

THE DEVELOPMENT AND EVALUATION OF A COURSE IN PERSONAL,  
SOCIAL, AND FAMILY RELATIONSHIPS FOR SENIOR  
HIGH SCHOOL STUDENTS

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A MASTER'S THESIS  
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF SCIENCE IN HOME ECONOMICS  
EDUCATION IN THE GRADUATE DIVISION OF THE  
TEXAS WOMAN'S UNIVERSITY

COLLEGE OF HOUSEHOLD ARTS AND SCIENCES

BY

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DENTON, TEXAS

AUGUST, 1957

## A C K N O W L E D G M E N T S

The author wishes to express her appreciation and gratitude to the many persons who have cooperated in making this study possible.

To the chairman of her graduate committee, Dr. Jessie W. Bateman, for her assistance in the selection of the subject of this study and for her inspiration, encouragement, and guidance throughout the study.

To Dr. Pauline Beery Mack for her help in clarifying the problem for the study and for checking the report.

To the Homemaking students and former students of Hondo High School (Texas) for their interest, cooperation, and constructive criticism.

To her family for their understanding, patience, cooperation, and general helpfulness throughout the study. Without their support the study could never have been completed.

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## CHAPTER I

### INTRODUCTION

The curriculum of the high school has been the subject of serious discussion for the past three decades largely because it not only has failed to meet the needs of all youth but because it has figured prominently as a reason many pupils give for withdrawing from school before graduation. (8)

Since the future is uncertain, teachers must do more than impart the wisdom of the past. According to Hiller (6) today's teachers must be in tune with the dynamic, changing world in which pupils live. We must prepare them for an age when men must learn to live together or perish, an age when the spirit of conquest will master space instead of oceans, explore the universe rather than distant lands. We must assume a vital leadership role which calls for more courage, more dedication, more creativeness than the profession has ever known. It places teaching in the vanguard of those forces which determine the destiny of mankind.

The youth of today faces a world with many problems: (a) a world in which more women are working away from home than ever before; (b) an existence in

which there is a speed-up tempo of daily living which produces feelings of depression; (c) a future in which conflicts are common, including conflicts between family members with resultant feelings of hostility, resentment, and guilt; (d) an adult life in which the cost of living is high and the economic and social pressures created by the desire to keep up with one's neighbors are enormous; (3) a labor situation in which the work shift system for many heads of families produces serious time and other pressures for the homemaker; and a society in which more divorces and more psychoses result from the progressively greater instability of modern home life.

In the face of these varied problems, educators generally are striving to reorient their teaching programs. As Ola B. Hiller (6) says in Let's Take the High Road, "Never, since the early days when America was struggling to become a nation, have so many citizens been so deeply concerned about the problems and needs of schools. Never have educators had a better opportunity to improve their professional and personal status."

According to the Yearbook of the Association of Supervision and Curriculum Development (1), "Curriculum planning should be based on the conditions, problems, and needs of society, and on the real concerns, problems,

and interests of pupils." It is stated further, that "improved programs of preparation for teachers and school administrators provide educational leadership in improving the curriculum. The curriculum will improve only as the teacher, the administrator, and other staff members improve in understanding, insight, and practice."

The New York State Education Department (8) also defines the responsibilities of the teacher as follows:

1. To couch the objectives of teaching in terms of pupil needs rather than subject matter;
2. To construct methods of teaching which serve pupils' abilities, interests, and capacities rather than a pattern determined by textbook and courses of study;
3. To assist in discovering and capitalizing upon interests and strengths of pupils, since guidance is a constant need of many pupils and should have priority in terms of teacher's time;
4. To realize that school marks for many represent levels of achievement, but for some they represent the futility of effort. (The teacher should strive to introduce a non-competitive marking system which relates achievement to the ability of the individual being graded);

5. To contribute to the Cumulative Record all pertinent evidence of pupil development so that effective guidance measures can be devised, based on dependable evidence;

6. To promote in all youth and parents the importance of the pupils finishing high school;

7. To revise and adjust curricula to meet the needs of individuals, in keeping with the philosophy of education adopted by the school;

8. To support a broad extra-curricular program through active sponsorship of an activity of strong pupil interest;

9. To take a personal interest in all youth so that they feel that they can come to the teacher with their problems. (The teacher should be alert to evidence of regression and enlist the cooperation of all concerned to win back pupil interest in continuing his education);

10. To share with others any methods, procedures, techniques or devices which seem to work successfully;

11. To cooperate with the principal in keeping alive the interest of parents, teachers, and pupils in a study of the need for universal secondary education for all normal youth.

The author thinks it is more than a coincidence that, in a list of measures successfully used to increase

the holding power of a school, the first item mentioned was that of "a complete home economics program."

The author was mindful of the challenges of the modern world for the high school graduate when, seven years ago, she accepted a position to teach homemaking in Hondo High School, with its new and spacious high school building which houses a well-planned homemaking department.

Hondo Independent School District is a large consolidated district covering 235.6 square miles, which includes ten smaller districts each of which formerly were taught by one or two teachers each. Until very recently, when prolonged drought conditions made it necessary for outside employment to be obtained, many of the families were self-employed on their own farms and ranches. Six years ago a new and very modern high school, the pride of the community was built. More recently, the increased birthrate has necessitated a new elementary building for the first three grades. Very soon, a new junior high building will be required. The high school enrollment is slightly over 200.

The fact that practically none of the older girls whom the author met during her first summer in the community planned to enroll in Homemaking III was disturbing

and challenging. Queries elicited little information which was significant in determining why the previous homemaking program was viewed with indifference by students and parents. Gradually, through comments from students, parents, and others in the community regarding the new program, reasons for non-acceptance of the former program became evident. Some of the objections raised paralleled those listed by Faunce (5): (a) too much emphasis on subject matter without much relationship to the students' needs, interests, or abilities; (b) too little account of real life considered; (c) too little opportunity given students in assuming responsibilities and making choices. Also, the texts formerly used were criticized. Students professed to know the two homemaking texts then in use from cover to cover. Parents felt that standards emphasized in these texts were too far above the level of most family incomes.

Consequently, every effort was made by the author to broaden and enrich the program by the use of varied techniques, including resources in the community, home visits, attendance at conferences, and study of professional journals. Enrollment and apparent satisfactions increased; but the author felt a need for more training.

The author took further graduate work in order to broaden her own horizons as to methods of meeting the many modern challenges in the teaching of homemaking. As a part of her graduate program, she undertook the problem which this thesis describes, as a further means of improving her homemaking curriculum in the high school under discussion. The specific objectives of this study were the following:

1. To use the Survey Form for Girls in order to become better acquainted with the students' personal and family background;
2. To administer the S R A Youth Inventory in order to learn the needs and interests of the students participating in the study;
3. To have former students, graduates and drop-outs, complete the Study Concerning the Effectiveness of the Homemaking Program in Hondo High School in order to allow these former students to express their opinions concerning the value of their high school experiences in the homemaking program, and to obtain their suggestions for strengthening the evolving program; and

4. To plan, teach, and evaluate a unit in Personal and Family Relationships for Homemaking III students as a part of the total homemaking program.



