

THE DESIGN, TEACHING, AND
EVALUATION OF A CHILD DEVELOPMENT
SECTION OF THE CURRICULUM FOR
FIRST YEAR HIGH SCHOOL HOME
ECONOMICS STUDENTS

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BY

MARY ROBINSON MIDDLETON, B. S.

DENTON, TEXAS

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Texas Woman's University

University Hill

Denton, Texas

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We hereby recommend that the thesis prepared under
our supervision by MARY ROBINSON MIDDLETON
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be accepted as fulfilling this part of the requirements for the Degree of
MASTER OF SCIENCE

Committee:

Beryl Hipson
Chairman

Pauline Beeghly Mack

Edna Prichard Brandan

Elizabeth Flowers Thomas

Accepted:

Fulton C. Ryan
Dean of Graduate Studies

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CHAPTER I

INTRODUCTION

The Committee on Philosophy and Objectives of Home Economics (2), in preparation for the fiftieth anniversary of the American Home Economics Association in 1959, stated that the Home Economics profession must be willing and equipped to recognize and be guided by change, if it is to be effective in meeting the challenges of the changing society of today and the future. The Committee expressed the belief that the clearest new direction for home economics is to help people to identify and develop certain fundamental competences which will be effective in personal and family living regardless of the particular circumstances of the individual or family. Among these competences are those pertaining to relationships with each other, and to the nurture of the young and the fostering of their physical, mental, and social growth and development.

This study was initiated in an effort to improve the curriculum in Homemaking I in Waxahachie High School, where the area of child development had received little interest or no attention for a number of years. In few fields of teaching have as many advances been made in the past twenty years as in the field of child development. According to Krug (10), continuous curriculum improvement is desirable at any time, but it seems to be a matter of especial concern at the present time because of advances made by research and of the vast social changes which have taken place in our country.

The author feels that an effective unit in child development could be of much benefit to the students enrolled in Homemaking I at the secondary level, and to their families. The high school homemaking teacher is in a strategic position because she has the opportunity to reach a great number of young people at an age when their attitudes and images are crystallizing. According to the experience in Waxahachie High School, the opportunity for reaching the greatest number of students appears more often in Homemaking I than in any other homemaking group. The students may be led to a better understanding of the influence which family members have on each other, as well as to a better understanding of themselves through studying the growth and behavior of children. They may gain through this study an awareness of the tremendous value of a good home in the life of an individual, and of the importance of affection, love, and understanding in making a good home.

Through a study of children, students should come to a better understanding of this young age group as they come in contact with them from day to day. Although many young teen agers consider children to be a nuisance, Smart and Smart (13) believe that, when children are understood, they become less of a nuisance, less puzzling and more enjoyable.

Another reason for studying child development in the high school is to help adolescents in their preparation for becoming parents. Abernethy (1), in her article entitled "The Continuing Incidence of Early Marriage", points out that the trend toward early marriage which began after World War II seems to be going to continue, and that it has been accompanied by an unprecedented increase in the birth rate. Although this is of less concern in teaching girls in Homemaking I than those in later high school years, and

although many details will be forgotten, still some attitudes and understandings, and some important learnings surely will remain.

The study described in this thesis was conducted in Waxahachie, Texas, the County Seat of Ellis County. Waxahachie, with an approximate population of 14,500 persons, is located in the center of a rich agricultural region of which cotton is the leading crop. It is a community of diversified industries and small locally owned businesses. It has increased in population steadily, partially because of its proximity to the industrial areas of Dallas and Fort Worth. Many of its residents commute to these cities because of their employment. New industries which have located in Waxahachie, also, have brought about an increase in population. Among these are several clothing industries which have furnished employment for many local women.

The four-year high school in Waxahachie has an enrollment of over 500 students, among whom Homemaking is a popular elective subject. The participants in this study were the 80 girls enrolled in the first year homemaking classes. There is no nursery school in connection with the high school at the present time. The students, however, had many opportunities for contacts with young children. Observation of children was made possible through field trips to the local orphanage, an FHA program given by a kindergarten group, and parties for young children which were held in the homemaking laboratory by the various classes. Of the girls participating in the study, more than one-half had younger brothers or sisters; and many of them had earned money baby-sitting. Others had cared for young children in their Church School or Vacation Bible School. All of the girls

were encouraged to become more observant of young children wherever they met them.

The present study was conducted for the purpose of developing a more effective unit in child development on a ninth grade level. The specific objectives of the study are as follows:

- (a) To collect personal and family background information from the students by means of a survey;
- (b) To determine the students' knowledge and understanding of child care by administering a pre-test in child development;
- (c) To use the information obtained through the survey and pre-test in planning a teaching unit in child development to meet the needs and interests of the students enrolled in Homemaking I;
- (d) To teach the unit;
- (e) To evaluate the unit by readministering the child development test.

CHAPTER II

REVIEW OF LITERATURE

A number of studies have been conducted which are concerned with improving the homemaking curriculum through the development of teaching units which better meet the needs of the students. Representative of those concerned specifically with the area of child development are studies by Skinner (12), De Witt (6), Mings (11), and Kimbell (9).

Skinner (12), working with 21 homemaking students in Merryville, Louisiana, developed child development units in Homemaking II and IV. Her students' experiences with children came largely through baby-sitting and through observation of first-grade children. The students made toys and children's garments; but most interest was expressed during their nutrition program with the first grade pupils. In evaluating the units it was noted that, while improvement was made in some areas, little was to be found in others. There was shown to be a definite need for more training in the area of foods and nutrition.

The study by De Witt (6), the child development teacher in the Caldwell Nursery School in Tyler, Texas, was designed to help the classroom teacher and the child development teacher to correlate the objectives of the program. She was concerned with developing a curriculum in which opportunities would be provided for the high school girl to participate in activities in the pre-school laboratory. Experiences based on classroom child development objectives were suggested for all three levels of Homemaking. Findings from the study indicated that a knowledge of child

development is learned best through actual experiences with children.

Mings (11), working with students in the Tyler High School during 1956-57 and 1957-58, formulated and taught a child development unit to girls in Homemaking II. She observed some improvement in scores after revising the unit and teaching it in 1957-58. There was improvement in the areas of moral, social, and mental development, in discipline, in family-child relationships, and in foods and nutrition. There was a decrease in the scores in the areas of emotional development, physical development, and habit formation. The study indicated areas in which more emphasis should be placed in a revision of the unit. The value of the nursery school or play school in providing opportunities for the high school student to observe and to participate in the activities of young children was stressed.

In a similar study conducted by Kimbell (9) in Norwood, Ohio, with senior students enrolled in a family living course, opportunities for experiences with young children were provided through planned periods of working in the homes of the community under the supervision of the mothers of the children. This experience resulted, on the part of the students, in a growth in appreciation of parenthood and of the contribution of teachers and others who work with students. The results of an evaluation of the teaching unit indicated that the girls participating in the study advanced in their knowledge and understanding of the principles and practices of child care, and that they had made definite progress in their attitudes toward children, particularly in the fields of moral training, discipline, and mental and social development. The area in which there was the greatest indication of the need for more emphasis was that of foods and nutrition.

This same conclusion was drawn from the study by Skinner (12).

All of these studies reaffirmed the importance of the area of child development in the homemaking curriculum. The importance of ascertaining the needs and interests of students as well as determining their attitudes toward children and their knowledge of child care as a basis for planning more meaningful experiences for the students was stressed.

Representative of the studies concerned with homemaking curriculum development on a junior high school level are those of Willis (17) and Williamson (16).

Willis (17), studying family and community background factors affecting the development of the junior high school homemaking curriculum, found that the most frequent method of earning money for the junior high school student was that of baby-sitting. She also noted that this age group was easily annoyed by smaller brothers and sisters. Such findings indicated the importance of including a study of child development in the curriculum.

Williamson (16), in a study involving curriculum development in homemaking at the ninth-grade level, found that definite progress in desirable growth and development resulted from a curriculum planned to meet the needs and interests of the students. Seemingly, the students were stimulated to assume a higher level of responsibility for home tasks, and they developed more desirable attitudes toward the menial housekeeping chores which were their responsibilities. The results from the appraisal of the tests indicate that the interest and enthusiasm of the students far surpassed their actual knowledge and ability.

The importance of the child development area in the homemaking curriculum again was stressed in a study by Crouse (4). She concluded that boys and girls in junior high school should have an opportunity to observe and to participate in child development courses, and that all high school and college students should be permitted to have some form of instruction and practical experience with pre-school children before engaging in marriage.

CHAPTER III

PLAN OF PROCEDURE

The students participating in this study were enrolled in Homemaking I at Waxahachie High School in Waxahachie, Texas, during the 1959-1960 school year. Among the 80 girls taking part in the study were four Latin Americans. The ages of the girls ranged from 13 to 16 with 95 per cent of the group being 14 or 15 years old.

In order to plan an effective homemaking curriculum, the teacher needs to have an understanding of her students, their families, and the community in which they live. Also, learning is believed to be most effective when it is based on the students' past or present experiences. In order to determine personal and family background information about the students and their families, to obtain information concerning the students' interest in children and their opportunities for experiences with young children, and to ascertain, to some degree, their knowledge and understanding of child care the following instruments were used.

SOCIO-ECONOMIC SURVEY

The Socio-economic Survey (See Appendix A) was suggested by Dr. Michael Zurich, Assistant Professor of Child Development and Family Relations, Texas Woman's University. The original survey form was devised by Dr. Zurich for use with adults, hence slight changes were made in the wording of the form to adapt it to high school use. It was administered to the girls in Homemaking I in the school in which the study was made. Information from

this survey pertained to the educational and economic background of each girl's family. From this, the students' families were classified according to the plan for Family Occupation and that for Family Education used in the Research Laboratories of the Collage of Household Arts and Sciences at Texas Woman's University.

HOMEMAKING SURVEY

The Homemaking Survey (See Appendix B) was developed by the author with the cooperation of Dr. Genevieve Weber Schubert, formerly on the Home Economics Education Faculty of TWU, when the study was initiated. Part I of this form, entitled About You and Your Family, surveyed the following areas:

- (a) Personal information - age, location of residence, duration of residence in this community, classification in school, and health.
- (b) Home responsibilities - activities which the students performed regularly in their homes and their attitudes toward these responsibilities.
- (c) Social activities - recreational and leisure time activities in which the girls participated, attendance at school, church, and community functions.
- (d) Money making experiences - ways of earning money.
- (e) Family information - concerning the girls' parents, their ages and health, the number of family members and their ages, type

of housing, and the homemaking magazines available for family use.

According to Kent (8), students obtain many of their values from the groups with which they associate - their friends, families, and church groups. Therefore, the more the homemaking teacher knows about these groups and their relationships with her students, the more likely she is to be successful in guiding their learning experiences.

Part II of the survey, entitled About Your Interest in Children, was used to ascertain the opportunities of the students for contacts with young children, their attitudes toward children, and their experiences in caring for children. In this survey the students indicated problems which they desired to have included for study in the child development unit.

Such knowledge of the interests, attitudes, and needs of students is important to the homemaking teacher if she is to help them plan classroom experiences that are suitable to their needs.

CHILD DEVELOPMENT TEST

The Child Development Test, used both as a Pre-Test and a Re-Test, (See Appendix C) was developed by the author with cooperation from Dr. Schubert, to determine the students' knowledge in the area of child development. The test was divided into two parts: 25 multiple choice and 25 true-false statements. The test included items related to physical and routine care and behavior of the child, toys and entertainment, and behavior problems. It included situations which the girls might encounter while baby-sitting or

when helping with young brothers or sisters.

This test was administered to the students as a pre-test to determine their knowledge and understanding of child care, and to serve as a basis for materials to be included in the teaching unit. After the unit had been taught, this test was readministered to the students in order to determine their increase in knowledge and understanding, and to discover the problems which still existed so that future improvements might be made in teaching the unit.

CHILD DEVELOPMENT PROGRAM

A Child Development Program for Homemaking I students was designed by the author, based on the findings from the respective Survey Forms which had been used, and from the Homemaking I Test on Child Care as it was administered as a Pre-Test. The Program was based on two major units, the first a Resource Unit, and the second a Teaching Unit.

The Resource Unit (See Appendix D) contained: (a) Possible Learning Outcomes; (b) A Content Outline; (c) Suggested Developmental Activities; (d) Suggested Culminating Activities; (e) Suggested Evaluation Procedures; (f) Suggested Materials.

The Teaching Unit (See Appendix E) included: (a) The Over-All Objectives of the Unit; (b) Suggestions for Teacher-Pupil Planning; (c) The teaching sections proper; (c-1) Learning More about what parents expect of a baby sitter; (c-2) Learning more about the physical care of children; (c-3) Learning more about the behavior and discipline of children; and (c-4) Learning more about suitable entertainment of children.

As noted, the Child Development Test was administered again at the conclusion of the Child Development I Program as a Re-Test.

Miscellaneous check sheets were used during the program, as shown in Appendix F.

CHAPTER IV

P R E S E N T A T I O N A N D A N A L Y S I S O F D A T A

The data collected for this study were obtained through the use of the Survey Forms and the Homemaking I Test on Child Development as cited in the previous section on Plan of Procedure, and as given in Appendix A, B, and C.

The data are recorded in a series of tables; and each is discussed in relation to the significance of its findings for designing a Child Development Program at the ninth grade level.

The series of tables are grouped in the following manner: Personal Background of Students, Table I; Homemaking Activities of Students, Table II; Social Activities of Students, Table III; Money Making Experiences, Table IV; information concerning the families and homes of the students, Tables V through IX. Data for these tables were obtained from the Socio-economic Survey and from Part I of the Homemaking Survey.

Tables X and XI contain data pertaining to the students' opportunities for experiences with small children, and their interests in children. These data were obtained from Part II of the Homemaking Survey.

Table XII presents the results of the Child Development Test. Only the results of the Pre-Test are discussed in this chapter.

The data of the foregoing tables are grouped according to major topics, with a discussion of each group of tables immediately preceding the tables themselves.

PERSONAL INFORMATION CONCERNING THE
PARTICIPATING STUDENTS

Ages. As shown in Part A of Table I, 95 per cent of the girls participating in this study were 14 or 15 years of age.

High School Classification. Part B of the table shows that 96.25 per cent were classified as ninth grade high school students. These data would imply that the majority of the girls would have similar needs and interests. Some of the developmental characteristics of this age group were that they desired to be members of a group, they were beginning to consider certain social graces as important, they were active physically, they were concerned about their appearance, they wanted some freedom to make choices and decisions, and they were interested in earning spending money. Their interest in and their concern for children often was an outgrowth of their experiences when baby sitting or in caring for younger brothers and sisters. Some of their behaviors indicated types of activity and content to be considered in planning a program in child development for this grade level.

Health. Part C, Table I, indicates that 78.75 per cent of the students considered their health as good, while 20 per cent felt that it was fair. Only one girl stated that she had poor health. The relation between good health and an attractive appearance would make the acquisition of good health as more appealing to girls in this age group. Some knowledge of how to help children build good health habits might, also, have some carry over value for the girls themselves.

Location of Homes. The findings in Part D of this table show that 83.75 per cent of the students lived in Waxahachie, while 16.25 per cent lived in the country. This information was of value to the homemaking teacher in planning for home visits and home experiences. It also would imply that any field trips or special class projects should be carried on during class periods, to avoid transportation problems for some of the girls in getting home.

Length of Residence in or Near Waxahachie. Part E shows that the majority of the girls had lived in or near Waxahachie all of their lives. This indicates a relatively stable population, although census figures indicated that the population was on the increase. The geographical location of Waxahachie, with its nearness to the Dallas - Fort Worth area, the fact that several new industries had moved to the community in recent years, and the trend of families toward moving from the country to town would account for this increase.

Homemaking Activities. Table II indicates the homemaking activities of the girls enrolled in Homemaking I. Part A of the table shows the homemaking activities which the girls performed regularly at home. As might be expected for girls of this age group, many of them washed and dried dishes, helped clean house, cared for their own rooms, helped with meal preparation, and helped care for their clothes. The fact that 25 per cent of them did baby-sitting regularly is of especial interest in this study.

An analysis of the data from Part B, Table II, indicates that meal preparation ranked first among the homemaking activities which the girls enjoyed doing. Baby-sitting ranked fifth, with only 21.25 per cent preferring

this in comparison with other homemaking activities.

Data from Part C include the homemaking activities which the girls least enjoyed doing. Of the total, 63.75 per cent disliked dishwashing and drying, and 32.5 per cent disliked ironing. Five girls said that they liked baby-sitting the least of all of their homemaking activities. The figures from these tables seemed to indicate a need for a better understanding of children or for more knowledge of ways to entertain children so that caring for children might become a more pleasant experience.

Social Activities and Church Attendance. Findings from Table III show the students' social activities. As indicated in Part A of this table, the chief leisure time activities of the girls were watching television and listening to the radio. About one-half of the girls enjoyed music and sports regularly, while 77.5 per cent visited with girl friends and entertained friends in their homes occasionally. Of the total, 70 per cent enjoyed occasional family recreation, while 25 per cent reported regular family recreation. The data show that 67.5 per cent read occasionally and 65 per cent went occasionally to the movies. The other girls listed these as regular activities.

Part B, Table III, shows that 83.75 per cent of the students participated in church activities regularly, and 23.75 per cent held church offices. Only two girls never attended church. Fewer girls attended community clubs and activities - 38.75 per cent never attending, 36.25 per cent attending occasionally, and 25 per cent attending regularly. Some of these activities were connected with scouting, music clubs, and the Youth Center activities, the last of which was open each Saturday night for dancing.

School activities were attended regularly by 66.25 per cent of the girls with four girls holding offices. The other girls attended school activities occasionally.

The figures indicate a wide variety of interests and activities among the students. Several of them mentioned swimming, boating, and dancing as other activities which they enjoyed. Most of them were active in church and school affairs. All the girls currently enrolled in homemaking or who have been enrolled in homemaking previously were eligible for membership in the Future Homemakers Club. This club had an active membership of over 200 girls at the time of this study. Each year one club program was presented by pre-school children - either kindergarten or dance groups. This gave the girls an opportunity to appreciate and enjoy children of this age.

Money Making Experiences. Table IV indicates the ways in which the girls participating in the study earned spending money. Of the total, 27.5 per cent depended on a regular allowance and had not tried to earn money. Another 27.5 per cent had earned money by baby-sitting. A few of the girls had had seasonal jobs selling Christmas cards or wrapping packages. A number of the girls, 46.75 per cent, were made to feel that they were earning their allowance by helping their mothers with their regular homemaking duties, or by performing such activities as ironing, washing the dishes, cleaning the house, or washing the family car. A very few of the girls, 5.0 per cent, had earned money as car hops, waitresses, or sales girls. The girls in this group had had few real money making experiences. Several of them expressed the desire to learn more about baby-sitting and more about attaining the confidence of parents so that they would be asked to baby-sit more often.

