study and solution of problems regarding family relations. Again, in that community that is a great and serious problem for the children of Lowell Junior High School. Similar experiences, of course, have been provided in other junior high schools in town where the problems are just as serious but perhaps of a different nature. The program has provided experiences and opportunities in personality adjustment of students. The program has also provided experiences in consumer education. I think it is a very fine thing that your purchase of supplies, groceries, clothing, etc. is done through merchants in your local community, the same merchants from which the families of the children make their purchases, making them conscious of how better to spend their money to get the most out of it.

Miss Ione Wood
p. 2

(Copy)

The program has provided a study of good physical health habits and diet which probably is one of the first requirements in the life of a child. Through your program you have offered facilities and opportunities for social experiences for boys and girls. The boy-girl relationship in the junior high age certainly needs careful watching and planning and supervision and you have provided that.

Through opportunities in clothing and foods you have helped adolescents in the solution of their own immediate needs and personal problems. You have also offered a possibility for boys and girls to explore in a field that might offer vocational opportunities, giving them some pre-vocational experiences.

One of the greatest contributions to the professional growth of faculties in Tulsa has come about through the conference hour of faculties. The experiences of the teacher in the home and family life education have been very helpful in these conferences in bringing new light to teachers in the profession. Your contribution to this conference hour has greatly enhanced the possibilities of guidance, since you are able to see and study students in a situation which is not quite so artificial as the usual academic classroom.

Personally, I am unable to see how any program could be called a general education program without the contributions of home family life education.

Sincerely yours,

(Signed)

T. H. Broad
Principal

THB:F

EIGHTH GRADE PUPIL STATEMENTS

"The subject of clothing was very helpful to the girls in the general education class when we studied and made reports on clothing. Homemaking gave us a better understanding of clothing.

In the foods class we received helpful information on suitable foods for different climates and seasons of the year. And that color contrast was desirable in foods. So when we discussed foods in General Education Class we could tell the boys."--Dorothy

"In clothing we learned the kind of materials so that we could make an exhibit for the general education class when our committee gave the report."--Glen

"In clothing, I compared the way they used to make clothing and how we make it today when I gave my report in General Education Class. Sewing was much harder years ago.

For my report on foods, I used the information that I received from my food class, to compare the way we grow our foods now and how they grew them years ago. We find it much easier now as we have better farm equipment."--
Thelma

The effectiveness of the learning of the individuals and groups that use the laboratories other than the Home and Family Life Education classes will be influenced by the extent to which the equipment is in harmony with the educational aims of their programs. This means that most of the junior high schools will need some equipment and at least one room to meet the needs of a home-like situation. Lowell and Clinton especially, need department equipped to become a community center for social experiences. This agrees with Dr. Ivol Spafford's conclusion:

Trends in education today point to a demand at the secondary level for relatively more general practitioners in education and fewer specialists in narrowly conceived subject matter aspects. The home economists who will best serve as a general practitioner needs to see her field broadly, but she needs even more to see education broadly, to be aware of the social situation and the significance of social changes, and to understand human behavior.¹²

12

Ivol Spafford and Committee, Home Economics in General Education at the Secondary Level, (Burgess Publishing Company, Minneapolis, Minnesota, 1939), p. 23.

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COMMENT

APPENDIX

STRAITMORE PARCHMEN

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I

CRITERIA FOR THE SELECTION OF CORE CURRICULUM
PROBLEMS FOR THE SECONDARY SCHOOLS OF TULSA, OKLAHOMA

The core curriculum deals with the fundamental areas of learning and experiences which are essential for all educated citizens in a democracy. Problems selected for development with the intention of enabling pupils to attain the objectives inherent in the core curriculum should:

1. Grow out of the interests and needs of pupils.
2. Be common and recurrent in the lives of large numbers of pupils.
3. Provide a variety of experiences suited to pupils of different abilities and needs.
4. Provide integrating experiences for pupils.
5. Aid pupils in developing socially desirable behavior patterns.
6. Contribute to a continuous growth in knowledge and understanding which will enable pupils to cope successfully with the issues and problems encountered both inside and outside of school.
7. Be such that materials and facilities can be made available for teachers and pupils.
8. Permit a large degree of planning by the pupils as a group, by the pupils with teachers, and by pupils working alone.
9. Be suited to the maturational level of the pupils who are to develop them.
10. Be of sufficient range and scope that it justifies consideration by pupils and teachers.
11. Permit creative and pupil initiated work on the part of individuals.