## CHAPTER II

### PLAN OF PROCEDURE

Through pupil-teacher planning, students in previous homemaking classes had set up some desired learnings and experiences in discussions on Personal and Family Relationships. Although a measure of satisfaction was felt, no organized unit had been developed. It was decided to begin this study by securing data from the 16 girls currently enrolled in Homemaking III. Also, it was planned to obtain additional information and evaluation of past class and home experiences from former students.

To secure data which would aid in planning a unit in Personal and Family Relationships, five instruments were administered. These instruments were: (a) A Survey Form for Girls; (b) The S R A Youth Inventory; (c) A Letter to Former Students; (d) Data Sheet Concerning Former Homemaking Students; and (e) Check List of Learning Experiences Offered in Homemaking Classes.

## STUDENT SURVEY

A Survey Form for Girls, developed by Dr. Jessie W. Bateman, Professor of Home Economics Education in the College of Household Arts and Sciences, the Texas Woman's University, Denton, Texas, was used. The instrument was designed to obtain personal information about the students' home and family background in nine areas: (a) personal information; (b) family background; (c) responsibility for home activities; (d) social life; (e) personal activities; (f) money earning experiences; (g) acquisition of money; (h) relationships with others; and (i) the future. A description of each of the areas follows.

Personal Information includes age, grade, home-making class, address and phone number, religious preference, distance from and means of transportation to school, school records, and attitudes toward school.

Your Family includes marital status of parents, residence of girls and parents, number and sex of persons in the family, housing, employment status of both parents, church attendance, family social life, and recreation.

Your Responsibilities for Home Activities includes tasks connected with meal preparation, house cleaning, family laundry, child care, food production and preservation,

and care of the yard. There is also a section for indicating when the tasks are done, and the girls' attitudes toward them.

Your Social Life includes participation in organizations, attendance at church and parties, hobbies, musical talent and preferences, types of magazines read, radio and television programs preferred, choice of friends, and degree of freedom from parental control.

Your Personal Activities includes purely personal activities such as use of cosmetics, shampooing and setting hair, and accepting responsibility for personal appearance.

Your Money Earning Experiences concerns ways and means by which students obtain money -- working, allowances, dole system, savings, attitudes toward acquisition of money, and things most of it is spent for.

Your Acquisition of Money pertains chiefly to ways in which money is expended for pleasure and amusements, lunches, school supplies, clothing accessories, clothing, other small items, and gifts.

Your Relationships with Others includes dating, preference for associates, favorite activities, family activities, and attitudes toward family members.

Your Future concerns ambitions and plans after high school.

### S R A Y O U T H I N V E N T O R Y

To acquire data concerning personal problems which the students were able to recognize, the S R A Youth Inventory was administered. This instrument was prepared by H. H. Remmers, Purdue University, and Benjamin Shimberg, U. S. Public Health Service, to help students determine the areas in which their problems are most numerous. The important problems of young people fall into the eight following areas: (1) My School; (2) Looking Ahead; (3) About Myself; (4) Getting Along with Others; (5) My Home and Family; (6) Boy Meets Girl; (7) Health; and (8) Things in General. A description of each of the areas follows:

My School points out the factors which keep students from getting the most out of school -- shyness, worries, study habits, courses offered, and relationships with teachers.

Looking Ahead centers on the future job requirements, careers, college, interests, and abilities.

About Myself concerns personal adjustments, day-dreams, worries, fears, shyness, emotional control, and relationships with others.

Getting Along with Others relates to the skills of social living, social maturity, understanding yourself and others, and how to make and keep friends.

My Home and Family enumerates problems in getting along with parents, brothers, and sisters.

Boy Meets Girl covers how to get dates, behavior on dates, standards of right and wrong, need for sex information, and things to consider in courtship, love, and marriage.

Health includes problems related to general state of health, physical appearance, and health habits.

Things in General deals with beliefs, a philosophy for living, and concern for world affairs.

## EXPERIENCES IN HOMEMAKING CLASSES

This instrument was used to collect data from former students, graduate and drop-out, which could be used to aid in planning a better program. It was developed by the author and is divided into three sections: (a) A Letter to Former Students; (b) A Data Sheet Concerning Former Homemaking Students; and (c) Learning

Experiences Offered in Homemaking Classes. A description of each section follows:

Letter to Former Students. This section requested their help in evaluating the homemaking course as taught when they were in school.

A Data Sheet Concerning Former Homemaking Students requested the following information concerning ex-students: age, marital status, number of children, job experience, whether employed outside the home if married, number of years enrolled in homemaking classes, summer projects completed, year of graduation -- or, if drop-out, year stopped school and reason, college attendance, major subject, plans after graduation, husband's occupation, church affiliation, housing, church and community responsibilities assumed, hobbies, and favorite forms of entertainment.

Learning Experiences Offered in Homemaking Classes was drawn up in chart form. It listed all the experiences the writer had recorded or could remember having taught. Experiences were listed under seven headings: (a) Foods for the Family; (b) Clothing for the Family; (c) Relationships, personal, Social, and Family; (d) Child Care and Development; (e) Housing for the Family; (f) Home Care of the Sick; and (g) F. H. A.

Each year, the students had helped to set up their own block of work, so not all of them had the same experiences. Therefore, the first check column was headed, Experiences I Had. For each experience they remembered having, they were asked to indicate in columns headed Much, Some, and Little, their evaluation of the experience. In the last column, students were requested to check the experiences they wished that they could have had.

The last page of the third section requested suggestions for improving the effectiveness of the program by asking these three questions: (1) In what things have you felt less well prepared than in others? (2) How could your homemaking courses have helped you more? and (3) In what areas of homemaking do you have most confidence?

A brief personal note was added to each letter when the forms and return envelopes were mailed.

Copies of the letter and the instruments just described appear in the following pages.

Hondo, Texas  
2601 Avenue K

Dear

As you may remember, I told you in homemaking class that someday you might have a letter from me, asking for some help from you.

Counting the 1955 graduates, 110 Hondo High School students and graduates have had from one to three years of study in homemaking classes since 1950-1951. We hope to find in what ways the homemaking program has helped you, and how we can plan to make it more effective in the future. Fourteen students have gone to college for further study; however, most of you are at work in the business world.

We still endeavor to plan our program cooperatively, teacher and students; therefore, all students have not had the same units nor the same experiences. Will you please: (1) answer the questions on the data sheet concerning former homemaking students and (2) check the list of experiences offered in homemaking classes?

I appreciate your cooperation very much in helping me to make this study.

Cordially yours,

Dora M. Faseler (Mrs.)  
Homemaking Teacher  
Hondo High School

DMF:ba



STUDY CONCERNING THE EFFECTIVE-  
NESS OF THE HOMEMAKING PROGRAM  
IN HONDO HIGH SCHOOL

By

Dora Mae Paseler

DATA SHEET CONCERNING FORMER HOMEMAKING STUDENTS

The following items call for important information in regard to the background of former homemaking students.