TABLE I

PERSONAL BACKGROUND OF
PARTICIPATING STUDENTS

PART A. AGE DISTRIBUTION OF THE STUDENTS

Students in Homemaking I	Age of students in years				Total
	13	14	15	16	
Number	2.00	59.00	17.00	2.0	80
Per Cent	2.50	73.75	21.25	2.5	100

PART B. CLASSIFICATION IN HIGH SCHOOL

Students in Homemaking I	Grade classification in High School				Total
	9	10	11	12	
Number	77.00	1.00	1.00	1.00	80
Per Cent	96.25	1.25	1.25	1.25	100

PART C. GENERAL HEALTH OF STUDENTS

Students in Homemaking I	General Health of Students			Total
	Good	Fair	Poor	
Number	63	16	1	80
Per Cent	78.75	20.0	1.25	100

TABLE I, CONTINUED

PERSONAL BACKGROUND OF
PARTICIPATING STUDENTS

PART D. LOCATION OF STUDENTS' HOMES

Location of Residence			
In Waxahachie		Rural	
Number	Per cent of total	Number	Per cent of total
67	83.75	13	16.25

PART E. LENGTH OF RESIDENCE IN OR NEAR WAXAHACHIE

Length of Residence in or near Waxahachie	Students	
	Number	Per Cent
One year or less	6	7.5
2 to 5 years	8	10.0
6 to 10 years	16	20.0
11 to 16 years	50	62.5
Total	80	100.0

TABLE II

HOMEMAKING ACTIVITIES OF
PARTICIPATING STUDENTS

PART A. HOMEMAKING ACTIVITIES PERFORMED REGULARLY AT HOME

Homemaking Activities Performed Regularly	Students Performing Activity	
	Number	Per Cent
Washing and drying dishes	63	78.75
Keeping own room clean	45	56.25
Making up beds	41	51.25
Helping with meals	40	50.00
Helping clean house	35	43.75
Ironing clothes	30	37.5
Baby-sitting	20	25.0
Sweeping	20	25.0
Mopping	15	18.75
Washing clothes	14	17.5
Dusting	14	17.5
Sewing or mending	6	7.5
Hanging out clothes	5	6.25
Caring for pets	4	5.0
Helping with yard work	3	3.75

TABLE II, CONTINUED

HOMEMAKING ACTIVITIES OF

PARTICIPATING STUDENTS

PART B. HOMEMAKING ACTIVITIES ENJOYED MOST

Homemaking Activities Enjoyed most	Students Performing Activities	
	Number	Per Cent
Helping with meals	52	65.0
Sewing	25	31.25
Ironing clothes	23	28.75
Making up beds	20	25.0
Baby-sitting	17	21.25
Helping clean house	15	18.75
Washing and drying dishes	15	18.75
Keeping own room	13	16.25
Washing clothes	9	11.25
Sweeping	8	10.0
Dusting	8	10.0
Care of pets	4	5.0
Hanging out clothes	1	1.25

TABLE II. CONTINUED

HOMEMAKING ACTIVITIES OF

PARTICIPATING STUDENTS

PART C. HOMEMAKING ACTIVITIES ENJOYED LEAST

Homemaking Activities Enjoyed Least	Students Performing Activities	
	Number	Per Cent
Washing and drying dishes	51	63.75
Ironing clothes	26	32.5
Helping clean house	22	27.5
Sweeping	20	25.0
Washing clothes	17	21.25
Making up beds	16	20.0
Dusting	12	15.0
Hanging out clothes	7	8.75
Baby-sitting	5	6.25
Helping with meals	4	5.0
Keeping own room	3	3.75
Helping with yard work	3	3.75
Sewing	1	1.25

TABLE III
SOCIAL ACTIVITIES OF PARTICIPATING
STUDENTS

PART A. RECREATION AND LEISURE TIME ACTIVITIES

Recreation and Leisure Time Activities	Student Response					
	Never		Occasionally		Regularly	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Movies	0	0	52	65.0	28	35.0
Reading	0	0	54	67.5	26	32.5
Listening to Radio . . .	1	1.25	27	33.75	53	66.25
Watching Television . .	0	0	20	25.0	60	75.0
Visiting with girls . .	0	0	62	77.5	18	22.5
Music	1	1.25	33	41.25	46	57.5
Sports	1	1.25	42	52.5	37	46.25
Entertaining at home . .	6	7.5	62	77.5	12	15.0
Handwork	35	43.75	44	55.0	1	1.25
Family Recreation . . .	4	5.0	56	70.0	20	25.0

PART B. PARTICIPATION IN COMMUNITY ORGANIZATIONS

Organization	Attendance							
	Never		Occasionally		Regularly		Hold	Office
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Church activities	2	2.5	11	13.75	67	83.75	19	23.75
Community activities	31	38.75	29	36.25	20	25.0	3	3.75
School activities . .	0	0	27	33.75	53	66.25	4	5.0

TABLE IV
MONEY MAKING EXPERIENCES OF
PARTICIPATING STUDENTS

Ways in Which Girls Earn Money	Number	Per Cent
Allowance	22	27.5
Baby-sitting	22	27.5
Helping Mother with homemaking duties	19	23.75
Cleaning house	8	10.0
Ironing	8	10.0
Helping Father in his office . . .	3	3.75
Car hop	2	2.5
Rummage sales	2	2.5
Waitress at cafe	2	2.5
Washing dishes	2	2.5
Mowing the lawn	1	1.25
Playing Church organ	1	1.25
Running errands for neighbors . . .	1	1.25
Selling Christmas cards	1	1.25
Sales girl at Duke and Ayres . . .	1	1.25
Wrapping Christmas gifts	1	1.25
Washing the car	1	1.25

FAMILY BACKGROUND OF THE STUDENTS PARTICIPATING IN THE STUDY

Data concerning the family background of the students are supplied by Table V. The largest age group of parents, as shown by Part A of the Table was from 45 to 50 years. Of the mothers, 31.25 and of the fathers, 30.0 per cent fell in this group. More of the parents were younger than this age group than were older. In many cases, the women were a few years younger than their husbands. A knowledge of the parents' ages provided some indication of the social and economic trends of the years in which they were growing up; and it gave a somewhat better understanding of the family background of the students.

Part of the Table shows that 65.0 per cent of the mothers and 58.75 per cent of the fathers were in good health according to the students, while 33.75 per cent of the parents were in fair health. No mothers and only 5.0 per cent of the fathers were regarded as being in poor health. The latter men were disabled war veterans. The parents of one girl were deceased, and hence she lived with her grandparents. Another girl whose father was deceased lived with her mother.

Parts C, D, and E of Table V are taken from the Socio-economic Survey. Part C shows the extent of formal education completed by the parents of the students participating in the study. Slightly more than one-half of all of the parents had some high school education, with 31.25 per cent of the fathers and 38.75 per cent of the mothers graduating from high school. Of the fathers, 20.0 per cent and of the mothers 23.75 per cent had from one to more than four years of college education, with 7.5 per cent of the fathers and 13.75 per cent of the mothers having graduated

from college. On the other hand, 28.75 per cent of the fathers and 18.75 per cent of the mothers had less than a high school education. Those having the least education, from none to two years of schooling, were parents of Latin American students. In general, the mothers of the students had received more formal education than the fathers. These findings may be attributed partly to the fact that many of these parents were growing up during depression days when many boys, particularly, quit school to go to work, and when many families were unable to give their children a higher education because of financial difficulties.

Part D of Table V shows that, when the fathers of the students were classified according to their occupations, the greatest concentration fell in the categories of "business owner or manager", or "skilled laborer", 27.50 per cent in each case. The next highest classification was that of "unskilled laborer", 20.0 per cent, with smaller per centages falling in the other categories. Only one father was classified as "professional" with respect to his occupation, with none in the semi-professional group.

Of the mothers, 50.0 per cent had homemaking as their sole occupation, with the other 50.0 per cent working outside home in addition to serving in the capacity of homemaker.

One-fourth, or 25.0 per cent of the total mothers had outside employment which was classified as "semi-skilled labor". The category of "skilled laborer" claimed 10.0 per cent, with 7.5 per cent in the "unskilled labor" group, 6.25 per cent in the semi-professional group, and 1.25 per cent (one person) owning a business establishment (a small drive-in grocery) with her husband. In this case, the wife ran the store while the husband

worked in industry.

Part E, Table V, shows the main source of income for each girl's family. Of the total, 46.25 per cent of the families received their income from weekly checks or hourly wages. Monthly checks provided the income for 31.25 per cent, while the remaining 22.5 per cent received profits and fees from a local business or profession.

The following summary shows the specific occupations of the fathers and mothers of the participating students.

SUMMARY OF SPECIFIC OCCUPATIONS OF PARENTS
OF PARTICIPATING STUDENTS

<u>Case Number</u>	<u>Fathers' Occupations</u>	<u>Mothers' Occupations</u>
1).	Farmer	Homemaker
2).	Sales manager for Tyler Fixture Corporation	Teacher
3).	Mortician	Homemaker
4).	Welder	Homemaker
5).	Railroad Laborer	Homemaker
6).	Maintenance Man	Homemaker
7).	City Street Department Truck Driver	Worker in Advertising Agency - Makes up ads
8).	House Mover	Homemaker
9).	Manager of Texas Employment Commission	Homemaker
10).	Farm laborer	Homemaker
11).	Machinist	Homemaker

SUMMARY OF SPECIFIC OCCUPATIONS OF PARENTS
OF PARTICIPATING STUDENTS, Continued

<u>Case Number</u>	<u>Fathers' Occupations</u>	<u>Mothers' Occupations</u>
12).	Machinist	Homemaker
13).	Machinist	Homemaker
14).	Owner of Dry Cleaning Establishment	Worker in Dry Cleaning Plant - in charge of alterations
15).	Truck Driver Freight	Homemaker
16).	Disabled Veteran	Homemaker
17).	Owner of Farm and Ranch	Homemaker
18).	Salesman for Dr. Pepper Company	Homemaker
19).	Insurance Salesman	Secretary
20).	Owner of Furniture Company	Saleswoman at Furniture Company
21).	Merchandise Manager at Department Store	Homemaker
22).	Purchasing Agent for Dearborn Stove Company, Dallas	Seamstress
23).	Foreman of texture crew	Homemaker
24).	Paint Contractor	Homemaker
25).	Bus Driver	Seamstress in Furniture Factory
26).	Mechanic	Worker at Photography Studio
27).	Deceased	Seamstress in Clothing factory
28).	Welder	Saleswoman at Sangers, Dallas
29).	Electrician	Secretary
30).	Maintenance worker in School District	Lunchroom Cashier

SUMMARY OF SPECIFIC OCCUPATIONS OF PARENTS
OF PARTICIPATING STUDENTS, Continued

<u>Case Number</u>	<u>Fathers' Occupations</u>	<u>Mothers' Occupations</u>
31).	Insurance Salesman	Homemaker
32).	Separated from family	Seamstress in Clothing Factory
33).	Shipping Clerk	Waitress
34).	Guard - Chance Vought	Owner with husband of small drive-in grocery, managed by mother while husband works in industry
35).	Soil Conservation Crew Chief	Clerk at Kress Store
36).	Owner of Garage	Homemaker
37).	Rural mail carrier	Homemaker
38).	City Street Department Laborer	Waitress
39).	Maintenance Foreman for Furniture Manufacturing Company	Seamstress in Clothing Factory
40).	Truck Driver	Seamstress in Clothing Factory
41).	Salesman of lumber to Furniture Manufacturing Companies	Registered Nurse
42).	Foreman at Tyler Refrigeration Company . . .	Homemaker
43).	Maintenance Department at Tyler Refrigeration Company	School Cafeteria Cook
44).	Manager of Meat Market	Homemaker
45).	Manager of Marble-Granite Company	Secretary for Marble-Granite Company

SUMMARY OF SPECIFIC OCCUPATIONS OF PARENTS

OF PARTICIPATING STUDENTS, Continued

<u>Case Number</u>	<u>Fathers' Occupations</u>	<u>Mothers' Occupations</u>
46).	Owner of Drive-In Grocery . . .	Homemaker
47).	Welder	Seamstress in Clothing Factory
48).	Mechanic	Homemaker
49).	Welder	Homemaker
50).	Spray Painter at Larkin Packer	Bank Teller
51).	State Highway Department Road Repairman	Saleswoman at Dress Shop
52).	Retired	School Cafeteria Cook
53).	Contractor for Road building machine	Homemaker
54).	Jeweler	Seamstress in Clothing Factory
55).	Soil Conservation, Inspector of Dams	Homemaker
56).	Unemployed (disabled)	Cashier in Insurance Office
57).	Contractor for concrete work	Homemaker
58).	City fireman and painter . . .	Medical Secretary at City Hospital
59).	Deceased	Director of Church Nursery and Keeper of Children for neighbor
60).	Spreads Gravel	Homemaker
61).	Manager of Service Station . .	Homemaker
62).	Public Accountant	Church Secretary
63).	Superintendent of Tyler Refrigeration Company . . .	Teacher

SUMMARY OF SPECIFIC OCCUPATIONS OF PARENTS
OF PARTICIPATING STUDENTS, Continued

<u>Case Number</u>	<u>Fathers' Occupations</u>	<u>Mothers' Occupations</u>
64).	Plumber	Seamstress in Clothing Factory
65).	Supervisor of Haggars Clothing Factory	Seamstress in Clothing Factory
66).	Hammersmith - makes oil well machinery	Homemaker
67).	Farmer	Homemaker
68).	Contractor	Homemaker
69).	Owner of a Tire Company	Teacher
70).	Rate Clerk - checks freight from trains and trucks	Keeper of Children in Home
71).	County Superintendent of Ellis County Schools	Teacher
72).	Manager of Southland Cotton Oil Company	Homemaker
73).	Owner of Plumbing Company	Keeps Children in Home
74).	Manager of Meat Department of Figgly Wiggly Store	Homemaker
75).	Machinist	Homemaker
76).	Worker in Red Bryans in Dallas - Barbecues Meat	Works in Wyatt's Food Store - Weighs meat
77).	Farmer and Clerk in Clothing Store	Works in Safeway Food Store - Weighs meat
78).	Disabled Veteran	Homemaker
79).	Disabled Veteran	Homemaker
80).	Farmer	Homemaker

The data of Table V show that many of the girls taking part in this study came from a low socio-economic group. According to Eppright (7), if home economics is to meet the challenge of today and of the future, it must meet the needs of more individuals and families than at present, and it must serve them more effectively than is the case now. For years mainly the great middle class of our population has been reached by the homemaking program. The family life problems of all economic groups, however, should be our concern. We must strive to be more effective in our work with the rich and the poor.

Allison Davis (5) has stated that, in general, educators do not reach the lowest economic levels of our society. According to his figures, 60 out of every 100 children in our country live in families of the lower socio-economic groups. The homemaking program of the public high schools provides an excellent opportunity to reach these families. Through classroom work with the students, careful selection of home experiences, visits into the homes by the homemaking teacher, and through a well planned adult program and summer program these families may be encouraged to make the best use of their resources and provide the best possible environment for the development of their children.

NUMBER AND AGES OF BROTHERS AND SISTERS OF STUDENTS

It is evident from Table VI, Part A, that more than one-half of the students participating in the study have pre-school or elementary school age brothers and/or sisters. This information is important in the planning of a unit on child development. Many of the students would have had the advantage of being able to observe young children in a natural setting.

It was hoped that better family relations would result from the fact that the teaching unit encouraged a better understanding of younger family members. The unit, also, should make some provision for contacts with young children for those who had no younger brothers and sisters.

It can be seen from Part B, Table VI, that only 12 of the 80 girls had no brothers or sisters. On the other hand, 32.5 per cent of the girls had one brother or sister, while 20 per cent had two, and 16.25 per cent have three. A few of the girls came from large families, having six, eight, nine, and thirteen brothers and sisters in their families.

TYPE OF HOUSING OF THE STUDENTS PARTICIPATING IN THE STUDY

The majority of the girls in the study lived in houses, as indicated in Table VII. Seven girls lived in apartments, and one lived in a house trailer. The families were divided almost equally between those which owned their own homes entirely, those which were paying for their homes in installments, and those which were renting their homes.

OTHERS LIVING IN THE HOME AND THEIR RELATIONSHIP TO THE STUDENTS

Few families had any one other than the immediate family members living in the home. In four homes, a grandmother lived with the family. One girl had lived with her grandparents since the death of her mother and father. An elderly great aunt lived with one family. A small niece and a small nephew lived in the homes of two girls, providing them with many experiences with young children, although they had no younger brothers or sisters themselves. One of the families lived with an elderly woman in her home to help care for her.

OUTSIDE HELP IN THE HOME OF STUDENTS PARTICIPATING IN THE STUDY

Only 22 families employed outside help in the home as indicated in Table IX. Two of the families had full-time help, and 20 had part-time help. Since 72.5 per cent of the families did not employ any outside help in the home, this could imply that the majority of the students had ample opportunity to participate in many homemaking activities.

HOMEMAKING MAGAZINES READ BY THE FAMILIES OF THE STUDENTS

That most of the families of the students had an opportunity to read some type of homemaking magazine was indicated by Table X. Those which were most popular in the homes were as follows: Good Housekeeping - 38.75 per cent, Better Homes and Gardens - 36.25 per cent, Ladies Home Journal - 31.25 per cent, and McCall's - 23.75 per cent. Of the 80 families surveyed, 15 of them read no homemaking magazines. All the magazines listed above, as well as many of the others which were listed less frequently, have excellent articles on child development among the many others of interest to the homemaking classes. These help families to keep abreast of new ideas and new trends; and they serve as good reference material in the department. An effort should be made to acquaint the students with interesting articles in an effort to try to improve some of their reading habits as well as providing useful information.