Approved by Secondary Curriculum Council
October 21, 1937

II

TULSA PUBLIC SCHOOLS

I. Teacher planning in advance.

A. Appraisal

1. Analysis of pupil development to determine what inherent problems may be used as a basis of learning experiences.
2. Tentative selection of a problem for appraisal.
3. Checking the problem against aims and objectives which have been agreed upon as being desirable.
4. Applying criteria which have been agreed upon as defining satisfactory problems around which units of learning experience may be developed.
5. Final choice of a tentative problem.

B. Tentative planning by teacher

1. Listing tentative activities which may be used in developing the problem.
2. Locating and listing books, material, points of interest that may be visited, persons to be interviewed, etc.

II. Teacher-pupil planning and development.

A. Orientation

1. Survey of pupil needs and interests by the class and of working in cooperation with the teacher.
2. Listing of pupil problems which grow out of their needs and interests.
3. Selection of a problem for study.
4. Getting a large overview of the problem through excursions, demonstrations, viewing moving pictures or slides, interviews with or discussions by persons with broad experience with relation to the problem, etc.
5. Consideration of the objectives which must be attained in order to permit solution of the problem.

B. Planning

1. Deciding the method of procedure to be followed in solution of the problem, organization of committees on the basis of pupil interests if committees are to be used, allocation of the various factors to pupils or to committees for study, etc.
2. Locating materials, books, person, places, etc., that may be helpful in solving the problem, and making arrangements for them to be accessible to pupils.

- C. Problem-solving activities
 - 1. Individuals or committees collecting data, proposing hypotheses, etc.
 - 2. Study or review of skills needed; practice where needed.
 - 3. Experiments, investigations, reports, etc.

- D. Summarizing activities
 - 1. Reports or individuals and of committees to the group.
 - 2. Discussion of reports and listing of learnings, conclusions, etc.
 - 3. Organization of individual and group findings with relation to the whole problem.

- E. Evaluation activities
 - 1. Evaluation of outcomes in terms of objectives.

- F. Sequential activities or culminating activities
 - 1. Reorganization of findings and learnings to meet new needs or to define additional problems which may be used as the basis of a unit of learning experience.

III

A STUDY OF BELIEFS

Directions To The Pupil

FIRST, TURN TO THE BACK OF THE ANSWER SHEET AND FILL IN ALL OF THE BLANKS THERE. AFTER FILLING IN ALL OF THE BLANKS, READ THE FOLLOWING PARAGRAPHS CAREFULLY.

DIRECTIONS:

(a) There are two parts to this test: (1) The Answer Sheet; and (2) a list of statements entitled "A Study of Beliefs." Be sure that you have both parts.

(b) There are 52 statements on the "Study of Beliefs," and places for 52 answers on the Answer Sheet. Read the first statement carefully, and indicate immediately on the answer sheet your first feeling toward the statement. Proceed to the next statement, and mark each in the same manner.

(c) Mark the Answer as follows:

No. of: State- ments	Feel Strong- ly	Score
A U D		If you agree with the whole statement, draw a circle around the A.
A U D		If you are uncertain how you feel about the whole statement, draw a circle around the U.
A U D		If you disagree with the whole statement, draw a circle around the D.
A U D		If, in marking any statement, you feel very strongly about it, make your circle first, and then also place a check mark in the column headed "Feel Strongly".

BE SURE TO MARK EVERY STATEMENT.