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Are you \_\_\_\_\_ single, \_\_\_\_\_ married, \_\_\_\_\_ divorced?
2. What is your age? \_\_\_\_\_ 3. How many years have you been married? \_\_\_\_\_
4. How many children do you have? \_\_\_\_\_

Child's Name	Age	Sex
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. When were you enrolled in homemaking classes?  
\_\_\_\_\_ 1950, \_\_\_\_\_ 1951, \_\_\_\_\_ 1953, \_\_\_\_\_ 1954.
6. Which courses did you complete? \_\_\_\_\_ Homemaking I  
\_\_\_\_\_ Homemaking II  
\_\_\_\_\_ Homemaking III
7. How many summer projects did you complete? \_\_\_\_\_

8. What year did you graduate from high school? \_\_\_\_\_
9. If you did not graduate from high school, which year did you stop? \_\_\_\_\_
10. Why did you drop out of school? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
11. If you are attending college or have attended college, give:  
 (a) Name and address of college \_\_\_\_\_  
 (b) Your major subject \_\_\_\_\_  
 (c) Plans after graduation from college \_\_\_\_\_  
 \_\_\_\_\_
12. Are you a homemaker? \_\_\_\_\_
13. Do you work outside of your home? \_\_\_\_\_
14. What is your husband's occupation? \_\_\_\_\_
15. What is your church affiliation or preference? \_\_\_\_\_  
 \_\_\_\_\_
16. Do you live in: \_\_\_\_\_ a rented house, \_\_\_\_\_ a house you own, \_\_\_\_\_ a house your parents own, \_\_\_\_\_ a house you are buying?
17. Will you list the responsibilities which you assume in
- | Community | Church | Others |
|-----------|--------|--------|
| _____     | _____  | _____  |
| _____     | _____  | _____  |
| _____     | _____  | _____  |

18. What are your hobbies? \_\_\_\_\_

\_\_\_\_\_

19. What are your favorite forms of entertainment? \_\_\_\_\_

\_\_\_\_\_

LEARNING EXPERIENCES OFFERED IN  
HOMEMAKING CLASSES

September 1950 - May 1955

We are interested in knowing which experience offered in the homemaking program have been of value to you since leaving high school. Will you please read the following statements carefully and in

Column I - Check each experience you had in your homemaking classes

Column II - Check each experience as to its value to you according to the code

M----much value

S----some value

L----little value

Column III - Check each experience that would have been of value to you since leaving school.

I. Area: <u>FOODS FOR THE FAMILY</u>	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		M	S	L	
1. Assisting Mother in checking family meals to see if essential foods are included					
2. Planning meals in chart form for evaluation of nutritive value					
3. Planning nutritious meals for the family					

I. Area: <u>FOODS FOR THE FAMILY</u> Experiences	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		N	S	L	
4. Preparing meals for the family					
5. Learning to prepare one food in a variety of ways					
6. Assuming responsibility for complete planning and preparation of a series of meals at home					
7. Learning to make out market orders					
8. Learning to prepare "left-overs" for the family					
9. Studying the comparative cost of frozen foods with foods prepared at home					
10. Learning the comparative food costs in relation to nutritive value					
11. Learning the different forms in which milk is available and the use of it in its various forms in meal preparation					

I. Area: <u>FOODS FOR</u> <u>THE FAMILY</u>	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		M	S	L	
Experiences					
12. Learning the im- portance of vari- ous nutrients in the diet and food sources from which they are available --fats, carbohy- drates, proteins, vitamins, minerals					
13. Learning why there may be malnutri- tion or "hidden hunger" among people who eat plenty of calories					
14. Studying the principles of salad making					
15. Preparing salads Salad dressing					
16. Selecting kitchen appliances					
17. Studying the use and care of kit- chen appliances					
18. Selecting silver, china, glassware, and linen					
19. Studying the selection, use, and care of cook- ing utensils					
20. Studying the food needs of infants and diets for pregnancy					

I. Area: <u>FOODS FOR</u> <u>THE FAMILY</u>	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		M	S	L	
Experiences					
21. Learning the principles of food preparation: Freezing methods Canning techniques Jelly making					
22. Learning how to use the pressure cooker Broiler Deep well					
23. Learning the features to look for when buying a Range Refrigerator Dish washer Dryer Washing machine Freezer					
24. Setting the table					
25. Studying etiquette					
26. Learning to identify cuts of meat					
27. Learning the principles of meat cookery					
28. Learning the principles of vegetable cookery					
29. Learning how to measure accurately					

I. Area: <u>FOODS FOR THE FAMILY</u>	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		M	S	L	
Experiences					
30. Practicing the techniques of making yeast breads					
Pastry					
Biscuits					
Cakes					
Cookies					
31. Learning how to store food in the home					
32. Others					
II. Area: <u>CLOTHING FOR THE FAMILY</u>					
1. Studying color for different personalities					
2. Studying figure types, assets and liabilities					
3. Studying corrective exercises					
4. Learning the importance of and the relationship of good posture to health and personal appearance					
5. Studying clothes suitable to figure types					



II. Area: <u>CLOTHING FOR THE FAMILY</u>	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		M	S	L	
Experiences					
6. Learning the principles of buying ready-made clothes					
7. Learning the identification of weaves and fabrics					
8. Studying the finishes applied to fabrics, such as:					
Mercerized					
Sanforized					
Bellmanized					
Tebilized					
9. Learning terms used in sewing, such as:					
Grain line					
Bias					
Center fold					
10. Learning and practicing the techniques of spot removal					
11. Studying the principles of home laundering and ironing					
12. Learning how to use:					
Buttonhole attachment					
Pinker					
Zipper foot					
Other attachments					
Steam iron					

II. Area: <u>CLOTHING FOR THE FAMILY</u>	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		M	S	L	
13. Studying the use and care of a sewing machine					
14. Learning how to fit and alter patterns					
15. Learning to place the pattern on material correctly					
16. Learning how to use Interfacings Linings					
17. Studying accessories for different costumes					
18. Learning to shampoo hair					
19. Learning to use make-up correctly					
20. Others					
III. Area: <u>RELATIONSHIPS - PERSONAL, SOCIAL, FAMILY</u>					
1. Studying the influence of heredity and environment upon the individual					
2. Studying human behavior by observing small children					

III. Area: <u>RELATION-</u> <u>SHIPS - PERSONAL,</u> <u>SOCIAL, FAMILY</u>	Experiences I Had	Value of Experiences			Experiences I wish I Could Have Had
		M	S	L	
Experiences					
3. Studying about the emotions and how they may help or hinder one's personality development					
4. Studying desirable character traits					
5. Studying my own personality traits					
6. Learning the importance of being able to get along with others					
7. Considering dating problems and determining personal standards of conduct					
8. Studying my potentials for the career which interests me					
9. Studying the different types and cost of weddings					
10. Studying the factors which seem to make happy and successful marriages					
11. Studying the responsibilities of marriage					