TABLE V
FAMILY BACKGROUND OF
PARTICIPATING STUDENTS

PART A. AGES OF PARENTS

Approximate Ages of Parents	Mothers		Fathers	
	Number	Per Cent	Number	Per Cent
30 to 34	12	15.00	2	2.50
35 to 39	13	22.50	15	18.75
40 to 44	19	23.75	18	22.50
45 to 49	25	31.25	24	30.00
50 to 54	4	5.00	15	18.75
55 to 59	1	1.25	3	3.75
60 to 65	0	0.00	1	1.25
Deceased	1	1.25	2	2.50
Total	80	100.00	80	100.00

PART B. HEALTH OF PARENTS (As Indicated by Students)

Health of Parents	Mothers		Fathers	
	Number	Per Cent	Number	Per Cent
Good	52	65.00	47	58.75
Fair	27	33.75	27	33.75
Poor	0	0.00	4	5.00
Deceased	1	1.25	2	2.50
Total	80	100.00	80	100.00

TABLE V, CONTINUED

FAMILY BACKGROUND OF

PARTICIPATING STUDENTS

PART C. EDUCATION OF PARENTS

Extent of Formal Education of the Students' Parents	Fathers		Mothers	
	Number	Per Cent	Number	Per Cent
1. Recipient of an Advanced Degree	2	2.50	1	1.25
2. Training beyond the Bachelor's Degree, but not a Recipient of a Graduate Degree	0	0.00	0	0.00
3. Recipient of a Bachelor's Degree	6	7.50	11	13.75
4. Training Beyond High School, but not a Recipient of a Bachelor's Degree	9	11.25	6	7.50
5. High School Graduate	25	31.25	29	36.25
6. Training Beyond the Eighth Grade but not a High School Graduate	14	17.50	17	21.25
7. Eighth Grade Graduate	12	15.00	7	8.75
8. Grades of Formal Education if not an Eighth Grade Graduate				
7-5 Grades	9	11.25	7	8.75
4-3 Grades	0	0.00	0	0.00
2-1 Grades	2	2.50	2	2.50
9. No Formal Education	1	1.25	0	0.00

TABLE V, CONTINUED

FAMILY BACKGROUND OF

PARTICIPATING STUDENTS

PART D. OCCUPATION CLASSIFICATION OF PARENTS

Occupation Classification	Fathers		Mothers	
	Number	Per Cent	Number	Per Cent
Homemaking			40	50.00
Professional Worker	1	1.25	0	0.00
Semi-professional Worker	0	0.00	5	6.25
Business Owner or Manager	22	27.50	1	1.25
Farm Owner or Manager	5	6.25	0	0.00
Skilled Laborer	22	27.50	8	10.00
Semi-skilled Laborer	6	7.50	20	25.00
Unskilled Laborer	16	20.00	6	7.50
Retired	1	1.25	x	0.00
Unemployed (Disabled)	4	5.00	x	0.00
Deceased	2	2.50	x	0.00
Parents separated, and Father not living in the home	1	1.25	x	0.00

TABLE V, CONTINUED

FAMILY BACKGROUND OF

PARTICIPATING STUDENTS

PART E. MAIN SOURCE OF THE FAMILY INCOME

Main Source of Family Income	Number	Per Cent
Salary, Monthly Checks	25	31.25
Profits and Fees from a Business or Profession	18	22.50
Weekly checks, wages, Hourly wages, piece work	37	46.25
Savings and Investments	0	0.00
Inherited Savings and Investments	0	0.00
Total	80	100.00

TABLE VI
NUMBER AND AGES OF BROTHERS
AND SISTERS OF PARTICIPATING STUDENTS

PART A. AGE DISTRIBUTION OF BROTHERS AND SISTERS IN RELATION
TO AGE OF STUDENTS PARTICIPATING IN THE STUDY

Age of Brothers and Sisters in Relation to Age of Student	Number of Students	Per Cent
All brothers and sisters are older than student	23	28.75
Some pre-school or elementary school age brothers and sisters .	45	56.25

PART B. NUMBER OF BROTHERS AND/OR SISTERS

Number of Brothers and/or Sisters	Number	Per Cent
No brothers or sisters	12	15.0
One brother or sister	26	32.5
Two	16	20.0
Three	13	16.25
Four	4	5.0
Five	4	5.0
Six	2	2.5
Eight	1	1.25
Nine	1	1.25
Thirteen	1	1.25

TABLE VII

TYPE OF HOUSING OF FAMILIES
OF PARTICIPATING STUDENTS

PART A. PHYSICAL TYPE OF DWELLING

Type of Housing	Number	Per Cent
Apartment	7	8.75
House	72	90.0
House Trailer	1	1.25
Total	80	100.0

PART B. HOME OWNERSHIP

Ownership Status	Number	Per Cent
Family owned home entirely	27	33.75
Family was paying for home	24	30.00
Family was renting home	29	36.25
Total	80	100.00

TABLE VIII

OTHERS LIVING IN THE HOME AND THEIR
RELATION TO THE PARTICIPATING
STUDENTS

Others Living in the Home and Relationship	Number	Per Cent
Grandmother	5	6.25
Grandfather	1	1.25
Great Aunt	1	1.25
Cousin	2	2.50
Niece	1	1.25
Nephew	1	1.25
No Relation (owner of house in which family lives)	1	1.25

TABLE IX

OUTSIDE HELP IN THE HOMES
OF PARTICIPATING FAMILIES

Type of Outside Help in the Family	Number	Per Cent
Full-time Help	2	2.50
Part-time Help	20	25.00
No Outside Help	58	72.50
Total	80	100.00

TABLE X

HOMEMAKING MAGAZINES READ BY
FAMILIES OF PARTICIPATING STUDENTS

Homemaking Magazine Read by Families	Number of Families	Per Cent
American Home	3	3.75
Better Homes and Gardens	29	36.25
Family Circle	7	8.75
Farm and Ranch	2	2.5
Farm Journal	1	1.25
Good Housekeeping	31	38.75
Home	3	3.75
House Beautiful	2	2.5
House and Garden	3	3.75
Health Magazine	2	2.5
Ladies Home Journal	25	31.25
Living for Young Homemakers	1	1.25
McCall's	19	23.75
Parents	1	1.25
Progressive Farmer	2	2.5
Seventeen	7	8.75
Vogue	3	3.75
Woman's Home Companion	1	1.25
No Homemaking Magazines	15	18.75

OPPORTUNITIES FOR EXPERIENCES WITH SMALL CHILDREN

The students' opportunities for experiences with small children are expressed by the data found in Table XI. It had been predetermined that 56.25 per cent of the students had pre-school or elementary school age brothers and/or sisters, with 35.0 per cent of the girls having young nieces or nephews who frequently visited in their homes, and 75 per cent having young children in their neighborhoods. More than one-half of the girls had had some experience in caring for children in their church schools or Vacation Bible Schools. Helping care for children in the Church Vacation Bible Schools often is included in a homemaking summer project following a child development unit.

Of all participating students, 78.75 per cent stated that they had had some experience in keeping young children while their parents were away. These data indicated that most of the girls had the opportunity for observing young children. Plans should be included in the unit, therefore, to give the other girls opportunities for observation and some actual experiences in working with young children.

INTEREST IN CHILDREN EXPRESSED BY STUDENTS

Interest in different phases of child development were expressed by the students through their answers to the questions in Part II of the Homemaking Survey. Table XII, Part A, shows a record of their responses to questions on physical care. Of the girls, 95 per cent said that they liked to care for young children; 82.5 per cent had had some experience in dressing small children; and 75 per cent had put children to bed. Less than one-half of

them knew some symptoms of common illnesses. One-half of the girls had bathed a baby, while 83.75 per cent had expressed the desire to know more about feeding small children.

Part B, Table XII, shows the girls' responses to the questions concerning entertainment of children. Eighty per cent felt that they knew some stories that children would enjoy, and 87.5 per cent had told stories to children. About one-half of the girls had directed play activities and 75 per cent had bought toys for children. The teaching unit might include standards for selection of toys and also provide a better understanding of the meaning of play and the importance to the child of well chosen toys. Of the girls, 80 per cent expressed an interest in learning games which might be played at children's parties. The unit might include a party for pre-school children in order to give the girls experience in planning and giving a party. Through planning refreshments and entertainment, they would be learning more about the needs, interests, and characteristics of different aged children; and it would give them experience actually in working with young children.

Part C of Table XII shows the students' responses to the questions on behavior and discipline. Those who felt that they knew what to expect of children at different ages were 66.25 per cent of the total, and 62.5 per cent thought that they know how to make children feel important and wanted. In addition, 60 per cent said that they had no trouble in getting children to cooperate with them; but 40 per cent had trouble in this respect. The majority of the girls had seen children in a temper tantrum, while 17 girls admitted that children irritated them, and almost one-half sometimes

teased children. Twenty-five girls were allowed to punish young children in the family. Some of these children were small nieces and nephews, rather than younger brothers and sisters.

Answers from this part of the Table indicated that the unit should help the girls to achieve a better understanding of children and of what to expect of them. It should impart a better understanding of discipline and the effectiveness of different kinds of punishment.

In the last question on the Survey Form, the students were asked to list that about which they would like most to study in the unit on child development. Their answers are recorded in Part D, Table XII. Five of the girls wanted to know how to get more baby-sitting jobs. There were 87 requests to learn more about the physical care of children, with the emphasis placed on how and what to feed small children. They seemed particularly interested in babies. Nineteen girls wanted to know more about what to do if a child whom they were keeping became ill.

There were 28 requests for information about entertainment. Most of their interest in this respect concerned stories and books for young children.

Sixty requests called for more information about behavior problems and discipline. They desired to know how to get children to mind and to cooperate with them, what to do when children had temper tantrums, and how children should be punished other than spanking them. These requests served as bases for many of the activities included in the teaching unit.

According to the report of the Yearbook Committee of the Association

for Supervision and Curriculum Development (3), learning is motivated best by goals established by the student as a result of his needs. The student should be able to see the relationship between what he is learning and how it can be used.

TABLE XI

OPPORTUNITY FOR EXPERIENCES
WITH YOUNG CHILDREN OF
PARTICIPATING STUDENTS

Question	Student Response			
	Yes		No	
	Num- ber	Per Cent	Num- ber	Per Cent
Do you have young nieces or nephews?	28	35.00	52	65.00
Do your neighbors have young children?	60	75.00	20	25.00
Have you ever helped care for young children in your Church School or Vacation Bible School? . .	47	58.75	33	41.25
Have you ever cared for children while their parents were away?	63	78.75	17	21.25

TABLE XII

INTEREST IN CHILDREN EXPRESSED
BY PARTICIPATING STUDENTS

PART A. PHYSICAL CARE

Question	Student Response			
	Yes		No	
	Num- ber	Per Cent	Num- ber	Per Cent
Do you like to take care of children?	76	95.0	4	5.0
Would you like to know more about feeding a baby?	67	83.75	13	16.25
Do you know how to fold a diaper and put it on a baby?	66	82.5	14	17.5
Do you know some of the symptoms of the common illnesses in a small child?	37	46.25	43	53.75
Have you ever bathed a baby?	40	50.0	40	50.0
Have you ever dressed a baby?	66	82.5	14	17.5
Have you ever put a child to bed?	60	75.0	20	25.0

TABLE XII, CONTINUED

INTEREST IN CHILDREN EXPRESSED
BY PARTICIPATING STUDENTS

PART B. ENTERTAINMENT OF CHILDREN

Question	Student Response			
	Yes		No	
	Num- ber	Per Cent	Num- ber	Per Cent
Do you know some stories that different aged children usually enjoy?	64	80.0	16	20.0
Have you told stories to a child?	70	87.5	10	12.5
Do you ever teach nursery rhymes to children?	36	45.0	44	55.0
Have you ever directed play activities for children?	46	57.5	34	42.5
Do you ever buy toys for children?	60	75.0	20	25.0
Would you like to learn games that might be played at a children's party?	64	80.0	16	20.0

TABLE XII, CONTINUED

INTEREST IN CHILDREN EXPRESSED
BY PARTICIPATING STUDENTS

PART C. BEHAVIOR AND DISCIPLINE

Question	Student Response			
	Yes		No	
	Num- ber	Per Cent	Num- ber	Per Cent
Do you know what may be expected of children at different ages?	53	66.25	27	33.75
Do you have trouble getting children to cooperate with you?	32	40.0	48	60.0
Do children irritate you? . .	17	21.25	63	78.75
Do you know how to make children feel important and wanted?	50	62.5	30	37.5
Are you allowed to punish younger children in your family if there are any?	25		29	
Have you ever seen a child in a temper tantrum?	68	85.0	12	15.0
Do you ever tease children?	38	47.5	42	52.5

TABLE XII, CONTINUED

INTEREST IN CHILDREN EXPRESSED
BY PARTICIPATING STUDENTS

PART D. ITEMS ABOUT WHICH STUDENTS DESIRED TO LEARN
IN THE STUDY OF CHILD DEVELOPMENT

Desires Expressed by Students	Number	Per Cent
How to get more baby-sitting jobs	5	6.25
<u>Physical Care</u>		
More about how and what to feed small children	30	37.5
How to care for a tiny baby	13	16.25
How to put children to bed	7	8.75
How to bathe and dress little children	18	22.5
Symptoms of illness, and what to do in case of an accident	19	23.75
<u>Entertainment</u>		
More about stories and books	21	26.25
Games children like to play at parties	4	5.0
Suitable toys	3	3.75

TABLE XII, CONTINUEDINTEREST IN CHILDREN EXPRESSED
BY PARTICIPATING STUDENTSPART D. ITEMS ABOUT WHICH STUDENTS DESIRED TO LEARN
IN THE STUDY OF CHILD DEVELOPMENT, CONTINUED

Desires Expressed by Students	Number	Per Cent
<u>Behavior and Discipline</u>		
How to stop crying	5	6.25
What to do for a temper tantrum . .	7	8.75
How to punish other than spanking	7	8.75
What to expect of children of different ages	10	12.5
How to help them get along with each other	8	10.0
How to make them mind, be quiet, and stay out of things	16	20.0
How to make them feel loved and wanted	5	6.25
How to feel more patient and at ease with children	4	5.0

THE CHILD DEVELOPMENT TEST -
NEEDS OF STUDENTS AS SHOWN BY RESULTS OF PRE-TEST

Table XIII summarizes the results of the child development pre-test which was administered to the 80 student participants. Part A shows the individual scores made by each student. The mode score for the group was 72 to 74, the mean score was 74.65, and the median score was 74.

The findings in Part B, Table XIII, indicate that the highest score on the pre-test was 88, and the lowest was 56. A total of 14 different scores was recorded. The frequency of the scores ranged from one to 14 students in each case. These data are shown graphically in Figure 1.

In Table XIV, the scores of the students were grouped in order to make various comparisons. Parts A and B of the Table show the scores made by students having younger brothers and sisters as compared with the scores of those from families in which there are no younger children. The mean scores, 74.65 and 74.5 respectively, indicate no significant difference in the two groups as to their knowledge of child development.

In Parts C and D of Table XIV, the scores of the students whose mothers work outside the home were compared with the scores of those whose mothers' chief occupation was homemaking. It was found that the mean score for the group whose mothers worked outside the home was 75 while that of the other group was 73.9. These scores are similar enough to indicate common needs as far as the teaching unit is concerned.

The number and per cent of students missing each item in the test appear in Table XV. Three test items (Numbers 35, 48, and 50) were not missed

by any of the students, while three items (Numbers 2, 11, and 32) were missed by more than 80 per cent.

The per cent of students missing each of the 50 test items is indicated by a line graph in Table XVI.

To determine the strength of the students in different areas of the test, the questions were placed in homogenous groups as far as possible; and graphic presentations were made in Table XVII. Part A of the table shows that 12 test items pertaining to physical care of children, were missed by 1.25 to 81.25 per cent of the students.

Part B of the table indicates that 13 test items pertaining to entertainment were missed by 2.5 to 85 per cent of the students. Test items 48 and 50 were not missed by any of the participants.

In the area of discipline and behavior, 22 test items were missed by 3.75 to 87.5 per cent of the students, as shown in Part C, Table XVII. Test item 35 was not missed by any of the students.

Table XVIII reveals that 17.7 per cent of the items on physical care were missed by the students, 31.7 per cent of the items pertaining to entertainment were missed, while 25.0 per cent of the items related to behavior and discipline were missed in the pre-test. This same information is shown by a bar graph in Figure 2.

An evaluation of the findings in Table XIII to XVIII indicates that, in teaching the child development unit, more emphasis should be placed in the areas of behavior and discipline, and in the area of entertainment than in that of physical care.

TABLE XIII

SCORES ON CHILD DEVELOPMENT TEST
MADE BY PARTICIPATING STUDENTS

PART A. COMPARISON OF PRE-TEST AND RE-TEST SCORES

Case Number	Scores		Case Number	Scores	
	Pre-test	Re-Test		Pre-test	Re-test
1	60	72	22	82	94
2	86	94	23	72	80
3	72	84	24	66	70
4	70	78	25	74	86
5	80	86	26	80	84
6	82	86	27	74	82
7	72	78	28	76	76
8	56	80	29	74	90
9	86	92	30	72	86
10	82	92	31	72	84
11	74	80	32	76	78
12	84	98	33	76	86
13	82	90	34	78	88
14	68	82	35	76	84
15	70	80	36	72	86
16	70	84	37	72	74
17	76	78	38	80	86
18	80	86	39	68	84
19	76	82	40	70	80
20	80	84	41	78	90
21	72	90	42	68	82

TABLE XIII. CONTINUED

SCORES ON CHILD DEVELOPMENT TEST
MADE BY PARTICIPATING STUDENTS

PART A. COMPARISON OF PRE-TEST AND RE-TEST SCORES, CONTINUED

Case Number	Scores		Case Number	Scores	
	Pre-test	Re-test		Pre-test	Re-test
43	78	88	64	72	90
44	74	94	65	72	76
45	68	74	66	66	80
46	78	84	67	72	86
47	66	84	68	68	80
48	74	82	69	86	96
49	68	70	70	74	72
50	80	88	71	80	88
51	68	82	72	78	78
52	66	84	73	74	80
53	76	76	74	78	80
54	74	90	75	80	88
55	86	90	76	72	78
56	84	94	77	76	80
57	74	80	78	74	82
58	74	80	79	72	84
59	72	82	80	76	84
60	74	78	Mode 72 - 74		
61	76	82	Mean 74.65 - 83.58		
62	88	90	Median 74 - 82		
63	70	86			

TABLE XIII. CONTINUED

SCORES ON CHILD DEVELOPMENT TEST
MADE BY PARTICIPATING STUDENTS

PART B. COMPARISON OF PRE-TEST AND RE-TEST SCORES

Score	Frequency of Scores	
	Pre-test	Re-test
98		1
96		1
94		4
92		2
90		8
88	1	5
86	3	10
84	2	12
82	4	9
80	8	12
78	6	7
76	10	3
74	13	2
72	14	2
70	5	2
68	8	
66	4	
60	1	
56	1	

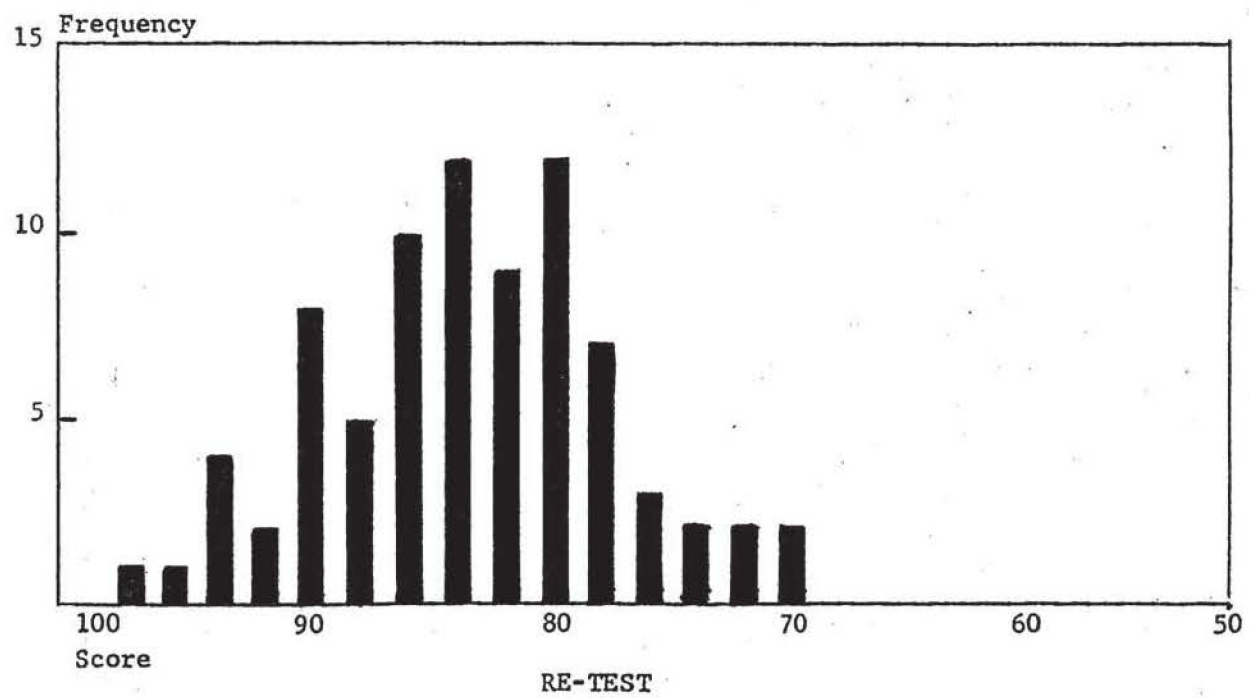
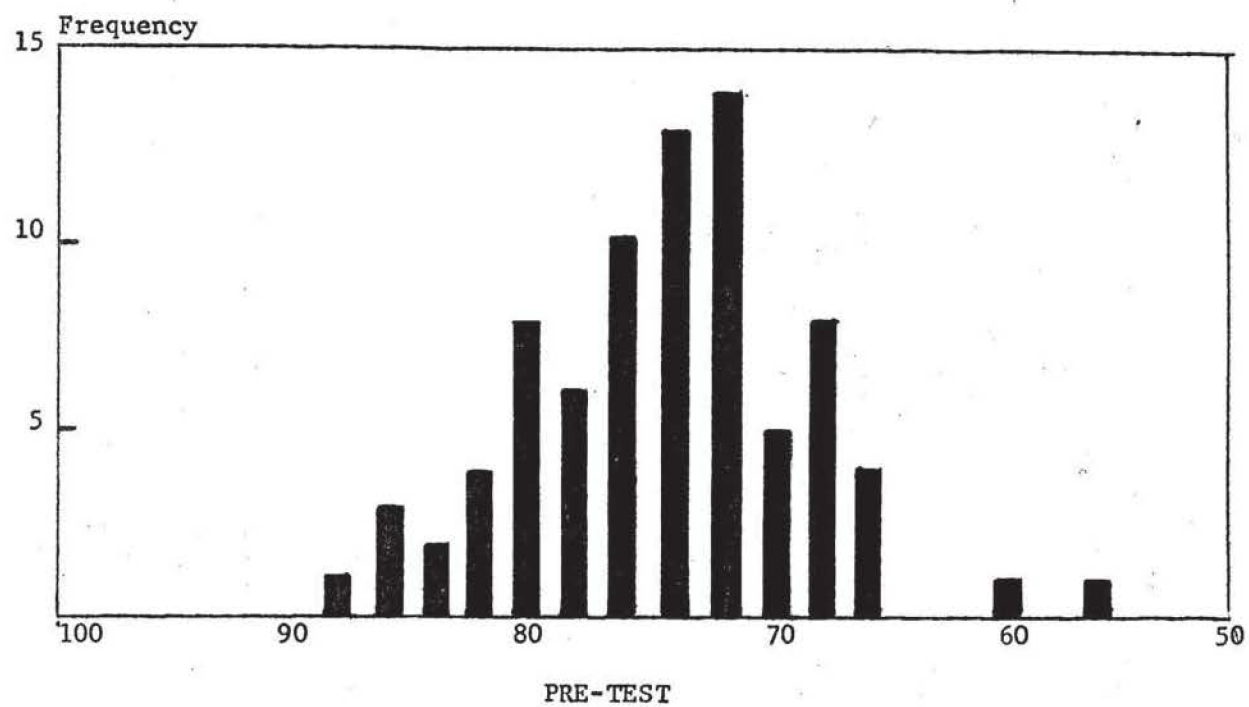


FIGURE 1.