:No. of:	:Feel :	: Score:
:State-:	:Strong-:	
:ments :	:ly :	
: 1. :A U D :	:	:1. Everyone should be loyal to their family.
: 2. :A U D :	:	:2. I should be polite to everyone by not announcing my dislikes to others.
: 3. :A U D :	:	:3. My conduct in assembly does not cause a visitor to have a good opinion or a bad opinion of Lowell School.
: 4. :A U D :	:	:4. The homeroom pupils were right in showing their disappointment of losing the basketball game by leaving the floor without giving a cheer or a handshake to their opponents.
: 5. :A U D :	:	:5. Students should take their parents advice and not stay up late on school nights.
: 6. :A U D :	:	:6. People with bad colds should not be allowed in school.
: 7. :A U D :	:	:7. One thing that will help make friends for a person, is to have a pleasant expression on one's face.
: 8. :A U D :	:	:8. If there is a speaker for the assembly, he is a guest and any misbehavior on the part of even one student brings criticism on the entire audience and school.
: 9. :A U D :	:	:9. The boy or the girl who writes on the walls of a building or who idly allows his pencil to be drawn along the walls is guilty of misconduct.
: 10. :A U D :	:	:10. My friends will have to like me for what I am, not because of any good manners I have learned.
: 11. :A U D :	:	:11. My parents should let me go to parties any time I choose because if I lose sleep, I can make it up the next day.

No. of State- ments	Feel Strong- ly	Score	
12.	A U D		12. When I answer the telephone, the person that hears my voice will like me better if my voice is not too loud and can understand what I say.
13.	A U D		13. The decision of an official in an athletic contest should not be accepted if the team disagrees with him.
14.	A U D		14. I should not spend any time explaining how the team happened to lose, but give credit to the superior playing of the opponents.
15.	A U D		15. Everyone should help keep his work place tidy.
16.	A U D		16. When all members of the family have been served, I may start eating.
17.	A U D		17. My father owns his home and pays taxes; therefore if I destroy school property I should not be punished.
18.	A U D		18. If I am a member of the team, I have the right to question decisions of the officials all during the game.
19.	A U D		19. People who sing in choruses or play in orchestras make beautiful music because they have team work in singing or playing parts.
20.	A U D		20. It is necessary for me to consider others during my lunch hour.
21.	A U D		21. No person should expect to receive pay for regular home duties, since they are his share of the family responsibilities and his contribution to family life.
22.	A U D		22. Parties or what people make them, so unless the guest has had a good time he need not speak to the hostess before leaving the party.

:No. of:	:Feel :	: Score:
:State-:	:Strong-:	
:ment :	:ly :	
: 23. : A U D:	:	; 23. It should be the mother's responsibility to clean all of the clothes for the members of her family.
:	:	:
:	:	:
:	:	:
: 24. : A U D:	:	; 24. How I practice for a contest is my own business, so long as I do not influence others to break the rules.
:	:	:
:	:	:
:	:	:
: 25. : A U D:	:	; 25. I may keep all the rules of the game and still not show true sportsmanship.
:	:	:
:	:	:
: 26. : A U D:	:	; 26. Any student who needs to use a tool at home may take it from the shop without permission.
:	:	:
:	:	:
:	:	:
: 27. : A U D:	:	; 27. I prefer to work alone and not bother with other people; therefore I shouldn't be required to work with a committee in my class.
:	:	:
:	:	:
:	:	:
: 28. : A U D:	:	; 28. When my clothes and person are clean, people will enjoy my company more.
:	:	:
:	:	:
: 29. : A U D:	:	; 29. I cannot be loyal to school and do just as I please regardless of the group decision of my fellow students.
:	:	:
:	:	:
:	:	:
: 30. : A U D:	:	; 30. The team should not only play to win, but play for the enjoyment they get from the game.
:	:	:
:	:	:
:	:	:
: 31. : A U D:	:	; 31. The man who runs a big business like Sears, does not have to have team work among his employees, the same as the coach has to have team work among his players.
:	:	:
:	:	:
:	:	:
: 32. : A U D:	:	; 32. I find it easy to sing the tune, but I think it takes too much work to learn to sing parts of a song.
:	:	:
:	:	:
:	:	:

No. of:	State-	ment	:Feel	:Strong-	ly	:Score:
44.	A	U	D	:	:	44. If I should drip tomato soup on my best clothes, I should get out the cleaner and attend to it myself.
45.	A	U	D	:	:	45. Unless people learn and follow the rules of good manners, they will be left to be with those who have never learned good manners.
46.	A	U	D	:	:	46. If my father is old-fashioned, according to my opinions, I should find fault when he appears before my teachers and fellow students.
47.	A	U	D	:	:	47. The school should not ask me about my health habits. This is purely personal, and none of the school's business.
48.	A	U	D	:	:	48. I should not expect pay for everything I do around the house like washing the dishes, burning the trash or any other tasks about the house.
49.	A	U	D	:	:	49. Before leaving the home room party, students should thank the home room teacher and those students on the committees for their part in the success of the party.
50.	A	U	D	:	:	50. The personal appearance of any person depends entirely on pretty clothes.
51.	A	U	D	:	:	51. Only those people that speak in public should be concerned with the pleasant tone, clear and correct pronunciation.
52.	A	U	D	:	:	52. A student is a loyal member of his home room even though he refuses to hold any office or serve on any committee.

A STUDY OF BELIEFS

Tabulation Sheet

Name _____ Date _____ Hour _____

Relating to myself

2. _____
 3. _____
 7. _____
 10. _____
 11. _____
 12. _____
 14. _____
 16. _____
 17. _____
 18. _____
 20. _____
 24. _____
 25. _____
 27. _____
 28. _____
 29. _____
 32. _____
 33. _____
 35. _____
 38. _____
 39. _____
 41. _____
 44. _____
 46. _____
 47. _____
 48. _____

Total
 Score _____

Relating to others

1. _____
 4. _____
 5. _____
 6. _____
 8. _____
 9. _____
 13. _____
 15. _____
 19. _____
 21. _____
 22. _____
 23. _____
 26. _____
 30. _____
 31. _____
 34. _____
 36. _____
 37. _____
 40. _____
 42. _____
 43. _____
 45. _____
 49. _____
 50. _____
 51. _____
 52. _____

Total
 Score _____

Directions:

1. Add scores in column I. Give 1 point for answer "A", 2 points for answer "D", zero for answer "U".
2. Do column II in the same manner.
3. If you set the same standard for yourself as you do for others, the two scores should be the same.

STUDY OF BELIEFS

Scale of beliefs:

2. You agree
1. You do not know
0. You disagree

Directions:

If you disagree with a statement found below; for example, number one, place a zero in the square numbered one on the score sheet. Or if you agree with statement one, then place a number two in the square numbered one on the score sheet. On the score sheet number each of the statements written below, according to your belief.

1. Young people who have had through childhood the opportunity and responsibility of sharing in the activities of home are very fortunate.
2. A display of anger by a child may be tolerated or permitted at home because the members of the family are the only persons that see him.
3. Good health is very important for it increases our ability to work.
4. You should never expect to receive pay for washing dishes, taking care of personal clothing, care of lawn, or for any other like duties at home.
5. Junior high school age is soon enough for your parents to try to get you to control your temper.
6. Junior high school girls and boys learn how to manage money wisely, if they earn money or have an allowance.
7. Habits of thrift, accepting responsibility, and readiness to work with other people are helped most by the training you get at home.
8. There is no value for a junior high school girl or boy to make a budget, the "head-of-the-family" is the only one helped by planning.
9. You attend the Ninth Grade Banquet, there are two forks and two spoons, you do not know which one to use and become embarrassed because you do not know. If this kind of embarrassment happens often you will lose confidence in yourself and will cause you to avoid parties.
10. It is better to always over-look faults than to run the risk of causing a quarrel.
11. Much of your leisure time should be spent in games played alone.
12. You should be grateful for the opportunity to give part of your free time to school-service by serving as representative for your home room at Student Council.
13. When parents are friendly and spend some of their leisure time with their children, there is a better understanding or relationship of parents and children.