III. Area: <u>RELATION-</u> <u>SHIPS - PERSONAL,</u> <u>SOCIAL, FAMILY</u>	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		M	S	L	
Experiences					
12. Gaining a knowledge of:					
Pre-natal care					
Facts of Human reproduction					
Infant care					
IV. Area: <u>CHILD CARE</u> <u>AND DEVELOPMENT</u>					
1. Studying the emo- tional behavior of children at different age levels					
2. Observing children for evidence of emotional behavior					
3. Studying the cost of raising a child					
4. Learning how to bathe a baby					
5. Planning and pro- viding toys for a child					
6. Planning and pro- viding bathroom facilities for a child					
7. Others					

V. Area: <u>HOUSING FOR THE FAMILY</u>	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		M	S	L	
Experiences					
1. Learning how to read floor plans or blue prints					
2. Learning how to sketch floor plans or built-ins for personal use					
3. Studying how to spot evidences of poor planning in houses or plans					
4. Learning how to improve poor circulation or unhandy working conditions by improving arrangement of equipment, doorways, windows, walls, etc.					
5. Learning possibilities for remodeling homes that do not meet today's standards of sanitation, convenience, and appearance					
6. Learning the principles of furniture arrangement					
7. Learning how to work out pleasing color schemes					

V. Area: <u>HOUSING FOR THE FAMILY</u>	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		M	S	L	
8. Studying how to re-finish or repair furniture					
9. Learning how to choose curtains and draperies appropriate for various types of rooms and various styles of decoration					
10. Learning simple painting techniques					
11. Studying the advantages and disadvantages of trailer homes					
12. Studying the developments in pre-fabricated housing					
13. Financing purchases of homes					
14. Landscaping the home grounds					
15. Practicing flower arrangement					
16. Planning for adequate storage					
17. Studying the effect of color on apparent size and warmth of rooms					
18. Others					

VI. Area: <u>HOME CARE OF THE SICK</u>	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		M	S	L	
1. Learning how to take pulse and temperature					
2. Learning how to give medicine and keep a patient's daily record					
3. Practicing how to change sheets with the patient in bed					
4. Learning how to feed a patient in bed					
5. Learning how to prepare an attractive tray for a patient's meals					
6. Studying how to bathe a patient in bed					
7. Studying how to apply hot compresses					
8. Learning how to improvise sick room equipment					
VII. Area: <u>FUTURE HOMEMAKERS OF AMERICA</u>					
1. Serving as an officer					

VII. Area: <u>FUTURE</u> <u>HOMEMAKERS</u> <u>OF AMERICA</u>	Experiences I Had	Value of Experiences			Experiences I Wish I Could Have Had
		M	S	L	
Experiences					
2. Being chairman of a committee					
3. Learning parliamen- tary procedure					
4. Attending FHA and date dances					
5. Helping with cake sale or to serve REA or Farm Bureau					
6. Attending District, Area, State, or National meetings					
7. Being in style show or assembly program					
8. Others					



VIII. SUGGESTIONS FROM FORMER STUDENTS FOR IMPROVING THE EFFECTIVENESS OF HOME ECONOMICS IN THE HONDO HIGH SCHOOL.

- A. In what things have you felt less well prepared than in others?
- B. How could your homemaking courses have helped you more?
- C. In what areas of homemaking do you have most confidence?

B. How could your homemaking courses have helped you more?

C. In what areas of homemaking do you have most confidence?

### CHAPTER III

#### PRESENTATION OF DATA WITH DISCUSSION OF FINDINGS

The following discussion, with related tables, summarizes the findings from a survey and a problem inventory designed to secure personal data and information about the families, home conditions, needs and interests of 16 students enrolled in Homemaking III. A second survey, in two parts, was designed to obtain personal data concerning former students and drop-outs, and to procure their evaluation of their experiences in the homemaking program as well as their suggestions for strengthening the program.

#### RESULTS OBTAINED WITH THE SURVEY FORM FOR GIRLS

The data obtained from the survey form appear in a series of tables as follows: Tables I through V, personal background of students; Tables VI through IX, family background; Tables X through XIV, home activities and attitudes; Table XV, membership in school, church, and community organizations; Tables XVI through XIX,

leisure time activities; Tables XX through XXII, personal, social, and family relationships; Tables XXIII and XXIV, experiences in earning and using money; and Table XXV, future plans of students.

PERSONAL BACKGROUND OF STUDENTS  
PARTICIPATING IN STUDY

The ages of the 16 girls ranged from 16 to 19 years. Eight of the participants were 17 years of age, four were 16, and two were 18 and 19 years, each. Fifteen of the students were born in Medina County, but only two attended the public elementary school in Hondo. Six girls were former elementary students of St. John's Parochial School in Hondo, while five had attended smaller elementary schools in nearby communities. Three of these five families had moved into Hondo from farms and ranches specifically to give the children the advantages of better schooling. The other three girls had attended schools in various other communities where their fathers had worked and had come to Hondo when employment was found there.

Of the six students who still lived on farms and ranches, three rode the bus to school, while the other three came in their family cars. One of these was a transfer student from a neighboring district. When her father

worked as a part-time carpenter, she had to leave home at 6:30 A. M. and drive 20 miles to school as he came to work.

Fourteen of the students lived with both parents. One lived with her father and stepmother while another lived with her mother and stepfather. None had grandparents or relatives other than brothers or sisters living in her home. Ten students had one or more brothers, nine had sisters, and eight had both brothers and sisters.

The following table gives the personal background of the 16 homemaking students in Honda High School.

TABLE I

PERSONAL BACKGROUND OF 16 HOMEMAKING STUDENTS  
IN HONDO HIGH SCHOOL

PART A. DISTRIBUTION OF STUDENTS BY AGE

Student	Age of Students in Years					Total
	15	16	17	18	19	
Number	0	4	8	2	2	16
Per Cent	0	25	50	12.5	12.5	100

PART B. DISTANCE FROM SCHOOL OF STUDENTS

Student	Location of Residence		
	In Hondo	Country, Not on Farm	Country on Farm
Number	10	0	6
Per Cent	62.5	0	37.5

TABLE I---CONTINUED

PERSONAL BACKGROUND OF 16 HOMEMAKING STUDENTS  
IN HONDO HIGH SCHOOL

PART C. MEANS OF TRANSPORTATION TO SCHOOL

Student	Means of Transportation	
	Walk or Family Car	Bus
Number	13	3
Per Cent	81.3	18.7

PART D. ELEMENTARY SCHOOL ATTENDED BY STUDENTS

Student	Attended Elementary School		
	In Hondo	Other School	Both
Number	8	5	3
Per Cent	50.0	31.25	18.75

TABLE I---CONTINUEDPERSONAL BACKGROUND OF 16 HOMEMAKING STUDENTS  
IN HONDO HIGH SCHOOLPART E. PERSONS WITH WHOM STUDENTS RESIDE

Students	Mother and Father	Stepmother or Stepfather	Mother	Father	Brothers	Sisters
Number	14	2	1	1	9	10
Per Cent	87.5	12.5	6.25	6.25	56.25	62.5

### FAMILY BACKGROUND OF STUDENTS

Eleven families of the 16 students in Home-making III in Mondo High School already owned their homes. Two families still were paying for theirs, and three were renting.