COMPARISON OF PRE-TEST AND RE-TEST SCORES ON THE CHILD
DEVELOPMENT TEST

TABLE XIV
COMPARISON OF SCORES MADE BY
GROUPING STUDENTS

PART A. SCORES MADE BY STUDENTS HAVING YOUNGER BROTHERS
OR SISTERS

Case Number	Scores		Case Number	Scores	
	Pre-test	Re-test		Pre-test	Re-test
2	86	94	21	72	90
3	72	84	22	82	94
4	70	78	23	72	80
5	80	86	26	80	84
6	82	86	28	76	76
8	56	80	29	74	90
9	86	92	32	76	78
11	74	80	33	76	86
12	84	98	34	78	88
13	82	90	36	72	86
15	70	80	37	72	74
16	70	84	38	80	86
17	76	78	39	68	84
19	76	82	42	68	82
20	80	84	44	74	94

TABLE XIV. CONTINUED

COMPARISON OF SCORES MADE BY
GROUPING STUDENTS

PART A. SCORES MADE BY STUDENTS HAVING YOUNGER BROTHERS
OR SISTERS, CONTINUED

Case Number	Scores		Case Number	Scores	
	Pre-Test	Re-Test		Pre-Test	Re-Test
45	68	74	69	86	96
46	78	84	72	78	78
47	66	84	73	74	80
49	68	70	78	74	82
52	66	84	79	72	84
55	86	90	<div> <div>Mode</div> <div>72 - 74</div> <div>84</div> </div> <div> <div>Mean</div> <div>74.8</div> <div>83.7</div> </div> <div> <div>Median</div> <div>74</div> <div>84</div> </div>		
58	74	80			
60	74	78			
65	72	76			
68	68	80			

TABLE XIV, CONTINUED

COMPARISON OF SCORES MADE BY
GROUPING STUDENTS

PART B. SCORES MADE BY STUDENTS HAVING NO YOUNGER BROTHERS OR SISTERS

Case Number	Scores		Case Number	Scores	
	Pre-test	Re-test		Pre-test	Re-test
1	60	72	57	74	80
7	72	78	59	72	82
10	82	92	61	76	82
14	68	82	62	88	90
18	80	86	63	70	86
24	66	70	64	72	90
25	74	86	66	66	80
27	74	82	67	72	86
30	72	86	70	74	72
31	72	84	71	80	88
35	76	84	74	78	80
40	70	80	75	80	88
41	78	90	76	72	78
43	78	88	77	76	80
48	74	82	80	76	84
50	80	88			
51	68	82	Mode	72 - 74	80 - 82
53	76	76	Mean	74.5	83.5
54	74	90	Median	74	84
56	84	94			

TABLE XIV. CONTINUED

COMPARISON OF SCORES MADE BY
GROUPING STUDENTS

PART C. SCORES MADE BY STUDENTS WHOSE MOTHERS WORK OUTSIDE THE HOME

Case Number	Scores		Case Number	Scores	
	Pre-test	Re-test		Pre-test	Re-test
2	86	94	45	68	74
7	72	78	47	66	84
14	68	82	50	80	88
19	76	82	51	68	82
20	80	84	53	76	76
22	82	94	54	74	90
25	74	86	56	84	94
26	80	84	58	74	80
27	74	82	59	72	82
28	76	76	62	88	90
29	74	90	63	70	86
30	72	86	64	72	90
32	76	78	65	72	76
33	76	86	69	86	96
34	78	88	70	74	72
37	72	74	71	80	88
38	80	86	73	74	80
39	68	84	76	72	78
40	70	80	77	76	80
41	78	90	Mode	72-74	82-86-90
43	78	88	Mean	75	84
			Median	74	84

TABLE XIV, CONTINUED
COMPARISON OF SCORES MADE BY
GROUPING STUDENTS

PART D. SCORES MADE BY STUDENTS WHOSE MOTHERS ARE HOMEMAKERS

Case Number	Scores		Case Number	Scores	
	Pre-test	Re-test		Pre-test	Re-test
1	60	72	44	74	94
3	72	84	46	78	84
4	70	78	48	74	82
5	80	86	49	68	70
6	82	86	52	66	84
8	56	80	55	86	90
9	86	92	57	74	80
10	82	92	60	74	78
11	74	80	61	76	82
12	84	98	66	66	80
13	82	90	67	72	86
15	70	80	68	68	80
16	70	84	72	78	78
17	76	78	74	78	80
18	80	86	75	80	88
21	72	90	78	74	82
23	72	80	79	72	84
24	66	70	80	76	84
31	72	84			
35	76	84	Mode	72	80 - 84
36	72	86	Mean	73.9	83.2
42	68	82	Median	74	84

TABLE XV

COMPARISON OF ITEMS MISSED ON THE
CHILD DEVELOPMENT TEST BEFORE AND
AFTER TEACHING THE UNIT

Pre-test			Re-test		
Test Item Number	Number Missed	Per Cent Missed	Test Item Number	Number Missed	Per Cent Missed
1	3	3.75	1	0	0.00
2	65	81.25	2	55	68.75
3	22	27.50	3	5	6.25
4	37	46.25	4	12	15.00
5	15	18.75	5	9	11.25
6	6	7.50	6	1	1.25
7	9	11.25	7	7	8.75
8	16	20.00	8	11	13.75
9	42	52.50	9	8	10.00
10	54	67.50	10	24	30.00
11	70	87.50	11	45	56.25
12	11	13.75	12	2	2.50
13	9	11.25	13	11	13.75
14	10	12.50	14	7	8.75
15	39	48.75	15	38	47.50
16	3	3.75	16	2	2.50
17	36	45.00	17	25	31.25

TABLE XV, CONTINUED

COMPARISON OF ITEMS MISSED ON THE
CHILD DEVELOPMENT TEST BEFORE AND
AFTER TEACHING THE UNIT

Pre-test			Re-test		
Test Item Number	Number Missed	Per Cent Missed	Test Item Number	Number Missed	Per Cent Missed
18	4	5.00	18	4	5.00
19	3	3.75	19	3	3.75
20	2	2.50	20	0	0.00
21	1	1.25	21	2	2.50
22	7	8.75	22	2	2.50
23	36	45.00	23	7	8.75
24	9	11.25	24	11	13.75
25	4	5.00	25	0	0.00
26	6	7.50	26	3	3.75
27	3	3.75	27	0	0.00
28	13	16.25	28	3	3.75
29	5	6.25	29	2	2.50
30	41	51.25	30	28	35.00
31	55	68.75	31	37	46.25
32	68	85.00	32	58	72.50
33	2	2.50	33	2	2.50
34	50	62.50	34	46	57.50

TABLE XV, CONTINUED

COMPARISON OF ITEMS MISSED ON THE
CHILD DEVELOPMENT TEST BEFORE AND
AFTER TEACHING THE UNIT

Pre-test			Re-test		
Test Item Number	Number Missed	Per Cent Missed	Test Item Number	Number Missed	Per Cent Missed
35	0	0.00	35	0	0.00
36	20	25.00	36	6	7.50
37	7	8.75	37	6	7.50
38	27	33.75	38	12	15.00
39	1	1.25	39	1	1.25
40	6	7.50	40	3	3.75
41	1	1.25	41	2	2.50
42	51	63.75	42	40	50.00
43	41	51.25	43	30	37.50
44	11	13.75	44	2	2.50
45	37	46.25	45	26	32.50
46	49	61.25	46	55	68.75
47	3	3.75	47	3	3.75
48	0	0.00	48	0	0.00
49	2	2.50	49	5	6.25
50	0	0.00	50	0	0.00

TABLE XVI

TABLE XVII

PART C

COMPARISON OF ITEMS MISSED IN THE

TABLE XVIII

COMPARISON OF THE NUMBER AND
PER CENT OF TEST ITEMS MISSED IN
EACH AREA OF THE CHILD DEVELOPMENT
TEST

Testing Area	Number of Test Questions Answered	Number of Questions Missed		Per Cent of Questions Missed	
		Pre-test	Re-test	Pre-test	Re-test
Physical Care	960	170	144	17.7	15.0
Entertainment	1200	380	229	31.7	19.1
Behavior and Discipline	1840	462	288	25.0	15.7

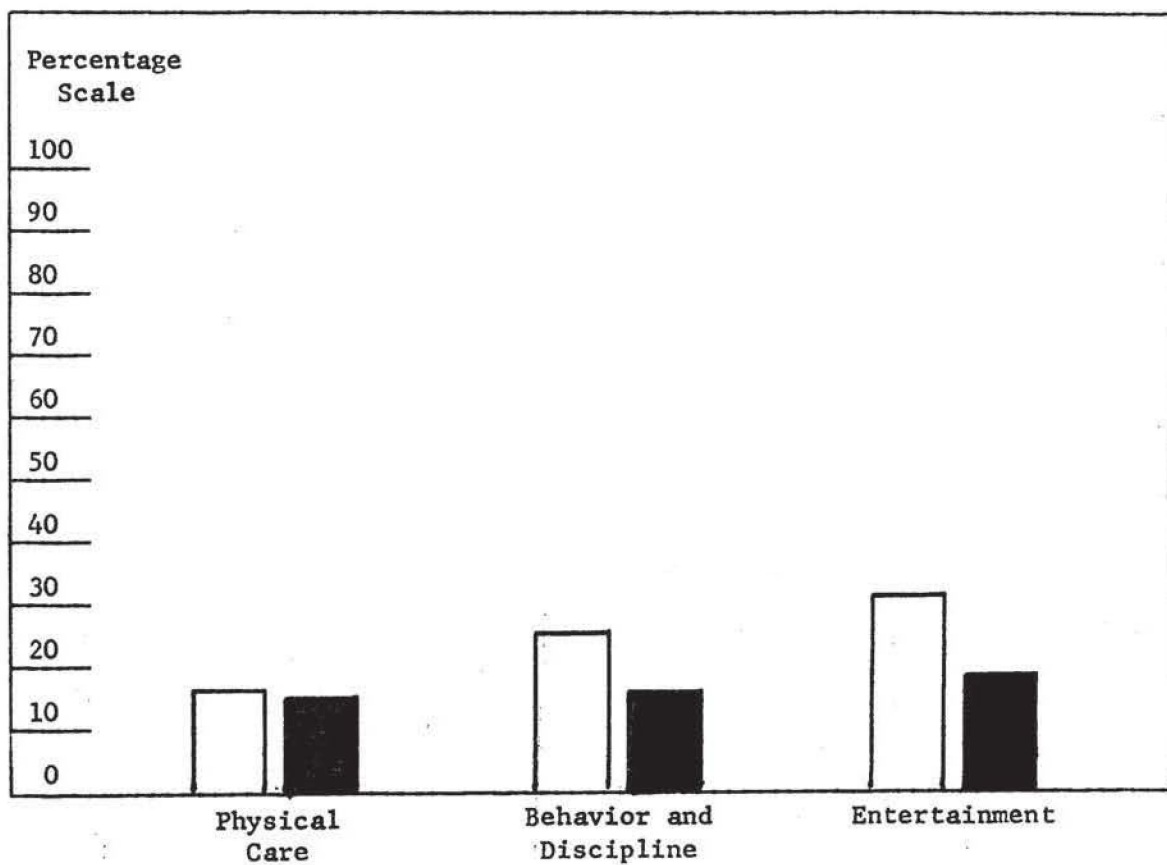
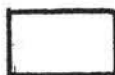


FIGURE 2.

COMPARISON OF PERCENTAGE OF QUESTIONS MISSED IN DIFFERENT
AREAS OF THE CHILD DEVELOPMENT TEST

Pre-test



Re-test



GENERAL IMPLICATIONS FOR THE TEACHING UNIT

The data discussed in this chapter were analyzed in order to determine implications for the development of a teaching unit for child development in Homemaking I.

Although the findings of the instruments used in this study indicated that the majority of the students had many contacts with young children, it was believed that the unit would be more interesting and more meaningful if common opportunities for observation and for experiences with young children were provided through field trips, observation of play groups, or the giving of parties for young children in the Homemaking Laboratory. This would provide a means of coordinating classroom learnings with actual application through participation in activities with young children.

In planning the unit, it was regarded that the age group to which the majority of the students belonged, and the developmental characteristics of this group must be considered.

It was shown in the data that 27.5 per cent of the students earned money baby-sitting, while others expressed a desire to earn spending money in this way. The teaching unit should help the girls to attain a better understanding of children and of what to expect of them. This, also, might help to give parents and baby-sitters a more complete understanding of each other.

Although the greatest number of requests for activities in the teaching unit were in the area of physical care, the pre-test data and the

data from the surveys indicated that the girls' experience and knowledge were greatest in this area, and that somewhat less time and emphasis could be placed here, in order to leave more time.

In addition to the 62 requests for activities in relation to behavior and discipline of young children, the surveys and pre-test pointed to a need for further knowledge and experience in this area, with emphasis on how to encourage children to cooperate and how best to administer punishment.

There were fewer requests for activities in the area of entertaining children than in other areas, yet the largest percentage of questions missed in the pre-test fell in this area. There was an indication of the need for better understanding of the meaning of play in a child's development, and of the value of suitable toys and well chosen entertainment for different age groups.

In the light of these implications, the author developed a unit for teaching Child Development to the 80 students enrolled in Homemaking I at Waxahachie High School.

CHAPTER V
EVALUATION OF THE
CHILD DEVELOPMENT UNIT

According to Williamson and Lyle (15) evaluation devices should be used in order to appraise the effectiveness of teaching, to determine the development which students have made toward the objectives during a certain period of time, and to stimulate them to further learning.

After teaching the child development unit in Homemaking I, the Child Development Test was re-administered to the students as a means of evaluating the effectiveness of the unit. The data from the re-test have been recorded in Tables XIII through XVIII and in Figures 1 and 2, in juxtaposition with the pre-test data, for comparative purposes. The changes in the response to the Test are discussed as follows.

RESULTS OF THE CHILD DEVELOPMENT RE-TEST

The progress which the students made during the study was determined by re-administering the Child Development Test, as noted. Data in Table XIII, Part A, reveal the fact that the mode score in the re-test was 80 to 84; the mean score was 83.58; and the median score was 82. This shows an increase of eight points in the median score. In analyzing the re-test it was noted that one student scored lower and three students scored the same as in the pre-test. The student who scored lower in the re-test was generally below average in her other academic studies. Of the three students who scored the same in both tests, two were absent several times during the time the unit was being taught. The other student lived in a house trailer with her family and moved frequently. She had only lived in

Waxahachie about four months, and was disturbed over plans to move again. All three of these students were average or below in their other academic studies, also. The re-test scores of the other 76 students showed an increase over the scores made in the pre-test. This was an indication that 95 per cent of the students made some improvement while the study was in progress.

Table XIII, Part B, shows that the highest score made on the re-test was 98, and that the lowest was 70. This reveals an improvement over the high and low pre-test scores, which were 88 and 56, respectively. The frequency of the re-test scores ranged from one to 12 students for each score as compared with the frequency of the pre-test scores which was one to 14. Figure 1 shows a general shift from lower to higher scores from the first to the last test. These data indicate a general increase in knowledge and understanding concerning child development, insofar as it could be shown by the test which was used, after the unit was taught.

A further comparison of the scores made on the pre-test and re-test was made after grouping the students in two ways. These data are shown in Table XIV. In Parts A and B the scores of the 45 students having younger brothers and sisters in the family were compared with the scores of those having no younger children in the family. The mean scores of the two groups were very similar, 74.8 and 74.5 for the pre-test, and 83.7 and 83.5 for the re-test, respectively. The author was led, therefore, to the conclusion that it made no noteworthy difference in answering this test as to whether there were younger children in the family or not.

In Parts C and D the test scores of the students whose mothers

worked outside of the home were compared with those whose mothers' chief occupation was homemaking. The initial and final mean scores in this comparison also were quite similar, as were the medians. The mean of students whose mothers worked outside the home, however, somewhat surpassed those whose mothers did not have outside occupations. Perhaps the girls whose mothers worked away from home may have assumed somewhat more responsibility in caring for younger brothers and sisters.

A comparison of the number and per cent of test items missed in the pre-test and re-test is made in Table XV. Seven test items in the re-test were answered correctly by all of the students as compared with three test items answered correctly by all students in the pre-test.

The line graph in Table XVI, also, shows a comparison of the percentage of items missed in the pre-test and re-test. An analysis of this Table reveals the fact that the re-test scores on six of the test items were lower than the pre-test scores. There actually was only a difference of from one to three more answers missed for these test items except for Item 46, where six more wrong answers were given in the re-test than in the pre-test. An element of guessing may have been involved in answering the questions, which could account for some of the items missed in the pre-test. Individual ideas and opinions which the students have acquired and which cannot always be corrected in a few weeks may, also, be a contributing factor to the fact that six of the test items were missed more frequently on the re-test than on the pre-test. Or it may be that insufficient emphasis was given to these items in teaching the unit.

For eight of the test items, the scores were the same both on the

pre-test and re-test. Of those scoring the same, three items were answered correctly by all students both in the pre-test and the re-test. The other five items which were answered the same were missed by few students, from one to four wrong answers being given for the test items in both tests.