14. Your actions in class or the school do not affect any other members of the class.
15. All members of the family should share, according to their ages and abilities, both the privileges and responsibilities, with respect to money.
16. Character is developed by the members of families living together, and taking an interest in one another, but each member having their own ideals.
17. The way in which you act is expected to work out for the good of others as well as for yourself.
18. The people in the community should be more interested in the business activities than the condition of the homes and schools of the community.
19. A person your age is helpless concerning the family budget; that is, you can neither help add to or subtract from the family income unless you earn some money.
20. Protection of health is an important service that should be given by the community to its members.
21. Good looking clothing depends on the price paid: that is the higher the price the better looking the clothing.
22. If a family follows the democratic plan, they decide their problems by first letting each member give their ideas and then agree to do the thing that seems best for the family as a whole.
23. Your choice of friends is strictly an individual problem which does not affect you or your family's life.
24. Cleanliness of body and clothing is one of the most important factors in being attractive to other people.
25. Obedience is a very important and an absolute necessary element in the life of everyone, for no one may do exactly as he pleases without regard for others.
26. Cooperative play helps you discover your real self. Doing things with other people, such as welking, bicycling, skating, singing, and acting, may bring out a side of your nature that you had never thought existed.
27. The presence of anger may cause unfairness, as anger displayed by a football player on the field.
28. Parents should encourage you from infancy to learn self-control and not give way to anger.
29. A personal allowance is not important for a junior high school student when they are given money by their parents.
30. The fear of being "laughed-at" by your group, causes you to improve your behavior even though you do not know why they laugh.
31. The person who chooses and eats the proper foods shows the results in the color and clearness of the skin, and in the "pep" and energy given to work, as well as play.
32. Members of a home room should not be required to hold office, even though they are elected.

33. Each member of the "modern home of today" should be allowed to do exactly as he pleases.
34. The greatest advantage of a budget or a plan for spending, is that it makes the individual consider carefully between his wants and his needs.
35. The father works to make the income for the family, then the mother should give her time in training the children.
36. There is nothing which shows so truly the kind of the home from which an individual comes as his manner, either good or bad.
37. School life is the greatest help in training you to cooperate with other people and to be unselfish.
38. Students of junior high school age, need not be included in planning the family budget or spending.
39. Worry and nagging of one member is apt to destroy the harmony of a family group.
40. The individual who gives up everything and asks for nothing is the family's ideal member.
41. Your actions in class or school do not affect any other members of the class.
42. If the member of the family that contracts a contagious disease, stays at home it is not necessary to report the disease to the city health department.
43. Stand, walk, and sit correctly, and it will give your clothing a chance to make you better looking.
44. Father, or the oldest member of the family should make all decisions for the family.
45. Sincerity, honesty, cheerfulness, service, courtesy, reliability, are desirable in friends and these qualities of character are always desirable in all life situations.
46. Your mother should agree to pay you a regular allowance for washing dishes, burning trash, or some other work about the house.
47. Your school attendance and work is not affected by health, good or bad.
48. The people of the community should cooperate with the families and the school in helping improve education and the leisure time activities of the children of that community.
49. Care of your clothing adds to the family income.
50. If you were applying for a job, the employer would pay very little attention to the condition of your clothing.
51. Some people believe that children should not be required to obey adults.
52. Good health, which means as a general rule a good disposition, does not affect your standing with your friends; that is, your being liked or disliked by them.