None of the families employed full-time help and only four families had part-time help. Nor did they send out their laundry. The majority of the mothers were not employed outside of the home. Of the six who were employed, two were classified as skilled workers. One worked as a bookkeeper, and the other was a practical nurse. One mother managed a drive-in theatre. Two working mothers did full-time, daytime baby-sitting in their own homes; and one was a seamstress in her own home.

The fathers of the 16 girls were employed in a wide variety of occupations. Three were self-employed as stock-farmers. Four, who then were working as an oil-field worker, a fireman, a poultryman, and as a soil conservation worker, respectively, were former farmers. They still owned their land but had been obliged to take other jobs during the prolonged drought. Other occupations listed, with one man in each category, included:



dentist, dairyman, railroad maintenance man, service station attendant, butcher, law enforcement officer, used car dealer, and a maintenance man and a crew chief, both employed at the airfield.

Eleven girls belonged to Protestant churches, while five were members of the Catholic church. The majority of the families attended church regularly.

TABLE II

FAMILY BACKGROUND OF 16 HOMEMAKING STUDENTS  
IN HONDO HIGH SCHOOL

PART A. HOUSING OF FAMILIES

Students	Housing		
	Paying for Homes	Renting Homes	Own Homes
Number	2	3	11
Per Cent	12.5	18.75	68.75

PART B. OUTSIDE HELP IN THE HOME

Students	Outside Help		
	Full Time	Part Time	None
Number	0	4	12
Per Cent	0	25.0	75.0

PART C. CHURCH AFFILIATION OF PARENTS

Students	Church Affiliation		
	Protestants	Catholic	Attend Church Every Sunday
Number	11	5	12
Per Cent	68.75	31.25	75

TABLE III

OCCUPATIONS OF FATHERS AND MOTHERS OF 16 HOMEMAKING  
STUDENTS IN HONDO HIGH SCHOOL

PART A. SPECIFIC OCCUPATIONS

Occupations of Fathers	Num- ber	Occupations of Mothers	Num- ber
Filling station attendant	1	Bookkeeper at bank	1
Farmers	3	Practical Nurse	1
Office worker	1	Manager, drive-in theatre	1
TAI maintenance worker	1	Baby sitter	2
Oil field worker	1	Seamstress	1
Laborer - railroad	1		
Used car dealer	1		
Crew chief - TAI	1		
Butcher	1		
Dentist	1		
Fireman	1		
Policeman - deputy patrolman	1		
Poultry farm manager	1		
Dairyman - owner	1		
Total	16		6

TABLE III---CONTINUEDOCCUPATIONS OF FATHERS AND MOTHERS OF 16 HOME MAKING  
STUDENTS IN HONDO HIGH SCHOOLPART B. OCCUPATIONAL GROUPINGS

Occupational Groups	Fathers		Mothers Working	
	Number	Per Cent	Number	Per Cent
Professional worker	1	6.2	0	0
Semi-professional worker	0	0	0	0
Business owner or manager	1	6.2	1	6.2
Farm owner or manager	5	31.2	0	0
Skilled laborer	3	18.8	3	18.8
Semi-skilled laborer	3	18.8	2	12.5
Unskilled laborer	3	18.8	0	0
Unemployed	0	0	0	0
On government relief	0	0	0	0
Retired	0	0	0	0
Deceased				

### HOME ACTIVITIES AND ATTITUDES TOWARD THEM

The tasks most frequently done by all 16 girls included cooking, cleaning house, washing, and ironing. Dishwashing was done by 15 of the girls, with this activity disliked by 11 of them. Fourteen listed child care as one of their tasks at home, and the one which they most enjoyed. Since only eight of the girls had younger children in the family, the author assumes that the rest of the group enjoyed baby-sitting for pay, or caring for the young children of relatives or neighbors, often without pay.

Surprisingly, if one accepts the prevalent assumption that today's teen-agers are a rather irresponsible, lazy group, the data reveal the fact that these students assumed a great deal of personal responsibility for the care of their rooms and clothes, as well as for getting their homework and getting to school on time. They liked to cook and clean house; and they did not mind washing and ironing.

Eight enjoyed sewing and three made practically all of their clothes, while 10 did so occasionally. Three disliked to sew.

Because the Hondo High School has a lunchroom, only one student occasionally packed a lunch. The other 15 seldom or never brought a lunch to school. Many of the students, even those living three or four miles out in the country, went home for lunch, especially if there were several children in one family in school.

Twelve of the students ate breakfast regularly; three did so most of the time, and one never ate breakfast.

Flower arranging and gardening were two activities which the students wished to learn to do better. Improvement in ironing techniques, especially men's shirts; and using an ironer were other learnings in which they expressed interest.

All 16 of the girls had a bed, dresser, bedspread, and pictures or lamps in their rooms. Eleven had curtains and nine had rugs. Eight had a table or stand; five had bookcases. Four girls had dressing tables; and two of them had made these articles of furniture themselves. Few of the girls had selected their furnishings alone, although six had chosen their bedspreads. Three had chosen their bedroom furniture, and two had picked their own rugs and lamps.

TABLE IV

HOME ACTIVITIES OF 16 HOMEMAKING STUDENTS IN  
HONDO HIGH SCHOOL

TASKS WHICH GIRLS' SURVEYS INDICATED THAT THEY PERFORMED  
AT HOME

Home Activities	Students	
	Number	Per Cent
Cook . . . . .	16	100.0
Market . . . . .	5	31.25
Clean house. . . . .	16	100.0
Wash dishes. . . . .	15	93.75
Wash . . . . .	16	100.0
Iron . . . . .	16	100.0
Care for Children. . . . .	14	87.5
Help on farm . . . . .	5	31.25
Sew . . . . .	5	31.25
Care for lawn. . . . .	2	12.5
Wash car . . . . .	6	37.5

TABLE V

ATTITUDES TOWARD HOME ACTIVITIES OF THE 16 HOMEMAKING  
GIRLS IN HONDO HIGH SCHOOL

Home Activities	Number of Students		
	Like	Like very Much	Do not Like
Cook . . . . .	9	6	1
Market . . . . .	5	3	8
Clean house. . . . .	15	1	0
Wash dishes. . . . .	5	0	11
Wash . . . . .	14	0	2
Iron . . . . .	11	3	2
Care for children. . .	2	14	0
Help on farm*, . . . .	5		
Sew . . . . .	5	8	3
Care for lawn. . . . .	9	7	0
Wash car . . . . .	7	9	0

\*Eleven girls live in town, or never have to help.