Table XVII shows the difference in scores in the test items in different areas of the child development test. Part A of this table shows that two test items in the area of physical care were missed by the same number of students in both tests. In this area three items were missed more often in the re-test than in the pre-test. In all cases the difference in the number of items missed was small, ranging from 1.25 to 7.5 per cent. Since most of these questions were answered correctly in the pre-test, less time and emphasis were given to this area than to the others.

The least improvement on the test was made in the area of physical care. This may have been due to the fact that the students felt less need for information in this area, and less emphasis was given in teaching the unit.

Part B of Table XVII indicates the difference in test scores in the area of play and entertainment of children. Only one test item, related to the value of funny books as entertainment scored lower on the re-test than on the pre-test. This may have resulted from a report given in class which was concerned with poor choices of such books for children. Items 48 and 50 were not missed on either test, and Item 33 was missed by two students both on the pre-test and the re-test. In this area there was an overall improvement of 12.6 per cent in the scores of the re-test over those in the pre-test, which was the greatest increase in scores of the areas

tested. This improvement might be attributed to the fact that the students seemed particularly to enjoy the study in this area. They all took much pleasure in planning and carrying out the entertainment for pre-school children. This demonstrates the principle that information that is learned is retained longer when there is interest and appeal, and when it is applicable to actual experiences in daily living.

A comparison of the test scores in the area of behavior and discipline is shown in Part C of Table XVII. There generally were fewer items missed. Two test items scored lower on the re-test than on the pre-test by a very small percentage (1.25 and 2.50, respectively). Three test items scored the same in both tests, with no students missing Item 35, only one missing Item 39, and three missing Item 47.

Table XVIII shows an overall improvement of 9.3 per cent in scores on the re-test over the pre-test in this area. In this table, it may be noted that there was an overall increase in scores of 2.7 per cent, with 17.7 per cent of the questions being answered incorrectly in the pre-test while 15 per cent were answered incorrectly in the re-test. In discussing the results of the test with the students, many of them mentioned the fact that they had used electric bottle warmers, and never had warmed a formula in a pan. This may account for the large per cent of incorrect answers to Question 2. The author feels that Question 46 was answered incorrectly in such a large percentage of cases because an incorrect belief was held by many families with inadequate knowledge of good nutrition, and its relation to growth and development. The child development unit was taught near the beginning of the year before the foods and nutrition unit. Therefore, insufficient emphasis may have been given to good nutrition in teaching the

unit.

In the area of entertainment of children, the number of items missed in the Test during the re-test was 19.1 per cent as compared with 31.7 per cent missed in the pre-test, representing a reduction of 12.6 per cent. In the area of behavior and discipline, the per cent of items missed was reduced 9.3 per cent, from 25.0 to 15.7 per cent.

Evaluation of the pre-test and re-test scores in Tables XIII through XVIII revealed the fact that the majority of the 80 students who participated in the study made progress in relation to knowledge and a better understanding of children through the child development unit.

Through conferences with the students, visits with the parents in the homes, and through home project reports, the author has seen a change in attitude in some students resulting in a better understanding of children and an improvement in the ability to care for them and to get along with them, both in the family and when baby-sitting.

The evaluation of the teaching unit, also, showed strengths and weaknesses in the unit. Although the majority of the pupils showed progress, weaknesses clearly were shown in some items, which should receive more emphasis when reteaching the unit.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

In an effort to improve the curriculum in Ninth Grade Homemaking in Waxahachie High School by planning and evaluating a teaching unit in the area of Child Development, a study was made with the cooperation of the 80 girls enrolled in Homemaking I, during the school year 1959 - 60.

Data for the study were obtained by the use of survey forms and tests. The results were recorded in a series of Tables, which have been discussed in relation to their significance and their value to the study.

Based on the needs and interests of the students as indicated through the surveys and a pre-test in Child Development, a teaching unit was developed at the ninth grade level. This unit was taught to the 80 girls enrolled in Homemaking I, and its effectiveness was evaluated by readministering the Child Development Test. The results of this evaluation indicated that 95 per cent of the girls participating in the study had made some advance in their knowledge and understanding of child care.

The fact that a few students made no progress and that some test items were missed as often or more frequently in the re-test than in the pre-test may have been due to several factors:

- (a) The element of guessing was involved.
- (b) The questions were not worded clearly in some cases.
- (c) The information contained in some parts of the test

was not emphasized by the teacher.

- (d) The student had no interest in or need for a specific piece of information.
- (e) The student was below average academically.
- (f) It sometimes is difficult to change preconceived ideas or opinions in a short time.

The evaluation, also, indicated areas which needed more emphasis when teaching the unit another year. It was interesting to note that the two questions most frequently missed in the area of physical care both in the pre-test and the re-test were related to foods and nutrition. In similar studies by Skinner (12) and by Kimbell (9), there was shown a definite need for more training in the area of foods and nutrition.

The author believes that this study has accomplished the original specific objectives - namely:

- (a) Collecting personal and family background information through surveys;
- (b) Pre-testing the students' knowledge of child care;
- (c) Formulating a teaching unit based on student needs and interests;
- (d) Teaching the unit;
- (e) Evaluating the unit.

CONCLUSIONS

As a result of this study, the author formulated the following conclusions:

- (1) The ninth grade girl has many experiences with pre-school children. Hence a Child Development Unit which will intensify her interest and help her to understand children better and to appreciate them more may be a worthwhile help for her.
- (2) Play school groups and parties for pre-school children may provide an opportunity for acquainting many mothers with the homemaking program of the high school and for making new materials available to them, thus aiding in establishing better relationships between school and community.
- (3) Written tests cannot measure all of a student's progress in Homemaking. Although a few of the students showed little or no improvement in the Child Development Test, the author felt that they actually gained through the experience. They were interested, they cooperated in the activities, and they seemed to enjoy the unit, although their written tests did not reveal a change.

RECOMMENDATIONS

The following recommendations are made for teaching Child Development at the first year level:

- (1) The needs and interests of the pupils as well as their attitudes and knowledge of child care should be ascertained in order to plan an effective teaching unit.
- (2) The opportunities of the students for contacts and experiences with pre-school children should be determined and some provision made for providing actual experiences with children during the time during which the unit is being taught.
- (3) Students should be helped to understand the principles of child development, since in many cases there is no right or wrong answer. The idea should be imparted that all children have the same basic needs and that these needs may be satisfied in many different ways.
- (4) Students should be encouraged to become more observant of children wherever they come in contact with them.
- (5) The teacher should be alert to new books, bulletins, and magazine articles so that her teaching materials are revised constantly and replaced with new information. This will result in keeping her abreast of the findings

of new research, and to the changing needs of the times.

- (6) Activities such as field trips, use of outside resource personnel, demonstrations, skits, and films add variety to a presentation; and they make the subject matter more interesting and more appealing to young girls.
- (7) The unit should not last too long. The ninth grade pupil likes change and activity. Her interest and enthusiasm may be intense, but it is transitory.
- (8) The procedure to follow in using resources and field trips outside of the classroom depends upon the size of the class and the time available.
- (9) During the Child Development Unit, home experiences should be related to Child Development.
- (10) Some F. H. A. Programs should be coordinated with the teaching of Child Development.

The study described in this thesis has been interesting and engrossing to the author. It has impressed her with the value of becoming better acquainted with her students; and it has served to help her become better informed through the use of a wide range of new reference and resource material available on the subject. The teaching unit developed during the study has improved the curriculum in Homemaking I. It has been a satisfying experience, and the enthusiasm and interest expressed by the students during the child development unit was most gratifying.

APPENDIX A

SOCIO-ECONOMIC SURVEY FORM

SOCIO-ECONOMIC SURVEY

NAME _____ AGE _____

1. In school the last grade completed by my parents was:

Father _____

Mother _____

2. The main source of my family's income:

_____ Salary, monthly checks

_____ Profits and fees from a business or profession

_____ Weekly checks, wages, hourly wages, piece work

_____ Savings and investments

_____ Inherited savings and investments

3. My father's occupation is: (Describe fully.)

4. My mother's occupation is: (If other than homemaking, describe fully.)

APPENDIX B

HOMEMAKING SURVEY FORM

PART I. ABOUT YOU AND YOUR FAMILY

PART II. ABOUT YOUR INTEREST IN CHILDREN

HOMEMAKING SURVEY FORMABOUT YOU AND YOUR FAMILY

PART I.

1. Name _____ Date _____
 Last First Middle

2. Age _____ Date of Birth _____

3. Address _____ Telephone No. _____

4. Location of home if rural _____

5. How long have you lived in this community? _____

6. Classification in High School _____

7. Your health:

_____ Good

_____ Fair

_____ Poor

8. Your home responsibilities:

List the homemaking activities you perform regularly at home.

List the three activities you most enjoy doing.

List the three activities you least enjoy doing.

9. Your recreational and leisure time activities:

<u>Activity</u>	<u>Participation</u>		
	<u>Never</u>	<u>Occasionally</u>	<u>Regularly</u>
Movies			
Reading			
Listening to the radio			
Watching television			
Visiting			
Music (active or passive)			
Sports (active or passive)			
Entertaining in home			
Handwork (knitting, etc.)			
Family recreation			
Other: _____			

10. Your participation in community organizations:

<u>Organization</u>	<u>Attendance</u>			<u>Hold Office</u>
	<u>Never</u>	<u>Occasion- ally</u>	<u>Regul- arly</u>	
Church activities				
Community clubs and activities				
School activities				
Others: _____				

11. List ways in which you earn money, if any.

12. Your father: Name _____ Age _____

Occupation _____

If unemployed, why? _____

Your father's health:

_____ Good
 _____ Fair
 _____ Poor

13. Your mother: Name _____ Age _____

Occupation other than homemaking _____

Your mother's health:

_____ Good

_____ Fair

_____ Poor

14. Number of your brothers and their ages:

15. Number of your sisters and their ages:

16. Others living in your home and their relation to you:

17. Does your family employ outside help in your home?

_____ Never

_____ Part time

_____ Regular

18. What type of housing does your family have?

_____ Apartment

_____ Rent

_____ House

_____ Own

_____ Trailer

_____ Buying

19. List of Homemaking Magazines your family reads.

ABOUT YOUR INTEREST IN CHILDREN

PART II.

Instructions:

1. Read questions carefully.
2. Please check (✓) questions yes or no.

Questions:Opportunities for Knowing Children

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| 1. Do you have nieces or nephews? | _____ | _____ |
| 2. Do your neighbors have young children? | _____ | _____ |
| 3. Have you ever helped care for young children in your Church School or Vacation Bible School? | _____ | _____ |
| 4. Have you ever cared for children while parents were away? (Such as baby-sitting) | _____ | _____ |

Physical Care

- | | | |
|---|-------|-------|
| 5. Do you like to take care of children? | _____ | _____ |
| 6. Would you like to know more about feeding a baby? | _____ | _____ |
| 7. Do you know how to fold a diaper and put it on a baby? | _____ | _____ |
| 8. Do you know some of the symptoms of the common illnesses in a small child? | _____ | _____ |
| 9. Have you ever bathed a baby? | _____ | _____ |
| 10. Have you ever dressed a baby? | _____ | _____ |
| 11. Have you ever put a child to bed? | _____ | _____ |

Entertainment

- | | | |
|--|-------|-------|
| 12. Do you know some stories that different aged children usually enjoy? | _____ | _____ |
|--|-------|-------|

- | | Yes | No |
|--|-------|-------|
| 13. Have you told stories to a child? | _____ | _____ |
| 14. Do you ever teach nursery rhymes to children? | _____ | _____ |
| 15. Have you directed play activities for children? | _____ | _____ |
| 16. Do you ever buy toys for children? | _____ | _____ |
| 17. Would you like to learn games that might be
played at a children's party? | _____ | _____ |

Behavior

- | | | |
|--|-------|-------|
| 18. Do you know what may be expected of children at
different ages? | _____ | _____ |
| 19. Do you have trouble getting children to
cooperate with you? | _____ | _____ |
| 20. Do children irritate you? | _____ | _____ |
| 21. Do you ever tease children? | _____ | _____ |
| 22. Do you know how to make children feel
important and wanted? | _____ | _____ |
| 23. Are you allowed to punish younger children in
your family, if there are any? | _____ | _____ |
| 24. Have you ever seen a child in a temper tantrum? | _____ | _____ |
| 25. What would you like to learn more about in our
study of child care and baby-sitting? (List below) | | |

APPENDIX C

HOMEMAKING I TEST

USED AS A PRE-TEST AND AGAIN
AS A RE-TEST, TO EVALUATE A
TEACHING UNIT IN CHILD
DEVELOPMENT DESIGNED
BY THE AUTHOR

H O M E M A K I N G I T E S T

CHILD DEVELOPMENT

PART A. MULTIPLE CHOICE

Instructions: In the column at the right please encircle the letter which corresponds to the answer which you consider best for each of the following situations.

If you were left in charge of your younger brothers or sisters, or if you were a baby sitter, you might be required to make some of the following decisions:

1. As his mother and father leave the house, Bobby cries to go with them. Should you
 - A. Let his mother handle him?
 - B. Spank him?
 - C. Try to divert his attention?

A B C
2. You are instructed to give a bottle to a baby. Would you
 - A. Pour the milk in a pan to heat it?
 - B. Put the bottle in a deep pan of hot water?
 - C. Heat the bottle in a pan with about an inch or two of water in it?

A B C
3. Bobby would like to have you read to him. Would you
 - A. Select a book you think he would enjoy?
 - B. Let him choose a book?
 - C. Suggest another type of entertainment?

A B C
4. With the proper approach, it is easiest to teach a two year old
 - A. Not to pull his toys apart.
 - B. To help pick up his toys and put them away.
 - C. To bring his toys in the house when it rains.
 - D. To sit still in church.
 - E. To turn pages in a magazine without tearing them.

A B C D E
5. Which of the following is the least suitable toy for a three year old child?
 - A. A small wheel barrow?
 - B. A soft ball?
 - C. A set of large blocks?
 - D. Crayons and color book?
 - E. Scissors for cutting pictures?

A B C D E

6. If a four year old child has scattered his toys, would you
- A. Ask him if he would like to pick them up?
 - B. Threaten him if he doesn't pick them up?
 - C. Suggest that he help put them away, but don't make an issue of it?
- A B C
7. When Bobby becomes angry and has a temper tantrum, the best thing to do is
- A. Calmly ignore the fact that he is angry and leave him alone in the room.
 - B. Spank him.
 - C. Say you will tell his parents.
 - D. Send him to bed.
 - E. Give him what he wants.
- A B C D E
8. How would you treat an older child (six or seven years) in order to make him like and respect you?
- A. Ignore his bad habits.
 - B. Scold him if he is not respectful.
 - C. Describe other children who are more polite than he is.
 - D. Praise him when he is good.
- A B C D
9. When a one year old gets tired of his own toys, you might best keep him amused by giving him
- A. An old magazine to look at.
 - B. A mirror.
 - C. The button box.
 - D. One or two pan covers from the kitchen.
- A B C D
10. Toys for a one year old child should help to
- A. Develop muscles in his arms and legs.
 - B. Encourage him to make things with his hands.
 - C. Teach him to play with others.
- A B C
11. When a two year old child refuses to eat and/or plays with his food, you should
- A. Force him to eat it.
 - B. Try to get him to eat by playing a game.
 - C. Try some other food.
 - D. Take it away without comment and wait until the next meal to feed him.
- A B C D
12. If a four year old child in your care started crying with a stomach ache, you should
- A. Call the doctor.
 - B. Call the child's mother and ask for instructions.
 - C. Give him an aspirin.
- A B C

13. If a child in your care received a bump on the head, but the skin wasn't broken, you should
- A. Apply a cold, wet cloth.
 - B. Apply a hot, wet cloth.
 - C. Wash with baking soda and water.
 - D. Apply an antiseptic solution.
- A B C D
14. If you were taking care of children in the afternoon, and the mother had left no instructions about their supper but had not returned by 5:30 P.M., you should
- A. Take them to the drug store for hamburgers.
 - B. Tell them to wait until mother comes home.
 - C. Give them chocolate milk and cookies.
 - D. Prepare a simple supper, such as: soup, milk bread, and butter.
- A B C D
15. What do you think is the best way to make friends with a four year old child?
- A. Take him on your lap at once.
 - B. Wait for him to get used to you.
 - C. Tell him how big or cute he is.
 - D. Talk to him about his toys.
- A B C D
16. If you went after a younger brother who was playing with a friend and didn't want to come home, would you
- A. Tell him he can't ever come again?
 - B. Offer him a piece of candy if he will come?
 - C. Tell him you will tell his daddy to spank him?
 - D. Give him a few minutes to finish his play, and then hold out your hand to him?
- A B C D
17. If you were getting ready to bathe your three year old sister and she decided she wanted mother to do it instead, should you
- A. Try to distract her attention and lure her into the tub with a toy?
 - B. Give in and let mother do it?
 - C. Promise to tell her a story if she lets you bathe her?
 - D. Tell her to undress while you get the water ready, and ask her if she can get into the tub by herself or if she needs help?
- A B C D
18. If the child in your care doesn't want to go to bed, should you
- A. Make him a bed on the davenport?
 - B. Be firm about the time for bed, but tell him stories to induce him to go?
 - C. Insist on the announced bed time and whisk him off to bed without any preliminaries?

19. How would you prepare a four year old child for going to bed?
- A. Play a game such as hide-and-seek so he would be tired enough to sleep?
 - B. Let him see a television mystery?
 - C. Give him a comic book to look at?
 - D. Read him a story from his favorite book?
- A B C D
20. If you put a small child to bed and he cried because he was afraid of the dark, would you
- A. Make him go to bed in a dark room so that he will get used to it?
 - B. Tell him there is no reason to be afraid and let a dim light burn in the hall?
 - C. Make fun of him?
 - D. Pay no attention to him?
- A B C D
21. If you are baby-sitting and the door bell rings, should you
- A. Inquire who is there before opening the door?
 - B. Refuse to answer the door?
 - C. Ask the person to come inside the house even if he is a stranger to you?
- A B C
22. If you are caring for small children and you discover a fire in the house, the wisest move is to
- A. Try to put out the fire by yourself.
 - B. Run to the neighbors and ask them to help you extinguish the blaze.
 - C. Phone the fire department first and then take the children to the neighbors or to some other safe place.
 - D. Phone the parents and ask them what you should do.
- A B C D
23. If a child quarrels and fights with other children his mother should
- A. Tell him that he will not be allowed to play with the other children again.
 - B. Ignore the matter.
 - C. Not let him play with the other children again for several days.
 - D. Make him apologize.
- A B C D
24. If a four year old hits you or other children, should you
- A. Hit him also?
 - B. Understand this is typical of his age and ignore it?
 - C. Lead him to the bed and tell him to hit the mattress?
 - D. Tell him you know how he feels, but that we do not hit people because it hurts?
- A B C D

25. If you prepared a bedtime snack and Bobby spilled his milk, would you

- A. Make him mop it up?
- B. Wait until his mother returned?
- C. Scold him for being clumsy?
- D. Quietly mop it up yourself

A B C D

TRUE AND FALSE STATEMENTS

PART B.

Instructions: Please read each statement carefully. If you think it is correct, write the word "true" on the line to the left of the statement. If you think it is incorrect, write the word "false".