SCORE SHEET

NAME		CLASS	
NO.	BELIEF	NO.	BELIEF
1		27	
2		28	
3		29	
4		30	
5		31	
6		32	
7		33	
8		34	
9		35	
10		36	
11		37	
12		38	
13		39	
14		40	
15		41	
16		42	
17		43	
18		44	
19		45	
20		46	
21		47	
22		48	
23		49	
24		50	
25		51	
26		52	

TABULATION SHEET

NAME _____

No.	Score	Score	No.	No.	Score	Score	No.
27			2	3			47
5			28	31			52
9			30	26			11
36			14	12			32
17			41	16			40
45			23	43			21
25			51	24			50
Total			Total	Total			Total
Score			Score	Score			Score

No.	Score	Score	No.	No.	Score	Score	No.
1			33	4			46
7			37	6			29
39			10	34			8
13			35	15			38
48			18	49			19
20			42	22			44
Total			Total	Total			Total
Score			Score	Score			Score

	Score	Score
Behavior		
Personality		
Responsibility		
Sharing Income		
Total		

RECORD OF GROWTH AND ACHIEVEMENT
FOR GENERAL EDUCATION

Name			Social Living Date
	:Self- Appraisal:	:Teacher Appraisal:	Suggestions for Im- provement
Work is:			
Satisfactory _____			
Unsatisfactory _____			
	Satisfactory	Is Improving Needs	Satisfactory
	Satisfactory	Is Improving Needs	Satisfactory
I.			
Attitudes and Social Adjustment			
1. Whole self-control			
2. Reasonable self-confidence			
3. Fulfills responsibilities			
4. Is polite and courteous to people			
5. Assists cooperatively in class activities			
6. Works unselfishly for welfare of group			
7. Respect for school regulations			
8. Shows ability as a leader			
9. Is a good sport			
10. Is friendly to teachers and pupils			

II	:	:	:	:	:	:
Work Habits	:	:	:	:	:	:
1. Uses time, Material, and energy econom- ically	:	:	:	:	:	:
2. Enters whole heart- edly into a task	:	:	:	:	:	:
3. Takes and follows directions accurate- ly	:	:	:	:	:	:
4. Completes activities attempted	:	:	:	:	:	:
5. Profits from group discussion	:	:	:	:	:	:
6. Uses desirable initi- ative to solve diffi- culties	:	:	:	:	:	:
7. Contributes to class discussion	:	:	:	:	:	:
8. Integrates school and outside experience	:	:	:	:	:	:

III	:	:	:	:	:	:
Learning Situations	:	:	:	:	:	:
1. Solving Problems	:	:	:	:	:	:
a. Secures data	:	:	:	:	:	:
b. Organizes and utilizes data	:	:	:	:	:	:
c. Draws sound con- clusions	:	:	:	:	:	:
2. Improving self-ex- pression	:	:	:	:	:	:
a. Written compo- sition	:	:	:	:	:	:
b. Oral composition	:	:	:	:	:	:
(1) Speaks with clarity and correctness	:	:	:	:	:	:
(2) Speaks with ease and force	:	:	:	:	:	:
c. Creative skill	:	:	:	:	:	:

3. Recognizes the con- : : : : : : :
 tributions of dif- : : : : : : :
 ferent groups to : : : : : : :
 American culture : : : : : : :
 and life : : : : : : :
 : : : : : : :

Pupil _____

Councilor _____

Parent _____

Taken from John A. Sexon - The Social Studies

A Test on Sportsmanship

Below are some elements or characteristics of good sportsmanship and poor sportsmanship. Read each item and if you think it represents good sportsmanship, place a G in front of it; if you think it represents poor sportsmanship place a P in front of it.