TABLE VI

HOME ACTIVITIES THAT 16 HOMEMAKING STUDENTS IN MONDO  
HIGH SCHOOL WOULD LIKE TO DO BETTER

Home Activities Students Would Like to Learn Better	Students	
	Number	Per Cent
Cooking . . . . .	6	37.5
Sewing . . . . .	6	37.5
Care of house . . . . .	0	0
House beautification. . . .	3	18.75
Flower Arrangement. . . . .	16	100.0
Ironing Hand . . . . .	0	0
Ironer . . . . .	15	94.75
Gardening	11	68.75

TABLE VII

PERSONAL HOME ACTIVITIES OF 16 HOMEMAKING STUDENTS  
IN HONDO HIGH SCHOOL

Personal Home Activities	Number of Students		
	Seldom or Never	Occasion- ally	Always
Cleaning own room			16
Mending own clothes	5	8	3
Washing own clothes			16
Ironing and pressing clothes	2	6	8
Making own clothes	3	10	3
Getting yourself up in the morning	7	2	7
Getting to meals on time		4	12
Eating breakfast before you go to school	1	3	12
Dress for breakfast	3	5	8
Pack a school lunch for yourself	15	1	
Getting started to school on time		4	12
Getting your homework without being reminded			16

TABLE VIII

NUMBER AMONG THE 16 HOME MAKING STUDENTS IN HONDO HIGH  
SCHOOL WHO SELECTED FURNISHINGS FOR  
THEIR OWN BEDROOMS

Furnishings in Bedroom	Number of Students		
	Have in Room	Selected Alone	Made
Curtains	11	3	
Bedsread	16	6	
Rugs	9	2	
Dressing table	4		2
Bed	16	3	
Dresser	16	3	
Table or stand	8	1	
Book case	5		
Picture or lamps	16	2	
Draperies	1		

STUDENT MEMBERSHIP IN SCHOOL, CHURCH, AND  
COMMUNITY ORGANIZATIONS

The Future Homemakers of America chapter at Hondo High School claimed the largest membership of any organization in the school. All 16 students were active members. Eleven girls belonged to the youth organizations of their various churches; and eight were choir members.

Seven students were active in the Sub-Deb Club, a small group limited to 12 members. Six were regular in attendance at Sunday School; and five were members of the band. Three belonged to the Order of the Rainbow, and three played on the school basketball team.

TABLE IX

SCHOOL, CHURCH, AND COMMUNITY ORGANIZATIONS IN WHICH 16  
HOMEMAKING STUDENTS IN HONDO HIGH SCHOOL  
HELD MEMBERSHIP

Organizations	Students	
	Number	Per Cent
Future Homemakers of America	16	100.0
Sub-Dobs	7	43.75
Order of the Rainbow	3	18.75
Basketball team	3	18.75
Church youth groups	11	68.75
Church choir	8	50.0
Sunday School	6	37.5

LEISURE ACTIVITIES OF STUDENTS AND  
THEIR FAMILIES

The findings in this study are the same as those of Shaw (10), who found that the three main activities enjoyed by families of participating students included viewing television, going on picnics, and going to the movies. Card playing was listed as a form of recreation which parents enjoyed together.

Listening to the radio and going to movies were favorite activities of all 16 girls. Dancing and swimming also were much enjoyed; but only one girl liked to play baseball. Four preferred tennis, and another four chose roller-skating as their preferred sport. Reading was checked as a recreation activity by 11 girls, and television viewing by 10.

Cooking was the hobby of five girls; and four listed sewing and one knitting as hobbies.

TABLE X

RECREATIONAL ACTIVITIES OF THE FAMILIES OF 16  
HOMEMAKING STUDENTS IN HONDO  
HIGH SCHOOL

Recreational Activities	Families			
	Parents Together		All Members of Family	
	Number	Per Cent	Number	Per Cent
Square dancing	0	0	0	0
Playing cards	10	62.5	6	37.5
Movies	9	56.25	5	31.25
Television	11	68.75	12	75.0
Picnics	0	0	10	62.5
Going out to dinner	0	0	3	18.75

TABLE XIRECREATIONAL, SPORTS, AND HOBBY ACTIVITIES OF 16HOMEMAKING STUDENTS IN HONDO HIGH SCHOOLPART A. RECREATIONAL ACTIVITIES

Students	Activities				
	Dancing	Listening to Radio	Looking at Television	Going to Movies	Reading
Number	15	16	10	16	11
Per Cent	93.75	100.0	62.5	100.0	68.75

PART B. SPORTS

Students	Activities					
	Basket- ball	Swimming	Ice Skating	Roller Skating	Tennis	Baseball
Number	3	14	2	4	4	1
Per Cent	18.75	87.5	12.5	25	25	6.25

PART C. HOBBIES

Students	Activities					
	Stamp Collecting	Sewing	Cooking	Knitting	Reading	Studying Criminology
Number	3	4	5	1	5	8
Per Cent	18.75	25	31.25	6.25	31.25	50.0



PERSONAL, SOCIAL, AND FAMILY  
RELATIONSHIPS

The students appeared to have had more restrictions upon their personal and social relations than most persons of their age. Nevertheless, few indicated that they harbored any feeling of resentment concerning these restrictions. This might have been due to an understanding on the part of the students of the reasons for parental interest in their affairs, and of the control which parents exerted over them. These problems had been discussed by the same students when they were enrolled in Homemaking II.

All 16 of the girls went out with boys on dates on week-ends, and three went out on school nights. All of them, however, asked permission, or, as the girls said when discussing this survey: "Maybe we don't exactly ask permission, but we tell our parents our plans, and if they have any objections, we don't go."

All of the girls attended chaperoned parties; but only five gave parties in their homes occasionally. The rest seldom or never gave parties in their homes. All attended dances in the school and community, and in neighboring communities.

Nine had "gone steady," and seven were dating regularly at the time of the study. None dated boys of whom their parents disapproved. One student was engaged.

Fifteen girls always chose their own friends and 14 visited over-night with girl friends. Seven always were expected home by a certain hour at night. Again, in this regard, a student commented, "My parents do not say I must be home at a given hour. It depends a great deal on the occasion and where we go; but I certainly know better than to abuse the privilege by staying out until the wee, small hours!" Nine students gave no answers concerning their social problems. Several girls inserted other problems such as: impatience, quick temper, punctuality, difficulties with assignments, and lonesomeness because the boy to whom she was engaged was overseas.