- _____ 26. You can tell a child's age by his size and weight.
- _____ 27. The best way to introduce a new food to a child is to place a small serving of it on his plate next to a food that he likes.
- _____ 28. It bores children to have stories repeated.
- _____ 29. A child may be helped to overcome some of his fears and his dislikes through a wise choice of stories.
- _____ 30. Small children usually need a new book every week or so because of their short interest span.
- _____ 31. Select small sized books for younger children and larger ones for older children.
- _____ 32. Children's stories should contain a moral which the child may learn.
- _____ 33. All radio and TV programs are suitable for children because they can learn from them.
- _____ 34. Pantomimed songs are too difficult for most small children.
- _____ 35. It is as important to keep promises made to a child as those made to an adult.
- _____ 36. A young child may not recognize the difference between his own toys and articles belonging to others.
- _____ 37. Teasing a little child makes him better able to "take it".
- _____ 38. Children should be discouraged from asking questions pertaining to sex.

- _____ 39. A child should be allowed to help plan and prepare for a new baby in the family.
- _____ 40. A child should be punished if he does not respond immediately when called.
- _____ 41. The child who is happy is usually cooperative.
- _____ 42. Withholding the bedtime story is a good form of punishment.
- _____ 43. A child should be taught never to be afraid.
- _____ 44. Most one year old children like push and pull toys.
- _____ 45. When a child reverts to babyish behavior such as thumb-sucking or bed-wetting he should be shamed out of it.
- _____ 46. Bowlegs generally are the result of a baby trying to walk too soon.
- _____ 47. Such habits as quiet speech, consideration for others, and personal cleanliness are taught more effectively by example than by talking about them.
- _____ 48. Young children should be taught the proper care of their play equipment.
- _____ 49. All comic books are harmful and young children should not be allowed to read them.
- _____ 50. Play is essential for a child's normal development.

APPENDIX D

CHILD DEVELOPMENT PROGRAM -

HOMEMAKING I

RESOURCE UNIT

INTRODUCTION

- I. POSSIBLE LEARNING OUTCOMES
- II. CONTENT OUTLINE
- III. SUGGESTED DEVELOPMENTAL ACTIVITIES
- IV. SUGGESTED CULMINATING ACTIVITIES
- V. SUGGESTED EVALUATION PROCEDURES
- VI. SUGGESTED MATERIALS

RESOURCE UNIT

CHILD DEVELOPMENT - HOME MAKING I

INTRODUCTION

According to Krug (10), there are two main types of pre-planning aids designed to help classroom teachers to prepare for their teaching activities. These aids are teaching units and resource units.

This writer defines the resource unit as a collection of suggested activities and materials organized around a given topic. It may vary in length and in detail, but the heart of it consists of materials which can be used with pupils, and in activities which students can carry on. The resource unit itself merely is a compendium of suggestions. It is designed for teacher pre-planning only. Much of its value comes from the increased familiarity with a wide range of resource and reference materials which may be gained by the teacher while making the unit. It is much broader and more comprehensive than a teaching unit. For this study, the resource unit was organized around the area of Child Development in the high school curriculum. Many teaching units may be developed from a single resource unit. The teaching unit formulated for this study was based on teaching child development to students enrolled in Homemaking I.

I. POSSIBLE LEARNING OUTCOMES

A. ATTITUDES:

1. Development of a liking for young children and for an enjoyment of their company.

2. Appreciation of the fact that understanding children helps one to get along with them.
3. Development of an attitude of respect for the rights and privileges of young children.
4. Development of the desire to set the right kind of example in moral and spiritual living.
5. Appreciation of the satisfactions to be derived from family life with children.
6. Realization of the adjustments which family members may need to make when a new baby arrives in the family.
7. Development of a wholesome attitude toward parenthood.
8. Realization of what constitutes a safe home environment for children as related to prevention of accidents and diseases.
9. Appreciation of the importance of the pre-school years in the personality development of the child.
10. Appreciation of the importance of the mother's role in the development of a happy, well-adjusted child.
11. Appreciation of some of the qualifications of a good baby-sitter.
12. Development of a desirable attitude toward helping children establish good habits - eating, sleeping, elimination, and so forth.
13. Appreciation of the fact that socially acceptable behavior patterns will help to make children happier and more enjoyable companions.

B. UNDERSTANDINGS:

1. To understand the responsibilities and limitations of a baby-sitter.
2. To understand that even though all children have the same fundamental needs, each has a unique individuality.
3. To understand how children complement family living.
4. To understand the value of play in the development of the child.
5. To understand what may be expected of children of different ages.
6. To understand how children grow and develop physically.
7. To have some understanding of why children behave as they do.
8. To understand the equipment necessary for the small child's convenience, comfort, and education.
9. To understand the role that siblings and adults play in the personality development of the young child.
10. To understand the effect of prenatal health conditions on the mother and the infant.
11. To understand the physiological facts of reproduction and pregnancy, and to see their relationship to life adjustments.
12. To understand how to help children develop good habits in cleanliness, dressing, sleeping, eating, and toilet training.
13. To understand how children are influenced, how discipline affects their behavior, and how self-confidence may be developed.
14. To understand better one's own personality through the study of child development.

C. SKILLS

1. To be able to make friends with young children.
2. To be able to care for the physical needs of young children.
3. To be able to get along better with younger brothers and sisters.
4. To be able to observe the behavior of children and to interpret wisely what it means.
5. To be able to supervise children's play intelligently.
6. To be able to meet emergencies when caring for children.
7. To be able to recognize safety measures for children.
8. To be able to guide children in forming good habits.
9. To be able to plan constructive activities for children when caring for them.
10. To be able to help young children to accept responsibility.
11. To be able to choose suitable books, music, and pictures for children of different age groups.
12. To be able to select and to construct suitable toys for the pre-school child.
13. To be able to entertain children successfully.
14. To be able to plan an adequate diet for small children.
15. To be able to choose suitable and durable clothing for children.
16. To be able to work with young children in the city Summer Recreation Program.
17. To be able to assist young children in the Church Vacation Bible School.

II. CONTENT OUTLINE

A. UNDERSTANDING THE RESPONSIBILITIES OF BABY-SITTING

1. What are some essentials of a good baby-sitter?
 - a. What personal characteristics are desirable?
 - b. What should be her attitude toward children?
2. What are the duties of the employer of the baby-sitter?
3. What kind of information should the baby-sitter have before the parents leave?
4. What should the sitter know about the child's routine?
5. What should the sitter know about the general care of a baby?
 - a. How does one know what a baby wants?
 - b. How should a baby be fed?
 - c. How should a baby be dressed or undressed?
 - d. How does one hold a little baby?
 - e. How should a baby be bathed (if parents request it)?
 - f. How are diapers folded and put on a baby?
 - g. How should soiled diapers be cared for?
 - h. How should a baby be put to bed?
6. What should the sitter know about care of a child two to five years old?
 - a. What should be done if the child cries for its parents?
 - b. How are meals prepared and served to an older child?
 - c. How should the child be taken to the toilet?
 - d. How should the sitter play with the child?
 - e. What types of entertainment might be used to help entertain the child?

f. How should children's questions be answered?

g. How may affection be shown to a child?

h. How should the child be put to bed?

(1) What activities are good just before bed time?

7. What should the sitter know about behavior characteristics of children of different ages? How can the knowledge of what to expect help her in taking care of children?

8. What precautions should be taken to keep a child safe? How might this vary with the age of the child?

9. What should be done in case of an emergency?

10. What are some signs of illness in a child?

11. What are some "do nots" for the baby sitter?

a. Should friends be invited over?

b. Should one answer the door bell?

c. How much should the sitter use the telephone?

d. Should one raid the refrigerator or take other privileges (unless granted)?

e. Should children ever be left alone?

B. UNDERSTANDING INDIVIDUAL DIFFERENCES IN CHILDREN

1. What traits may a child inherit?

a. How may some inherited characteristics be modified?

b. What traits cannot be modified?

c. What marriage laws in Texas seem directed toward providing a sound heritage? Do they differ from laws in other states?

2. What personality traits come from environment?

3. Why are some children in a family similar while others differ?
4. Do children develop at the same rate?
5. Why are the pre-school years so important in a child's personality development?

C. ATTAINING DESIRABLE ATTITUDES TOWARD CHILDREN

1. What are some factors which help make an ideal marriage?
2. What are desirable attitudes for parents to have toward children?
3. How might desirable attitudes be created?
4. What do parents owe their children?
5. Of what value is the family council and how may it help avoid family conflicts?
6. How does the home atmosphere affect the children's behavior and their outlook on life?
7. What values might hobbies and common interests have in developing harmonious family life?
8. How may other children be prepared for the coming of a new baby in the family?
 - a. How might children help share in preparation?
 - b. How should children's questions be answered?

D. UNDERSTANDING PRENATAL CARE AND BIRTH OF A BABY

1. What are some early signs of pregnancy?
2. What care should the mother give herself before the baby comes?
 - a. What medical care is advisable?

- b. Why should the mother pay special attention to her diet, exercise, habits of elimination, rest?
- c. Why is a healthy mental attitude desirable?
 - (1) How might attractive clothes help?
 - (2) Should she continue with her social contacts?
- 3. What information is desirable concerning the birth of a baby?
 - a. What is meant by "natural" or "painless" child birth?
 - b. What are some superstitions concerning pregnancy and child birth?
 - c. What "education" is available in Waxahachie for expectant parents?
 - d. What is the "rooming in" hospital plan?
- 4. What adjustments may the family need to make for the coming of a new baby?
 - a. What are the usual medical costs?
 - b. What adjustments may need to be made in living arrangements?
 - c. What changes may be necessary in the routine to allow time for care of the baby?
 - d. What adjustments may be necessary between husband and wife, and between parents and older children?
- 5. What benefits are derived when fathers take a greater share in training and caring for children?
- 6. How might older children share in household duties and in care of the new baby?
- 7. How should the mother care for herself during the period in which she is nursing the baby?

E. MEETING THE PHYSICAL NEEDS OF THE CHILD DURING THE PRE-SCHOOL YEARS

1. What factors promote optimum physical development? How does a child grow and develop physically?
2. What should be known about feeding the child?
3. What are the benefits of breast-feeding?
4. How may the mother help make this possible?
 - a. What equipment is necessary for feeding the young baby?
The older child? How should bottles be cleaned and sterilized?
 - b. What is meant by "self-demand" feeding and scheduled feeding?
 - c. How is the formula prepared and given to the young baby?
 - d. What foods are added to the baby's diet the first year?
 - e. How should new foods be added?
 - f. How is cod liver oil given to the baby?
 - g. How may a baby be weaned from the bottle to a cup or glass?
 - h. How may children be helped to form good food habits?
 - i. What is the basis of many feeding problems that parents have with children?
 - j. What foods should be avoided in infancy and in early childhood?
5. How may the child be helped to form good habits of elimination?
 - a. Why is it important not to train the child too early?
 - b. What is a desirable attitude on the part of the mother toward establishing bladder and bowel control?

- c. How may efforts to train a child build up emotional tension?
 - d. What is the relation of food, clothing, and toilet equipment to building good habits of elimination?
 - e. What are some possible causes and some methods of controlling bedwetting?
6. What information is desirable concerning bathing a baby?
- a. What equipment is necessary?
 - b. How is the young baby bathed?
 - (1) How soon may it be given a tub bath?
 - (2) What precautions should be taken?
 - (3) How may the mother help the baby to enjoy bath time?
 - c. What is the value of sun bathing?
 - d. What precautions should be taken when bathing older children?
 - e. Why is it important to establish habits of cleanliness early in life?
 - f. How may independence be encouraged?
7. How can desirable sleeping habits be formed?
- a. What sleeping equipment is desirable for the young baby?
For the older child?
 - b. How much sleep and rest does a child need?
 - c. What are some characteristics of a good environment for sleep?
 - d. What are some signs of fatigue in the young child?
 - e. What activities are desirable before bed time?

- f. What are some common bed time problems and how might they be handled?
 - g. What should be the adult's attitude concerning bed time?
 - h. Should the child be put to bed as a form of punishment?
8. What are a child's clothing needs?
- a. What should a layette include? Which garments might be made by the mother?
 - b. What might be the relation between a baby's clothing and his health and development?
 - c. What are some desirable qualities of children's clothing?
 - d. What are "self-help" garments?
 - e. How may clothing needs vary at different age levels?
 - f. What problems might develop for a child who is not suitably dressed?
9. What health and safety measures need to be taken for the welfare of a child?
- a. What safety measures are taken at a baby's birth?
 - b. What is the Texas law concerning birth registration?
 - c. Why are "drops" put in a baby's eyes at birth?
 - d. How may the family help protect the infant from colds?
 - e. Why is it best to keep a young baby away from crowds?
 - f. What is the value in regular health examinations?
 - g. What are recent developments in immunization, and when should they be given to the baby?
 - h. How may accidents to babies and young children be prevented?

F. MEETING THE EMOTIONAL NEEDS AND PROBLEMS OF THE PRE-SCHOOL CHILD

1. Why is the role of the mother (or mother substitute) so important in the emotional development of the young baby?
2. How important is the child's need for affection?
3. Why is it of value that many of the experiences of the young child result in success, happiness, and satisfaction?
4. Why is it important for adults to set good examples?
5. How may children be helped to develop such attributes as friendliness, courtesy, and cooperation.
6. Why is it important that the child be helped to achieve self-control and self-responsibility?
7. How can the attitude of adults toward a child affect the child's behavior?
8. What may be the results of a child's failure to achieve normal emotional development as it grows physically and mentally?
9. What does "discipline" mean?
 - a. What makes a child act "naughty"?
 - b. What are some methods of discipline that frequently are used?
 - c. What kinds of discipline may be considered effective or desirable?
 - d. What types of discipline might be classified as punishment?
 - (1) What are some good suggestions for administering punishment?
 - (2) What might be the effect of punishment when the reason was not understood or was thought unjust?

- e. What part should the father play in disciplining the child?

10. How might the following emotional problems be met?

a. Fear

- (1) What are some fears that children may develop?
- (2) What are some causes of fear in children and what effects do they have on emotional development?
- (3) How might adults and older children help reduce fear in children?
- (4) Are there occasions when fear is desirable?
- (5) How may fears differ with the age of the child?
- (6) How may fears be overcome?

b. Temper

- (1) What may cause a child to display temper tantrums?
- (2) In what ways may he show his temper?
- (3) How should temper tantrums be handled?
- (4) How can adults teach children to control anger?

c. Quarreling

- (1) What forms of expression may disagreements or quarreling take among children?
- (2) What are some causes of quarreling?
- (3) What methods may be used to settle quarrels?

d. Stealing

- (1) Why may a very young child "steal" something?
 - (a) What is the desirable attitude and solution by parents?
- (2) Why is it a more serious problem when an older child

"steals"?

(a) What are some reasons for this habit in older children?

(b) How may it be corrected?

(3) What is kleptomania?

e. Jealousy

(1) How may a child show jealousy?

(2) What are some causes of jealousy?

(3) How may jealousy be prevented?

(4) How may children be helped to outgrow jealousy?

f. Thumbsucking

(1) Why may the habit of thumbsucking develop?

(2) How may this habit be prevented?

(3) What effect does thumbsucking have on tooth displacement and jaw development?

(4) Is the use of restraints desirable in breaking this habit?

(5) What may cause thumbsucking in an older child?

(6) What may be done to correct it?

g. Nail-biting

(1) What may cause nail-biting?

(2) How may this habit be stopped?

h. Day dreaming and imaginary companions

(1) What may be the causes of this type of behavior?

(2) What are suggested ways of handling this behavior pattern?

i. Falsehoods

- (1) What is the difference between imagination and falsehood?
- (2) What reasons may cause a child to lie?
- (3) What is the difference between a "white" lie and a "black" lie?
- (4) How may this habit be corrected?
- (5) At what age may a child be expected to have developed a "conscience" and a sense of moral values?

j. Stuttering

- (1) At what age is stuttering most likely to develop?
- (2) What might be the underlying causes of stuttering?
- (3) How might children be helped to overcome this habit?

k. Nose picking or putting things in the nose

- (1) What may cause this habit?
- (2) How may it be stopped?

l. Masturbation

- (1) What are some myths and old-wives tales concerning masturbation?
- (2) How may this habit vary with the age of a child?
- (3) What should the parents' attitude be concerning this habit?
- (4) What is the greatest harm which generally results from the habit of masturbation?

G. MEETING THE MENTAL NEEDS OF THE PRE-SCHOOL CHILD

1. What are some ways in which the infant shows mental development?

2. What mental achievements may be expected of a child up to one year?
3. How may adults help guide the mental development of children?
4. How should parents answer children's questions about religion, sex, death?
5. How may the following forms of entertainment help in the development of the child?
 - a. Play and toys
 - (1) What different types of play activities do children enjoy?
 - (2) What do these play activities contribute to the development of the child?
 - (3) What toys are suitable for different age levels? Why?
 - (4) What are some safety rules to observe in selecting toys for a baby?
 - (5) What toys might be made at home?
 - (6) What is meant by "educational" toys?
 - b. Books and stories
 - (1) What kinds of books and stories are suitable for children of different age levels?
 - (2) What factors should be considered in selecting books for children?
 - (3) What are some good suggestions to observe when telling stories to children?
 - (4) Are comic books suitable for children?
 - (5) How can parents help a child to enjoy good books?
 - (6) What is the Caldecott Award? The Newbery Award?

c. Pictures

- (1) Why are pictures valuable to children?
- (2) What are some characteristics of good pictures for children?

d. Movies and Television

- (1) At what age should children go to movies?
- (2) What types of movies should they see?
- (3) What television programs are suitable for children to view?
- (4) What may children learn from television?

e. Creative materials

- (1) What kinds of creative materials do children enjoy?
- (2) What types of creative materials are suitable for children of different age groups?
- (3) What are some suggestions for adults to follow when supervising children working with creative materials?

f. Music

- (1) What are some musical activities that children enjoy?
- (2) Why is it important to make music a period of fun for the child?
- (3) How may music be brought into the child's daily routine?
- (4) Should children be allowed to operate the phonograph or radio?
- (5) What are some advantages of enjoying music together as a family?

III. SUGGESTED DEVELOPMENTAL ACTIVITIES

These activities constitute the on-going work of the group.

1. Administer a pre-test.
2. Plan for a question box for information and desired activities in the unit.
3. Have the students write a brief paper on some experience with a pre-school child.
4. Collect cartoons or comic strips pertinent to child care.
5. Plan a bulletin board with illustrations on bathing a baby, the nursery, children's rooms.
6. Arrange a field trip to a nursery or kindergarten.
7. Have a kindergarten or pre-school dance group present a program at an FHA meeting.
8. Make posters on Child Care and Development.
9. Read books on child care.
10. Look at baby pictures of class members.
11. Plan socio-dramas about pre-school children.
12. Discuss a series of questions on Child Development.
13. Complete check lists.
14. Observe a small child or a group of children at home, at school, in church, or on a bus.
15. Invite the school or city librarian to come to class and discuss the selection of stories for various aged children and to illustrate the technique of story telling.
16. Make a code for baby-sitters and parents.
17. Discuss why it is necessary for a baby-sitter to like and

enjoy children.

18. Demonstrate the techniques of handling a small baby when:
 - lifting;
 - holding;
 - bathing;
 - dressing and undressing;
 - feeding;
 - changing diapers.
19. Discuss how to show affection to a child.
20. Decide what to do when a child cries for his parents.
21. Arrange a display of pictures and story books suitable for various age groups.
22. Set up standards for judging stories.
23. Practice telling stories to children.
24. Collect and choose stories to be read and told to pre-school children.
25. Select and mount pictures suitable for children.
26. Make a kit of stories and pictures for the baby-sitter.
27. Formulate criteria for music selection for children.
28. Listen to children's music and then consider:
 - (a). Kinds of records
 - (b). Suitability to age
 - (c). Importance to child
29. Demonstrate finger plays.
30. Select and learn to sing songs that children enjoy.
31. Plan simple games to be played to music.