- _____ 1. Plays hard to the end.
- _____ 2. Quits when the game is going against him.
- _____ 3. Plays to the "grandstand."
- _____ 4. Is a good loser.
- _____ 5. Takes advantages when referee is not looking.
- _____ 6. Obeys orders of coach or captain.
- _____ 7. Treats his opponents as his guests.
- _____ 8. Boast, "crows", and "rubs it in."
- _____ 9. Congratulates the winner.
- _____ 10. Accepts fouls without grumbling.
- _____ 11. Plays fair at all times.
- _____ 12. Cheats when his cheating cannot be noticed.
- _____ 13. Shows his disappointment at losing by "getting sore."
- _____ 14. Backs his team in every honest and honorable way.
- _____ 15. Wins at any cost.
- _____ 16. Offers excuses and alibis for his failures.
- _____ 17. Jerrs at opponents' mistakes and errors.
- _____ 18. "Razzes" the decisions of the officials.
- _____ 19. Respects authority of all kinds.
- _____ 20. Remembers the Golden Rule - "Do unto others as though you were the others."

APPLICATION OF PRINCIPLES EXERCISES

Directions: In each of the following exercises a problem is given. Below each problem are two lists of statements. The first list contains statements which can be used to answer the problem. Check in the left margin only that statement which best answers the problem. The second list contains statements which can be used to explain the answers. On the left margin check only those statements which give the reasons for your answer to the problem.

Problem: In warm weather (a woman) who does not have a refrigerator sometimes wraps her bottle of milk in a wet towel and places it where there is a good circulation of air. Assuming that the temperature is high and that the humidity is low, would a bottle of milk, wrapped in a wet towel and placed where the air was circulating, stay sweet as long as a similar bottle of milk without a wet towel?

Key

The bottle wrapped with the wet towel would stay sweet:

- a. longer than without the wet towel.....()a
- b. not as long as without the wet towel.....()b
- c. the same length of time - the wet towel would
make no difference()c

Choose the statements which you would use to explain or support your conclusion:

1. The souring of milk is the result of the growth and life processes of bacteria.
2. A wet towel could not interfere with the growth of bacteria in the milk.
3. The water in the towel absorbs heat and makes the milk stay warm longer.
4. Wrapping the bottle with a wet towel is merely an old superstition.
5. Evaporation is accompanied by an absorption of heat.
6. Bacteria do not grow so rapidly when temperatures are kept low.
7. Wrapping a bottle of milk makes it warmer in the same way that people put on extra wraps to keep warm.

The following self-rating scale is used more as a teaching aid in the junior high school. Usually after the test is discussed and checked by the pupil, who selects one or two major divisions or about five sub-divisions to try and show improvement, the papers are kept for future reference. Then after a given time they are returned to the child and he evaluates his efforts in terms of changed behavior patterns.

A SELF RATING SCALE

This set of questions was worked out to help you determine whether or not you are strong or weak in some particular personality traits. Check the questions in the proper column.

	Yes	Some- times	No
ADAPTABILITY			
1. Do you refrain from grumbling about things which you cannot change?			
2. Do you feel at ease with people; as:			
(1) At parties			
(2) In the classroom			
(3) In church			
(4) At picnics			
(5) Talking to superiors?			
3. Are you able to keep from feeling superior or better than most of your classmates?			
4. Are you unhappy when your friends have better things than yours?			
COURTESY			
1. Do you refrain from doing things which disturb others, as:			
(1) Tapping on a hard surface			
(2) Humming			
(3) Writing on tables			
(4) Squeaking chalk on the board			
(5) Chewing gum			
2. Are you a good listener when others are talking?			
3. Do you remember to thank people for favors and courtesies			
4. Do you interrupt people who are talking without asking their pardon?			
5. Do you observe little customs, such as:			
(1) Knocking on the door before entering a room?			
(2) Asking to borrow books, pencils, etc., before taking possession?			
6. Do you greet others in a friendly manner?			
7. Do you refrain from talking and laughing loudly in public?			
8. Do you speak in a quiet voice?			
DEPENDABILITY			
1. Do you keep your promises?			
2. Do you perform your housekeeping duties without being reminded?			
3. Do you play and visit when you should be attending to duties?			
4. Do you put things back in their proper places when you use them?			
5. Do you keep your school work up to date?			
6. Do you return borrowed articles?			