TABLE XII

GIRL-BOY RELATIONSHIPS OF 16 HOME MAKING  
STUDENTS IN HONDO HIGH SCHOOL

Relationships with Boys	Number of Students	
	Yes	No
Do you go out with boys? . . . . .	16	0
At present, are you dating a boy? . . . . .	7	9
Have you ever "gone steady" with a boy? . . . . .	9	7
Do you go on dates without parents' approval? . . . . .	0	16
Do your parents approve of your dating? . . . . .	16	0
Are you engaged? . . . . .	1	16

TABLE XIII

SOCIAL ACTIVITIES OF 16 HOME MAKING STUDENTS  
IN HONDO HIGH SCHOOL

Social Activities	Number of Students		
	Seldom or Never	Occasion- ally	Always
Choose your own friends		1	15
Visit over night with girl friends	2		14
Parties in your home	9	5	
Plan your own parties		5	
Have parties chaperoned			16
Go where you want to go for pleasure	16		
Ask permission to go where you want to go			16
Certain hour expected home at night			7
Go out on school nights	6	7	3
Go out on week-end nights			16
Go to public dances			16
Attend Sunday School			6
Go to camp in the summer			4

MONEY EARNING EXPERIENCES AND STUDENT  
USE OF MONEY

Five of the students earned money regularly. Two worked in a drug store, and two were waitresses in the concession stand at the drive-in theatre. The girl who was engaged had a steady income from baby-sitting. Five other students earned money occasionally by clerking or baby-sitting.

None of the students received allowances. Their families doled out money upon request--if they had it. Most of the parents did not believe in allowances and did not have sufficiently large and regular incomes to be sure that they could always provide a specific sum at a stated interval. Some felt that receiving allowances would spoil their daughters. None of the parents had received allowances when they were students.

Whether they earned it or not, all 16 students spent some money on pleasures and amusements. Of the 10 who worked regularly or occasionally, six bought their cosmetics and school supplies from their earnings. Five bought gifts, and three bought clothing accessories.

The students were aware of the state of their family's finances; and none spent recklessly.

T A B L E X I V

EXPERIENCES OF 16 HOMEMAKING STUDENTS IN HONDO  
HIGH SCHOOL WITH MONEY

PART A. MONEY EARNING EXPERIENCES

Students	Earning Money		
	Regularly	Irregularly	Allowance
Number	5	5	0
Per Cent	31.25	31.25	0

PART B. USE OF MONEY

Use of Money	Students	
	Number	Per Cent
Pleasures and amusements	16	100.0
Lunches	0	0
School supplies	6	37.5
Clothing	5	31.25
Clothing Accessories	3	18.75
Cosmetics, bobby pins, and others	6	37.5
Gifts	4	25.0

FUTURE PLANS OF STUDENTS

All 16 of the girls planned to complete high school, although eight other girls who had been in Home-making I and II already had withdrawn. One of the 16 planned to be married soon; and nine had arranged to go to work after high school. The author has found from experience that students' plans for the future frequently do not materialize exactly as anticipated. Nevertheless, student interest is stimulated when their own plans are discussed even though they may not come to fruition exactly according to the calendar which they may have constructed in their minds.

TABLE XV  
FUTURE PLANS OF 16 HOMEMAKING STUDENTS  
IN HONDO HIGH SCHOOL

Plans for the Future	Students	
	Number	Per Cent
Finish high school	16	100.0
Go to college	3	18.75
Business school	3	18.75
Go to work after high school	9	56.25
Get married after high school	1	6.25



RESULTS OBTAINED FROM THE SRA  
YOUTH INVENTORY

The S R A Youth Inventory was used as a pre-test to determine some of the personal problems and concerns of the 16 Homemaking III students.

One hundred and five problems were checked in the area titled My School. Nine students wished that they knew how to study better; and nine expressed a desire to take courses which were not offered in Hondo High School. Six admitted to having difficulty keeping their minds on their studies. Six claimed to have difficulty in expressing themselves in writing. Four wished that they could be more calm when reciting in class. Three doubted the value of subjects which they were studying.

Each of the following attitudes concerning teachers was marked once: "My teachers do not make assignments clear"; "My teachers give me no encouragement"; "My teachers are too impersonal"; and "I need individual help from my teachers."

Two students felt that their teachers were too strict; and two expressed the belief that teachers were not interested in things which interested them. Three thought that some of the teachers played favorites.

One student said that she spent too much time studying. Another had difficulty taking notes. Five wished that they knew more about how to use the library.

The greatest number of problems in Looking Ahead centered around choosing a career. Each of the following questions was marked by eight or nine students: (a) For what work am I best suited? (b) How much ability do I actually have? (c) What are my real interests? (d) What shall I do after high school? (e) Am I likely to succeed in the work which I do when I finish high school? (f) What career shall I pursue? In this area of Looking Ahead, a total of 171 concerns and interests was checked.

A number of questions pertaining to college were checked. Seven students were not sure that they had the ability to do college work. Six wondered if they should go to college. Seven wanted to know more about what people do in college. Three wished that they knew ways by which to finance a college education; and three wondered if it would be wise to borrow money to attend college. Three did not know how to go about selecting a college; two wished that they could afford a college education. One wanted to know what the requirements for college entrance were; and one desired to know how to get into the college of her choice. Those who were not considering college as

a possibility showed interest in knowing how to proceed in attempting to secure a job, in knowing what jobs were available to high school graduates, and in understanding how to act during an interview. Three were disturbed because they had had no job experience; and three said that they did not know what would be expected of them on a job.

Compiling and studying the scores of this pre-test proved to be far more valuable to the author than to the students, because it showed so clearly the great concern which the students exhibited about such problems as selecting a college, about acquiring and holding a job. Also it was learned how little the school had done to light the way for them in their areas of interest. The students enjoyed taking the tests; and much discussion was prompted by some of the questions after the tests were administered.

The group of questions About Myself focuses attention upon the individual and his personal adjustment. In the pre-test, 162 items were checked by the students. Perhaps it would be well to state, at this point, that the authors of this instrument express the caution that responses vary in intensity although there is no way to show such differences. They acknowledge that this lack

is one of the limitations of their instrument; but they consider that their Inventory is useful as a tool for helping to bring problems into focus. The fact that a student marks a large number of problems may indicate maladjustment; but also it may indicate a wider range of interests and a desire to know more about some of the areas checked. On the other hand, students who mark no problems, or a much lower number than average, may be trying to conceal some of their problems, or they may be unaware of their problems. In discussing scores with students and/or parents, the authors suggest that high area scores be interpreted mainly in terms of the topics about which students would like more information. They say that it is better to emphasize the differences between the high and low areas for each individual rather than to compare one individual's area scores with those of another.

One of the girls who checked only three problems in this area said that she had experienced many of the problems listed when she was younger, but that she no longer was bothered by them. Twenty-six was the highest number of problems checked by any student; next highest were 18, followed by 17. Nine of the girls identified six to 13 problems each.

The item "I'm nervous" was checked by eight girls. "I worry about little things," "I'm afraid of making

mistakes," "I have trouble keeping my temper," "I'm afraid to speak up in class," "I am easily excited," "I feel that I am not as smart as other people," and "I feel guilty about little things I've done" each were checked by six persons.

Five said that they often did things which later they regretted; and the same number said that they could not help day-dreaming.

Four students marked each of these items: "My feelings are easily hurt," "I don't know what is expected of me," and "I often feel lonesome."