32. List radio and television programs that are suitable for pre-school children.
33. Have the pupils bring to class and examine examples of creative work done by a child at home, in church, in the nursery, in kindergarten, or in the first grade.
34. Make clay, paste, finger paint, and help children in the use of these materials.
35. Study the toys and the games of a child that you know, and then find out which are his favorites. Try to decide why he chose the ones he did.
36. Set up an exhibit of toys for the pre-school child.
37. List your favorite toys as a child.
38. Observe a small child at play and fill in a chart on your observations.
39. List some questions that little children are apt to ask and then discuss ways of answering them.
40. Discuss when to call for help in case of accidents. Also, what to do in case of minor cuts, scratches, or burns.
41. List ways in which students your age can encourage good or bad health habits in children.
42. Dramatize a telephone conversation that a baby-sitter is apt to have if:
 - (a) A girl friend calls
 - (b) Your employer calls to tell something about the child's routine.
 - (c) A friend of your employer calls to make an appointment.

43. Teacher plans a demonstration on how to make simple toys for children.
44. Examine the marriage laws of your state to discover what requirements seem to be directed toward providing for a sound heritage.
45. Discuss the value of uniform marriage laws among all states.
46. Study prenatal care of the pregnant mother.
47. Discuss facts and superstitions concerning the causes of birth marks, and diet fads.
48. Discuss the mental and emotional value to parents-to-be of making articles for the new baby.
49. Bring pictures to illustrate comfortable and attractive maternity clothes.
50. List things that could be done to make a place for a new baby in the home.
51. Interview young parents to discover what adjustments, in their living, they had to make for their children.
52. Investigate the costs of prenatal care and of hospitalization at the time of child birth.
53. Discuss how to prepare other children for the coming of a new baby in the family.
54. Decide why attractive clothing and pleasant social contacts are particularly important to the expectant mother.
55. Show a movie on the physical development of the baby, for example, "Life With Baby".
56. Demonstrate the preparation of formula and how to care for bottles.
57. List ways to help a child develop good food habits.

58. Discuss how bathroom equipment can be adjusted to meet the needs of the two to five year old.
59. Show the film, "Bathing Time for Baby".
60. Plan a field trip to stores which sell nursery equipment.
61. Study the relation between food, clothing, and toilet equipment to the formation of good habits of elimination.
62. List the desirable attitudes that a mother should have toward the child's establishment of bladder and bowel control.
63. Compare the amounts of sleep required by adults and by children.
64. Develop a going-to-bed routine that will eliminate fear or anxiety, excitement, resistance to sleep, and poor sleeping habits.
65. Collect illustrations of children's garments that emphasize comfort and freedom.
66. List some hobbies or recreational activities which parents and children might share, and discuss their value in creating a harmonious family life.
67. Observe the causes and actions of an angry child.
68. Formulate suggestions for ways to administer punishment. For example, make it prompt, make no threats or promises which cannot be fulfilled.
69. Discuss what to do if a child is afraid of such things as dogs, or of water.
70. Decide on ways of impressing children with "healthy" fears. For example, of playing in the street, or of playing with fire.
71. List the possessions that a four-year old child might have.

72. Have a panel discussion on the topic, "Thieves are made, not born".
73. Plan a window display of toys that can be made in the home from boxes, baskets, and discarded materials.
74. Plan bulletin boards on child care.
75. Work in groups or committees, as to (a) How to entertain children, (b) Things I should know before taking a job of baby-sitting, and so forth.

IV. SUGGESTED CULMINATING ACTIVITIES

These are the activities with which a group brings its learning experience to a close.

1. Plan a layette for a new baby.
2. List the minimum equipment needed for a new baby.
3. Demonstrate what has been learned about how to hold a little baby, how to fold diapers, how to bathe a baby.
4. Plan a well-arranged nursery.
5. Present skits on the "do's" and "don't's" in handling children.
6. Present group reports to the entire class.
7. Summarize the findings from each group working on:
 - (a) Food for Children
 - (b) Entertainment
 - (c) Emotional Development
 - (d) Physical Care and Growth
8. Arrange an interesting display window for the homemaking department.
9. Show films such as "Baby Meets His Parents", "Answering the

- Child's 'Why', and "Helping the Child to Accept the Do's".
10. Show film strips, such as, "The A B C's of Infant Feeding".
 11. Rate yourself as to the kind of example you set for younger children in your family.
 12. Tell a story or teach a song to young children.
 13. Check your own home to see how safe it is for children.
 14. Plan a party for a pre-school or for a first grade child.
 15. Exhibit posters of appropriate toy storage facilities for children.
 16. Plan to participate in the City Summer Recreation Program or in the Church Vacation Bible School. Work with small children as part of your summer project.
 17. Demonstrate how to treat burns, cuts, and bruises.

V. SUGGESTED EVALUATION PROCEDURES

The teacher should ask herself "How am I doing?". How far have the classes progressed in:

A. Attitudes

1. Observation of behavior in relation to young children.
2. Administration of attitude tests.
3. Increased interest in children and their problems.

B. Knowledge

1. Written tests - objective and essay type.
2. Written and oral reports.
3. Score cards.
4. Demonstrations by students on learnings in child care, such as telling a story to young children.

- C. Self evaluation by the students, such as evaluating a job of baby-sitting.
- D. Further evaluation may be possible through semester and summer project reports.
- E. Discussions with parents during home visits often help in evaluating progress in teaching.

VI. SUGGESTED MATERIALS

A. TEXT BOOKS FOR STUDENTS

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17. Zechlin, Ruth, How to Play With Your Child. New York: Barrows Mussy, Inc., 1937.

C. BOOKLETS, PAMPHLETS, AND LEAFLETS

1. Consumers' Education Division, Sears, Roebuck and Co., Infant's and Children's Clothing, Equipment, and Toys. Chicago, Ill., 1957.
2. Equitable Life Assurance Society of the U. S., Bureau of Public Health, Box 572, General Post Office, New York, N. Y.
 - a. Leaflet No. 6 - Play Is the Business of Children

- b. Leaflet No. 8 - Common Sense About Common Diseases
 - c. Leaflet No. 9 - Starting School
3. National Association for Mental Health, Inc., 10 Columbus Circle, New York 19, N. Y.
- a. Eating Problems of Children (1951)
 - b. What Every Child Needs for Good Mental Health (1954)
 - c. Frank, Lawrence K., The Fundamental Needs of the Child. (1952)
 - d. Ridenour, Nina, and Johnson, Isabel, Some Special Problems of Children Aged 2 to 5 Years. (1947)
4. National Dairy Council, Chicago 6, Ill.
- a. McEnery, E. T., M.D., and Suydam, Margaret Jane, Feeding Little Folks (1952)
5. National Live Stock and Meat Board, 407 South Dearborn Street, Chicago 5, Ill.
- a. Tots at the Table
6. Public Affairs Pamphlets, 22 East 38th Street, New York 16, N. Y.
- a. No. 141 - Hymes, James L. Jr., Enjoy Your Child Ages 1, 2, and 3.
 - b. No. 149 - Hymes, James L. Jr., How to Tell Your Child About Sex.
 - c. No. 155 - Pratt, Dallas, and Neher, Jack, Mental Health Is a Family Affair.
 - d. No. 163 - Hymes, James L., Jr., Three to Six (1950)

- e. No. 192 - Osborn, Ernest, Democracy Begins in the Home.
(1953)

7. Science Research Associates, Inc., 57 W. Grand Ave., Chicago
10, Illinois.

- a. Flanders, Judy, Baby-Sitter's Handbook. (1952)
- b. Foster, Constance J., Developing Responsibility in Children. (1953)
- c. Landis, Paul H., and Haer, Joanne, Helping Children Adjust Socially. (1954)
- d. Witty, Paul and Bricker, Harry, Your Child and Radio, TV, Comics and Movies.

8. United States Department of Health, Education and Welfare,
Superintendent of Documents, U. S. Government Printing Office,
Washington 25, D. C.

- a. Children's Bureau Publication No. 4 - Prenatal Care.
- b. Children's Bureau Publication No. 8 - Infant Care.
- c. Children's Bureau Publication No. 30 - Your Child From One to Six.

D. FILM STRIPS

- 1. H. J. Heinz Co., Pittsburg, Pa., The A B C's of Baby Feeding.

E. FILMS

- 1. Association Films Inc., 1108 Jackson St., Dallas, Texas
 - a. "Bathing Time for Baby" (Free)
 - b. "Life With Baby" YA - 546 (Rental \$3.50)

2. Visual Instruction Bureau, Division of Extension, The University of Texas, Austin, Texas.

- a. "Child Care and Development" (Rental \$2.75)
- b. "Clothing for Children" (Rental \$2.50)
- c. "Helping in the Care of Younger Children" (Rental \$1.75)
- d. "Know Your Baby" (Rental \$1.40)
- e. "Your Children Walking" (\$3.00)
- f. "Your Children's Sleep" (Rental \$2.75)

F. MAGAZINES FROM WHICH ARTICLES ON CHILD DEVELOPMENT MAY OFTEN BE OBTAINED.

- a. Better Homes and Gardens
- b. Forecast for Home Economists
- c. Good Housekeeping
- d. Journal of Home Economics
- e. Ladies Home Journal
- f. McCall's
- g. Parents
- h. What's New in Home Economics

APPENDIX E

CHILD DEVELOPMENT PROGRAM -

HOMEMAKING I

TEACHING UNIT

INTRODUCTION

OVER-ALL OBJECTIVES OF THE UNIT

SUGGESTIONS FOR TEACHER-PUPIL PLANNING

PART I. LEARNING MORE ABOUT WHAT PARENTS EXPECT
OF A BABY-SITTER

PART II. LEARNING MORE ABOUT THE PHYSICAL CARE
OF CHILDREN

PART III. LEARNING MORE ABOUT THE BEHAVIOR AND
DISCIPLINE OF CHILDREN

PART IV. LEARNING MORE ABOUT SUITABLE ENTERTAINMENT
FOR CHILDREN

TEACHING UNITCHILD DEVELOPMENT - HOMEMAKING IINTRODUCTION

The students participating in this study are enrolled in Homemaking I. The majority of them are fourteen years of age. There are certain characteristics of this age group which should be considered in planning activities for them, according to the Curriculum Guide of the Texas Education Agency (14). In general, they are interested in homemaking activities; and, at times, they may be very helpful at home. Relationships now are more important to them, and they sometimes show concern over their relationship with their family members. They begin to consider certain social graces important and to enjoy parties of all kinds. They show keen interest and enthusiasm, but it may not continue for a long period of time. They enjoy activities and are particularly interested in doing things with their hands. They go to extremes to conform to group patterns. They are interested in being independent, but they may revert quickly to the need of help and approval from adults.

The ninth grade girls' concern for children largely is an outgrowth of their experiences when baby-sitting or taking care of younger brothers and sisters. For them it is a means of earning spending money, which becomes very important at this age.

After careful investigation of the findings and implications of the data from the various instruments used in this study, it would appear that the curriculum should include the following:

1. Opportunities for observation and some actual experience in working with young children. This is desirable so that the girls might see the direct relationship between the classroom learnings and their application in specific situations.
2. Some general information concerning baby-sitting. Of all of the students, 27.5 per cent had earned money baby-sitting and others expressed the desire to earn money in this way.
3. Some activities relating to the physical care of children. A high percentage of the girls indicated that they had had some experiences in the physical care of children, yet many of their questions in the classroom and their answers to the child development test indicated a need for more information in this area, and for a much better understanding of how children grow and develop. They indicated a particular interest in feeding small children.
4. Some activities in relation to behavior and discipline problems. Through the survey, there were 60 requests to learn more about behavior and discipline problems. The students desired to know how to get children to cooperate with them and how to punish children without spanking them.
5. Some activities in relation to entertaining children. From the answers to the Child Development Test, there was

an indication of the need for more information on entertaining children. The fact that many of the girls bought toys for children indicated that they might need some standards for choosing toys, and a better understanding of what play means to a child. They indicated a high interest in games, stories, and books for children, also.

Since concern on the part of the students often is an important key to learning, their interests as indicated through the survey should be considered in planning the unit; and opportunities should be provided for them to be active participants in the selected activities.

OUTLINE

Unit	Child Development - Grade Nine
Baby-sitting (About two days)	What is expected of a baby-sitter? Desirable personality traits of a baby-sitter. Information needed from the parents.
Physical Care (About three or four days)	Learning more about the care of a small baby. Feeding small children. Suggestions for a bed-time routine. Safety
Behavior and Discipline (About four or five days)	How to get children to cooperate. How children should be punished.
Entertainment (About five or six days)	Toys Books Games Party for small children.

HOMEMAKING I

Child Development

OVER-ALL OBJECTIVES OF THE UNIT:

1. To help the students develop an interest in and a liking for young children;
2. To help the students realize the responsibilities and the limitations of responsibility of a baby-sitter;
3. To help the students develop more understanding, interest, and ability in sharing in the care of young children;
4. To help develop within the students some knowledge and understanding of growth, development, needs, and interests of children at different age levels;
5. To help the students to respect the rights and privileges of children and to learn to get along better with young children;
6. To help the students understand the value of play in a child's development;
7. To help the students develop the ability to choose suitable books, toys, stories, and games for children and to entertain children successfully.

SUGGESTIONS FOR TEACHER-PUPIL PLANNING:

1. Students should check a survey form on "Interest in Children"

to indicate what they would like to learn more about in the study of children.

2. Students check a pre-test.
3. Students place questions in a question box or check a questionnaire. The questions or suggestions submitted by the pupils may be written on the board for the pupils to decide which are of most interest to the majority of class members.
4. Bulletin boards or films may be used to motivate interest.
5. Motivate interest by means of an experience by the class as a whole, by reading an objective anecdote, or by a report on observation.

PART I. LEARNING MORE ABOUT WHAT PARENTS EXPECT OF A BABY-SITTER

BASIC LEARNINGS

To help students to:

1. Understand the responsibilities and limitations of a baby-sitter;
2. Realize the characteristics of a good baby-sitter;
3. Understand their parents, and parents understand the students.

SUGGESTED ACTIVITIES

1. Students tell of experiences which they have had when staying with children.
2. A panel of mothers and girls should discuss what a parent expects of a baby-sitter, and vice versa.
3. The girls should assume the role of playing an interview for a baby-sitting job.
4. Compile a list of personality traits which a girl who wants to take care of children should possess.
5. Plan a bulletin board on baby-sitting.
6. List the information which the baby-sitter should get from the parents before they leave.
7. Discuss some "do nots" for the baby-sitter.
8. Discuss some factors to be considered in baby-sitting such as

pay, transportation, responsibilities to children.

REFERENCES AND RESOURCES

1. Flanders, Judy, Baby-sitters' Handbook. Life Adjustment Booklet. Science Research Associates, Inc., 57 West Grand Avenue, Chicago 10, Illinois, 1952.
2. Lowndes, Marion, A Manual for Baby Sitters. Boston: Little, Brown and Co., 1951.
3. Smart, Mollie Stevens, and Smart, Russell Cook, Living and Learning with Children. Boston: Houghton Mifflin Co., 1956. pp. 235-254.
4. Mothers of pre-school children.

PART II. LEARNING MORE ABOUT THE PHYSICAL CARE OF CHILDREN.

BASIC LEARNINGS:

To help students to:

1. Become able to assume more responsibility in caring for children;
2. Understand the needs of children and the factors which promote their growth and development;
3. Understand how the behavior of one individual affects the behavior of others;
4. Understand that individuals differ in rate and pattern of growth;
5. Recognize safety measures for children.

SUGGESTED ACTIVITIES

1. Students discuss what they could do to help care for a new baby in the family, or when baby-sitting with a little baby.
2. Demonstrate the techniques of handling a small baby when

Lifting	Dressing or undressing
Holding	Feeding
Bathing	Changing Diapers
3. Show the film, "Bathing Time for Baby".
4. Discuss preparation of formula, and how to care for bottles.
5. Study the food needs of pre-school children.
6. Show the film strip, "The A B C's of Infant Feeding".
7. Set the table for a family meal, and dramatize the influence of different family members upon the eating habits of a young child.
8. Observe small children when eating or recall scenes from the film strip, "The A B C's of Infant Feeding". From observations discuss when a child should be capable of feeding himself.
9. What kind of table manners can be expected of young children?
Discuss. (Consider the stage of the child's motor development).
10. Read references on how children grow physically. Develop a chart to show the sequence of motor development.
11. Students bring their own Baby Books to class. Notice at what age members of the class walked, talked. Use this as a basis for

discussion.

12. Observe children and pictures of children varying in age from one year to six. Note changes in appearance.
13. Summarize some of the information read:
Individuals differ in rate and pattern of growth.
Growth follows an orderly sequence.
There is a behavior pattern at all stages of development.
It takes time for children to learn.
14. Go back to the original illustration used, and analyze the difficulties children have in eating. Could a child's difficulties arise from:
Lack of muscular control?
Lack of ability to handle things easily?
Accident?
Fatigue?
15. Discuss causes of difficulties which the girls themselves have had when eating in an unfamiliar situation.
16. Summarize methods for helping to develop good food habits in very young children.
17. Discuss how to put a young child to bed. How can one help eliminate fear, excitement, resistance to sleep?
18. Discuss how dangers to very young children may vary with the age of the child. List some common dangers to children of various ages.

19. Discuss when to call for help in case of accidents when baby-sitting.
20. Decide what to do in case of minor cuts, scratches, burns, and bruises after reading references on safety and simple first aid.

REFERENCES AND RESOURCES

1. A Guide for Developing A Curriculum in Child Development and Family Relations, Iowa. Misc. HM 353, Revised 8-1-56.
2. Better Homes and Gardens Child Care and Training Dept., Better Homes and Gardens Baby Book. Des Moines, Iowa: Meredith Publishing Co., 1951.
3. Lozier, Reinhard V., M.D., Pointers for Parents, New York: J. B. Lippincott Co., 1947.
4. McDermott, Irene E. and Nicholas, Florence W., Homemaking for Teen-agers. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1955.
5. Spock, Benjamin, M.D., and Lowenburg, Miriam S., Ph.D., Feeding Your Baby and Child. New York: Duell, Sloan, and Pearce, 1955.
6. Film strip, "The A B C's of Infant Feeding". H. J. Heinz Co., Pittsburg, Pa.
7. Film - Association Films, Inc., "Bathing Time for Baby". 1108 Jackson St., Dallas, Texas.
8. National Association for Mental Health, Inc., 10 Columbus Circle, New York 19, N. Y. Eating Problems of Children.

9. National Dairy Council, Chicago 6, Ill. McEnery, E. T. and Suydam, Margaret Jane, Feeding Little Folks.
10. National Live Stock and Meat Board, 407 South Dearborn Street, Chicago 5, Ill. Tots at the Table.
11. Co-Ed, "First Aid for Baby (Sitters)", p. 48. Feb. 1960.

PART III. LEARNING MORE ABOUT BEHAVIOR AND DISCIPLINE OF CHILDREN

A. HOW TO GET CHILDREN TO COOPERATE

BASIC LEARNINGS

To help students to:

1. Understand that the attitude adults take toward children affects their behavior;
2. Understand that it is important to set a good example for young children;
3. Remember that we are dealing with a child's feelings as well as his actions.

SUGGESTED ACTIVITIES

1. Relate an experience of a child refusing to mind or ignoring what he was told.
2. Discuss why he may have ignored the person:
 - The child was busy;
 - The child was shy;
 - The person did not get the child's attention;

The child was reflecting your feeling toward him and felt naughty;

The child was imitating the behavior of others;

The child did not understand directions;

The person talked too much;

The child was afraid.