	Yes	Some- times	No
PUNCTUALITY			
1. Are you ready for meals at appointed times?			
2. Do you keep appointments on time?			
3. Do you hand in your school work when it is due?			
4. Do you loaf on your way to class and as a result are frequently late?			
5. When you borrow things, do you return them promptly?			
COOPERATION			
1. When you are appointed on a committee and accept the duty, do you complete the work assigned?			
2. When you are appointed chairman of a committee, do you see that the members meet in time to accomplish work?			
3. Do you offer to do more than is required of you at school and at home?			
4. Do you leave your part of the classroom clean and orderly?			
5. Do you observe home and school regulations to the best of your ability?			
6. Do you follow and try to carry out given directions?			
SELF CONTROL			
1. Do you refuse to quarrel about unimportant things?			
2. Do you control your temper and not "fly" off the handle" when things go wrong at home or at school?			
3. Do you try to resist the temptation to be sarcastic?			
4. Is your conversation free of gossip?			
5. Do you become irritated when friends tease you?			
6. Do you remain clam when you are corrected by others?			
7. Can you give way in small matters when you know you are right?			
8. Do you try to correct a mistake that you make and not show displeasure?			
TACT			
1. Are you able to lead a group without causing hard feelings?			
2. Can you work without fussing with people you do not like?			
3. Do you get along with people?			
4. Do you show resentment when minor remarks are made about you?			
5. Do you ask and grant favors in a pleasing way?			
6. Are you able to discuss your problems with your parents without causing hard feelings?			
7. Do you keep from meddling in other people's affairs?			

	Yes	Some- times	No
JUDGMENT			
1. Do you belong to too many school and outside activities to do your school work well?			
2. Do you decide on matters and then abide happily by your decisions?			
3. Do you plan your duties and activities so that you do not waste time?			
4. Do you always dress appropriately for the (1) Weather? (2) Occasion?			
5. Do you think of your health when choosing food?			
6. Do you think for yourself and not let others influence you?			
7. Do your classmates trust your decisions?			
INITIATIVE			
1. Do you like to do new things?			
2. Do you do your work without constant suggestions?			
3. Do you like to try new ways of doing old things?			
4. Do you make your own decisions in personal problems, as: a. Selecting a dress? b. Selecting shirts and ties? c. Selecting your shoes? d. Selecting your amusements?			
RESPECT FOR THE RIGHTS OF OTHERS			
1. Do you refrain from "bossing" people?			
2. Do you refrain from trying to persuade others to your point of view?			
3. Do you borrow personal things?			
4. Do you refrain from using personal things belonging to others without asking their permission?			
5. Do you take care of borrowed articles?			
FRIENDLINESS			
1. Do you make friends easily?			
2. Are you careful to say kind things about people?			
3. Do you help the new pupil to feel at home in your school?			
4. Do you keep the same friends for several years?			

	Yes	Some- times	No
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PERSONAL APPEARANCE			
1. Does untidiness bother you?			
2. Is your clothing clean, neat and in good repair?			
3. Is your make-up so skillfully done as to appear natural?			
4. Do you maintain an erect, straight posture?			
5. Do you wear sensible low heel shoes to school?			
6. Do you have good health?			
7. Do you wash your teeth daily?			
8. Do you wash your hands before each meal?			
HONESTY			
1. Do you give help to others on their examinations?			
2. Do you tell your mother the truth about where you are going and where you have been?			
3. Do you try to shield another who is in the wrong?			
4. Are you willing to let someone take the punishment that belongs to you?			
5. Are you honest--even in little things?			
ALERTNESS			
1. Do you have to ask people to repeat statements?			
2. Do you see needs of others quickly?			
3. Do you notice that things need to be done at home or in the classroom and do them without being told?			
4. Do you avoid the use of slang?			
5. Do you make a conscious effort to practice good English?			
6. Do you pay attention in class?			

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