3. List what you could do to prevent the child from feeling that he should ignore you:

Be reasonable in requests;

Keep all promises;

Use "do" instead of "don't";

Suggest rather than demand;

Use a low tone of voice;

Be sure the child understands what to do;

Avoid talking about the child in his presence;

Never allow begging to prove effective;

Use few commands - see that they are carried out.

4. Students put on a skit illustrating some of their experiences when children failed to cooperate.
5. Suggest ways of handling the situation. After each suggestion, discuss how the child would feel about it, how it would affect your relationship with the child in the future.
6. Check authorities by reading Family Living, pp. 291-297, and Living and Learning With Children, pp. 236-251.

7. Develop generalizations from the references and the discussions:

It is more important how we feel toward children and they toward us, than what we do;

Children adjust slowly;

One human need is attention;

Routines help young children to do what is expected of them;

Behavior is the result of some cause.

8. Go back to the skit given by the class. Now, how should the situation be solved? What may have caused the child's behavior? Was the adult action best for the situation?

B. HOW SHOULD CHILDREN OF DIFFERENT AGES BE PUNISHED

BASIC LEARNINGS

To help students to:

1. Understand the importance of being consistent in guidance;
2. Understand why children behave as they do;
3. Recognize and apply guidance principles;
4. Accept the child, though not approving of some of his behavior.

SUGGESTED ACTIVITIES

1. Recall some situation where the decision was made that something should be done to change a child's behavior.
Why do you think it was punishable behavior?

What kind of punishment was used?

What do we want punishment to do for the child -

Help him learn a better way?

Make him stop what he is doing?

Show him we don't like his behavior?

Keep him from doing the same act again?

2. All consider the same situation by reading Living and Learning with Children, p. 75.
3. Students suggest what should be done in this situation.
4. What may be expected of a child two years old? Read from resource material (Your Child From One to Six p. 4, and Living and Learning with Children pp. 136-139) List some characteristics of this age.
5. Now list reasons why you think children acted as they did:
 - They wanted to be one of their family group;
 - They wanted to follow their customary routine;
 - They were too excited;
 - They wanted reassurance from the parents.
6. Observe children of other ages and report on your observations. (Groups of girls may observe and report on the young children at the Orphans' Home, if there are no young children in their homes or neighborhoods.)
7. Develop generalizations from the students' observations.

such as

Children are different and do not all act the same way at each age.

There are likenesses in all children, although individuals differ.

8. When keeping children one needs to know about different ages.

Consult the reference books again.

Describe how behavior changes as children grow:

To take care of routine;

To carry out directions;

To cooperate with adults and other children;

To adjust to change.

9. Since learning more about children of different ages we should better be able to decide how children should be punished.

Do we really mean punishment or are we really thinking of guidance or discipline? Discuss the difference.

10. Read references on discipline. (Your Child From One to Six, pp. 72-73, and Living and Learning With Children, pp. 62-64, and 72-85.) This should give a better idea about how to change the behavior of a child.

11. One way a child learns is by having to take the consequences for what he has done.

When would this be a good way to handle the situation?

To clean up something, to miss something because of

being too slow or too late.

When might it not be a good idea?

When consequences are too great or the child's safety is endangered.

12. What ideas do you have, when keeping children, that would help in a situation where a child needs to be disciplined.

13. Summarize possible generalizations:

Behavior we call disobedience may be a sign of growing. Disobedience may be a child's way of testing the rules. Guidance is different for children in different stages of development.

Loving a child involves respecting him as he is.

The more we accept his feelings, the more cooperative he will be.

Children's emotions are intense and transitory.

A child gains security from his environment when rules are clear and enforced.

Children want to be stopped when impulses go beyond their control.

We all learn by experimenting.

As we become more mature, we find acceptable ways of relieving tension.

If we respect children we try to understand their behavior, and while teaching them more mature ways of behaving, we accept them as persons.

Every human being needs affection, needs to feel adequate,

and needs recognition from those about whom he cares.

14. Look back at the reports of observations and try to decide how to handle some of these situations.

Divide into groups. Each group take a different situation and apply suggestions as listed above for changing behavior. Report to the class how they would handle the situation.

15. Summarize some good rules to follow in helping children to learn good behavior.

Assume that the child will behave well.

Always be patient and good natured.

Be firm but kind.

Be sympathetic with the child's point of view.

Do not nag.

Avoid bribes and punishments.

Never frighten a child with bogeys.

Let young children be sure of your affection and interest.

Analyze the cause of misbehavior and remedy the cause.

Fear	Fatigue	Jealousy
Temper	Hunger	Sickness

REFERENCES AND RESOURCES FOR PART III

1. A Guide for Developing a Curriculum in Child Development and Family Relations, Iowa. Misc. IM 353, Revised 8-1-56.
2. Duvall, Evelyn Millis, Family Living. New York: The Macmillian Company, 1955.

3. McDermott, Irene E., and Nicholas, Florence W., Homemaking for Teen Ageds. Peoria, Illinois: Chas. A. Bennett Co., 1954.
4. Smart, Millie Stevens, and Smart, Russell Cook, Living and Learning With Children. Boston: Houghton Mifflin Co., 1956.
5. Your Child From One to Six, Children's Bureau Publication No. 30. United States Department of Health, Education and Welfare, Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

PART IV. LEARNING MORE ABOUT SUITABLE ENTERTAINMENT FOR CHILDREN

BASIC LEARNINGS:

To help students to:

1. Understand the value of play to a child;
2. Learn how to select suitable toys for different aged children;
3. Learn more about books, stories, and games that different aged children usually enjoy;
4. Understand the value of successful entertainment in making friends with children.

SUGGESTED ACTIVITIES:

1. Take a field trip to a local playschool or kindergarten to observe pre-school children at play. Fill in an observation sheet on children at play.
 - (a) Notice the ages of the children playing alone, watching others, playing with others.

(b) Give examples of the following:

Sharing

Taking turns

Cooperating

Showing respect for the belongings of others.

2. Discuss what children may learn through play.
3. Read in resource materials about the different types of play and how each helps a child to develop.
4. Prepare a bulletin board which shows play for children at different ages.
5. Arrange an exhibit of toys.
6. Discuss ways in which each may be used and the development which may result.

Example of toys

Children under one year -
Colorful plastic rattle
or disk.

Children one year old -
Ball, drag or pull toy.
Tower or pyramid.

Two year old children -
Pounding board with pegs.
Dolls, Doll bed.

Examples of functions

Encourages pick-up use
of fingers.

Rolls and encourages
walking. Provides task
that can be completed.

Encourages motor develop-
ment. Dramatizes home
situation.

Three year old children -

Cars, phones, trains, trucks
with people. Proportional
blocks. Dolls, and dishes.
Puzzles.

Provides for dramatic play.

Encourages motor develop-
ment. Encourages both
intellectual and motor
development.

Children four and five years

old - Same items as for the
three year old child, but they
become more complicated with
each year of growth, for ex-
ample, a puzzle with more
pieces, larger trucks.

Provides dramatic play
with increased identity
with situations in his
world.

7. From readings, observations, and discussions, set up criteria for judging toys and play equipment for children of different ages in addition to the method by which they develop. Consider such criteria as:

Attractiveness;

Durability - well constructed;

Safety - free from sharp edges, painted with non toxic paint;

Easily used with little adult guidance;

Easily cleaned for small children;

Scaled to child's size.

8. Judge toys in the class exhibit by these criteria.
9. Arrange an exhibit of household objects with which young children would enjoy playing. Include the following:

Cartons, sufficiently large in which the child can
sit, climb in, and out;

Egg cartons;

Oatmeal containers;

Kettles and lids;

Measuring spoons;

Spools;

Clothes pins.

10. Discuss methods of helping children put toys away, as:

Providing a convenient place in which to put them;

Getting a child's interest in doing it;

Praise used to sustain interest.

11. Discuss the effect which learning to care for toys will have
on caring for their own and other peoples' possessions as
children grow up.

12. Suggest a list of games that children might enjoy. Consider
their suitability for different ages as to:

Easily understood directions;

Enjoyable activity;

Opportunity for children to play together;

Chance for leadership;

Offer opportunity for rest because of posture change.

13. Demonstrate how to lead a game for children by:

Giving simple instructions;

Start the action as you explain the game.

14. Examine some books for children.

15. Read references about what is a good book for a child.

Questions to be used as guides in selecting books:

- (a) Is the content about his own experiences?
- (b) Are the illustrations simple, clear, and brightly colored?
- (c) Is it about 8" by 8" in size or slight variation of that measure?
- (d) Is it durable?
- (e) Are the pages uncluttered?

16. Consider characteristics of different age groups in deciding on types of books which are suitable.

17. Invite the city librarian to come to class and demonstrate the technique of story telling.

18. Demonstrate finger plays.

19. Bring different kinds of comic books to class and discuss good and poor points.

20. List some good television programs for young children.

21. Read current magazines, such as Parents' Magazine, for ratings and reviews of films recommended for children or for families with children. At what age should children go to shows?

22. Students plan a party for pre-school children to be given in the Homemaking Laboratory.

In planning consider the following:

How many to invite?

How shall the children come?

What to provide in the way of entertainment - toys,
play materials, stories, games?

What kind of refreshments to serve?

What to look for in watching the children?

How adults in charge should act?

Cleaning up the laboratory - remember the time element.

23. Review the guidance principles which we have discussed.

Generalization

Guidance Procedure

Growth proceeds from the
general to the specific.

Do not ask young children
to do much hand work.

(for instance, growth pro-
ceeds from large to small
muscles)

Individuals differ in rate
and pattern of growth.

Do not compare children, or
expect one child to behave
like another.

There is a mature behavior
at any stage of development.

Allow a child to do things
for himself in his own way,
when possible. (For example,
2 to 4 year olds have a desire
for independence. When a
child says "no", he has reached

this stage of independence.

Sometimes behavior that irritates older people is caused by a need which is not fulfilled.

When a child bids for attention, give him an important job to do.

A child learns by accepting the consequence of his behavior.

If a child spills water when pouring from the pitcher, help him wipe up the water rather than scold him.

The more accepting we are of the feelings of the child, the more cooperative he will be.

When you stop a child from doing something which he wants to do and he expresses strong feelings against you, tell him you know how he feels but that he must do as asked.

Children adjust slowly to new situations.

Give children time to get acquainted with the place, routine, and people.

24. Discuss or evaluate the way the party was carried out.

Do you have a better understanding of why children act as they do?

Did they enjoy the entertainment?

What improvements might we make?

REFERENCES AND RESOURCES FOR PART IV

1. A Guide for Developing a Curriculum in Child Development and Family Relations, Iowa, Misc. HM 353.
2. Consumers' Education Division, Sears, Roebuck and Co., Infant's and Children's Clothing, Equipment, and Toys. Chicago, Ill., 1957.
3. Ilg, Dr. Frances L., Ames, Dr. Louise Bates, Goodenough, Dr. Evelyn, and Andresen, Irene, "Parties for Pre-schoolers", Good Housekeeping Magazine. Sept., 1959.
4. Larrick, Nancy, A Parents' Guide to Children's Reading. Garden City, New York: Doubleday and Co., Inc., 1958.
5. Meek, Lois Hayden, Your Child's Development and Guidance Told in Pictures. New York: J. B. Lippincott Co., 1940.
6. Play is the Business of Children, Leaflet No. 6. Equitable Life Assurance Society of the U. S., Bureau of Public Health, Box 572, General Post Office, New York, N. Y.
7. Smart, Mollie Stevens, and Smart, Russell Cook, Living and Learning With Children, Boston: Houghton Mifflin Co., 1956.
8. Parents' Magazine
9. Community Resources such as, Children's Books from the City Library, Toys, Household objects with which a child might play, Pre-school children.

POSSIBLE HOME EXPERIENCES

1. Caring for younger children in the home or community;
2. Make a simple toy for a pre-school child to be used as a gift or in a play group;
3. Collect, make, or repair play equipment for a young brother or sister;
4. Make attractive and convenient storage for toys at home with the help and agreement of younger children;
5. Plan a party for younger brothers, sisters, or neighbors;
6. Assume responsibility for groups of neighbors' children playing together;
7. Tell stories to children;
8. Select books, toys, and records for younger children;
9. Improve the play area for young children in the family.

EVALUATION TECHNIQUES AND FORMS

1. A change in attitude may be noted by observation of the student's behavior in relation to young children.
2. Home project reports of many girls tell of their experiences in baby-sitting.
3. Discussions with parents during home visits often help in

evaluating the units taught in Homemaking.

4. An increase in knowledge may be noted through:
 - a. Written and oral reports;
 - b. Score cards;
 - c. Written tests - objective and essay type.

Suggested tests and score cards follow in Appendix F.

APPENDIX F

MISCELLANEOUS CHECK

SHEETS

RECORD OF OBSERVATION OF INDIVIDUAL CHILD

Name of observer _____ Date _____

Child's name _____ Age _____ Sex _____

Place of observation _____ Time of Day _____

Length of observation _____

To whom does the child talk?

Does the child use words? _____ Phrases? _____ Complete Sentences? _____

How does the child play with other children?

How does the respond to adults?

What is the child doing?

What equipment does the child use?

How is the equipment used?

To handle and examine

To use for its purpose, i.e., tricycle, etc.

To make or build with

"Make believe"

Other uses

What do you observe as the child's outstanding characteristics in regard to:

Size

Appearance

Activities

Response to other children

Response to adults

Use of language

NOTE: All of the points listed for observation in this record sheet would not necessarily be noted in one observation.

SCORE CARD FOR TOYS

Name _____ Class _____

Name of child _____ Age of child _____

Toy handed in on time _____

Points considered in Judging	Perfect Score	Your Score
1. Suitability of toy to age of child		
2. Construction of toy		
a. Durability of construction		
b. Correctness of construction		
3. Hygienic qualities of toy		
a. Can it be cleaned successfully?		
b. Will it get dirty easily?		
4. Simplicity of toy		
5. Safety of toy		
6. Developmental qualities of toy		
a. Will it aid in developing the body? ..		
b. Will it aid in developing the mind? ..		
7. Appearance of toy		
a. Is the color combination suitable? ...		
b. Is the design of the material good? ..		
c. Is the general design of the toy good?		
8. "Do-with" toy		
TOTAL SCORE		

C H E C K S H E E TS T O R Y T E L L I N G F O R C H I L D R E N

(North Dakota Curriculum Guide in Homemaking Education)

1950

Developed by Class in Evaluation, Summer School, 1950 North Dakota
Agricultural College.

Directions: Read carefully and check in proper column.
Write in comments if desired.

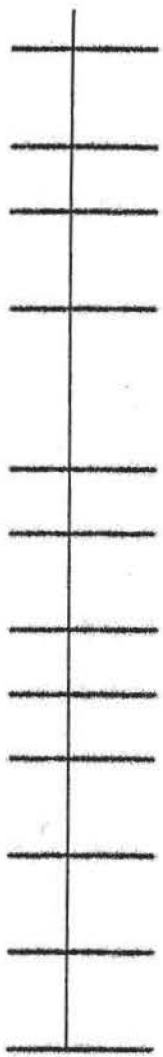
No Yes

A. Choosing the Story.

- | | |
|--|---|
| | 1. Does the story match the level of understanding of the age group to which it will be told? (Are the characters or objects familiar to them?) |
| | 2. Is the story free of details or characters that will frighten or disturb the child? |
| | 3. Does the story promote good conduct and worthy ideals? |
| | 4. Does the story appeal to the child's imagination or sense of beauty? |
| | 5. Does the story provide some new knowledge or information for the child? |
| | 6. Does the story develop in a logical manner? |
| | 7. Is there some action in the story? |
| | 8. Does the story have a satisfying conclusion? |

B. Telling the Story.

- | | |
|--|---|
| | 1. Are the children arranged so that all the children can see the face of the teller? |
| | 2. Is the teller dressed appropriately? |
| | 3. Does the teller know the story well enough to present it with ease? |
| | 4. Does the teller tell the story rather than read it? |

- 
5. Does the teller speak loud enough so that the children can hear?
 6. Is the teller enthusiastic about the story?
 7. Does the teller use gestures or actions to help express the story?
 8. Does the teller have variation in the expression of her voice and in her facial expression?

C. The Children's Reaction to the Story.

1. Do the children seem interested in the story?
2. Are other things attracting the children more than the story?
3. Do the children seem restless and noisy?
4. Do the children ask questions?
5. Do the children show response by expression of wonder, sadness, joy, laughter?
6. Are the children attentive during the entire time the story is being told?
7. Do the children seem satisfied with the conclusion of the story?
8. At the end - do the children ask for or show interest in hearing another story?

CHILD DEVELOPMENTDISCIPLINE

Directions: After considering each of the situations described, indicate in the appropriate blanks the procedure you advise and which of the facts to be considered, listed below, determined your decision.

Facts to be considered in Disciplinary Problems

- A. If a child is made to apologize when he does not mean it, it may teach him to lie.
- B. At an early age children should learn not to take things which do not belong to them.
- C. Children should not be frightened by threats of punishment.
- D. Children like their allowances and hate to give them up.
- E. Children sometimes get sufficient satisfaction out of what they do so that they prefer to do it even when they know they will be punished for it.
- F. Young children need to play with others of their own age.
- G. The punishment should be related to the offense.

Situation

When Albert, age five, came back from a visit in the home of a friend, he had in his pocket a small figure of a dog. His mother called her friend and found that the dog had not been given to him.

What would you advise Albert's mother to do?

- ___ 1. Have Albert return the dog and apologize?
- ___ 2. Have Albert return the dog but not ask him to apologize?
- ___ 3. Ask the friend to give Albert the dog?
- ___ 4. Tell him that he was stealing and explain how people go to jail for that?

_____ Which facts did you consider in making your decision as to what the mother should do?

Situation

James, age 5, got into a fight with Henry, one of the neighbor children, in which he scratched and pounded Henry quite badly.

What would you advise James' mother to do?

- ___ 1. Ignore the matter?
- ___ 2. Not let him play with the other children again?
- ___ 3. Not let him play with the other children again for several days?
- ___ 4. Spank him?
- ___ 5. Take 10 cents out of his allowance?
- ___ 6. Make him apologize to Henry?

_____ Which facts did you consider in making your decision?

3. The best way to help four-year-old Susan stop biting her nails is to:

- ___ 1. Put bitter-testing medicine on them.
- ___ 2. Punish her when she bites them.
- ___ 3. Tell her that other little girls don't bite their nails.
- ___ 4. Give her frequent manicures.

4. Mark each characteristic which you would consider important in selecting a book for a three-year-old child.

- ___ 1. Has many colored pictures.
- ___ 2. Tells a happy story.
- ___ 3. Has large print so it can be easily read.
- ___ 4. Is printed on cloth instead of paper.
- ___ 5. Includes verses.
- ___ 6. Describes things seen in every day life.

5. If you could choose one of the stories below to read to a two-year-old child, which would you choose?

- ___ 1. A story about barn yard animals.

- _____ 2. A story about cowboys and Indians.
- _____ 3. A story about fairies.
6. Which toys do you think would be suitable for an 18 month-old child?
- _____ Little dog to pull by a string
- _____ Large doll with pretty clothes.
- _____ Tricycle
- _____ Big ball
7. From the books on display select
- (1) A book a year old child would enjoy.
- (2) A book a four year old child would enjoy.
- Write the name and author of the book and give your reason for selecting each.
8. Put a check by the toys you think would be good for small children (to four years). If you think the toy is not good, tell why not.
- _____ Wooden crayon
- _____ Wooly dog
- _____ Small beads and needles
- _____ Wind-up car
- _____ Colors and color book

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