The remaining problems were recognized only by three persons; but these express such conflict and uncertainty that the need for help in this area become evident. Among the distraught feelings revealed by these students were the following: "I am unsure of myself," "I'm always thinking up alibis," "I prefer to be alone," "I need to learn not to let people push me around," "I can't sleep at night," "I can't do anything right," "I must learn to keep my head when things go wrong," "I bite my nails," "I feel that I am different from other kids," "I hesitate to take responsibility," and "I feel that I am not wanted in my family."

Since social adjustment is closely related to personal adjustment, these statements in Getting Along with Others are very similar to the ones in the preceding section. This area scored the third highest in items checked, with 129 concerns indicated.

The item receiving the most counts was the following: "There aren't enough places for wholesome recreation where I live."

Getting stage fright when speaking before a group, and not knowing how to treat persons whom they disliked bothered six persons.

Four checked these items: "I want people to like me better," "I don't know how to introduce people," "I wish I were more popular," "I want to make new friends," "I need to develop self-confidence," "I need to be more tactful," "I wish that I knew how to use cosmetics properly," "I'd like to learn proper table manners," and "I need to learn how to select the right clothes for my figure."

Three students said that they could not seem to live up to the ideals which they had set for themselves, that they needed to learn how to keep from being too aggressive, that they did not know how much of their inner feelings to reveal to friends, that they felt ill at ease

at social affairs, and that they wanted to learn to dance better.

Other problems checked by one or two students were: "I'm often left out of things other kids do," "I have difficulty deciding between my own standards and those of the group," "I need money for social affairs," "I don't have a boy friend," "I wish I knew what to talk about in a group," and "I want to feel important to society or to my own group."

While there was known to be a need for continuous efforts to increase understanding between parents and teenagers, the total number of problems checked in My Home and Family was lower than in any of the four preceding categories.

Four persons marked these problems: "There is constant bickering and quarreling in my home," "I'm afraid to tell my parents when I've done something wrong," and "I want to get married soon."

Three students wanted to be accepted as a responsible person by their parents; but they said that they could not discuss personal matters with their parents.

Each of these problems were marked twice: "I have no quiet place at home where I can study," "I cannot

get along with my brothers and sisters," "I feel that I am a burden on my parents," "My parents play favorites," "My parents are trying to decide my vocation for me," "I get no encouragement at home," "I wish I had my own room," "I wish I could gain the confidence of my parents," "My family is always worried about money," "My parents avoid discussing sex with me," and "My parents hate to admit that I am sometimes right."

The same student did not mark all of the following; but the tally sheet showed one check for each of these problems, with one student marking one or more of these items: "My parents will not let me do my own shopping," "My parents are not interested in what I accomplish," "I wish I could get my parents to treat me like a grown-up," "I have to do too many chores around the house," "My father is a tyrant," "My parents do not trust me," "I do not like to invite people to my home," and "I seldom am consulted in family decisions."

Despite cartoons and rumors to the contrary, the scores in Boy Meets Girl indicate that girls are less interested in boys than in themselves, or their future, or their relationships with others. Only three girls listed more than nine problems.



Eight students were interested in knowing how long people should know each other before getting married. This is understandable since there is an Air Force Pilot Training Base in Hondo, which enrolls successive classes of very eligible and most attractive trainees. Many former Hondo High School students now are Air Force wives.

Five students wondered how to refuse a date politely, and what one should consider in selecting a mate. Six wanted to know how to prepare themselves for marriage and family life.

Three had other troubles as follows: "I do not know how to get boys interested in me," "I do not understand how children are born," "Should we kiss on the first date?" and "How far should high school students go in love relations?"

Four students wondered if it was all right to accept blind dates. The same number said that they lacked an acceptable vocabulary to discuss sex, and that they needed more accurate information about sex.

Six were interested in knowing what things cause trouble in marriage. Five wondered if mixed marriages (religion) were really as doubtful of success as often stated. Six wanted to know about venereal diseases.

Because physical well-being is important for individual adjustment, problems checked in the area of Health indicate concern about physical appearance, health habits, general state of health, and physical disabilities that may worry students. A total of 63 problems were checked in this area.

Of great concern were weight-control and figure improvement problems. Nine of the 16 participants checked these problems. Six were disturbed about their complexions. Three were bothered by easily upset stomachs. The same number felt that they tired too easily, and three realized that they were not getting sufficient exercise.

These statements each received one check: "My teeth need attention," "I have frequent headaches," "My appetite is poor," "I am bothered about bad breath," and "I do not have enough pep."

Major problems presented in Things in General were religion, social ethics, and world affairs. The lowest total number of problems in any area was discerned here. The highest score was five on this question: "How shall I use my leisure time wisely?"

Four were interested in learning how to get the most for their money.

Next in interest was concern about living up to one's religious beliefs. Some expressed interest in learning more about certain aspects of religion. Some expressed difficulty in deciding what was most important in life; some puzzled over injustices; and some asked whether or not they could do anything about world prejudices.

TABLE XVI

SRA YOUTH INVENTORY PROBLEM AREAS CHECKED BY 16  
HOMEMAKING III STUDENTS BEFORE AND AFTER  
THE UNIT IN HUMAN RELATIONS WAS TAUGHT

Areas	Student Response			
	Before		After	
	Number	Per Cent	Number	Per Cent
My school	16	100.0	3	18.8
Looking ahead	16	100.0	8	50.0
About myself	16	100.0	14	87.5
Getting along with others	14	87.5	12	75.0
My home and family	14	87.5	4	25.0
Boy meets girl	14	87.5	8	50.0
Health	16	100.0	10	62.5
Things in General	15	98.8	9	56.2

RESULTS OBTAINED FROM THE DATA  
SHEET CONCERNING FORMER  
STUDENTS

Six former students who had dropped out of high school, and 50 who had graduated completed and returned the survey forms. According to the tables, three drop-outs left school before or during the sophomore year. Three withdrew before or during their junior year. Five of the drop-outs gave marriage as their reason for leaving school. The drop-out who still was single said that she quit school because she disliked some of the subjects she had to study and the way some of the teachers spoke to her. The ages of the six drop-outs ranged from 16 to 20, while the ages of the 50 graduates ranged from 17 to 24. In both groups, the larger percentage of students, at the time when the study was made, fell in the 18- to 21-year age brackets. None of the 56 former students came from a divorced home. One graduate and one drop-out each had lost a father by death. The drop-out student's mother had remarried.

Only one Latin drop-out is shown on the tables. It may seem unusual to find more Anglo-American than Latin-American drop-outs. This situation occurred because

most of the Latin-Americans leave school at the sixth grade level and never reach high school.

Five of the six drop-outs and 33 of the 50 graduates were married. None of the students, graduate or drop-out, had been married more than four years; and 12 graduates had been married less than a year. The graduates had a total of 19 children. Three drop-outs had one child each. There had been no divorces either among the drop-outs or the graduates.

Twelve college students and 19 married graduates were unemployed. Five single graduates, one single drop-out, and 14 married graduates were employed.

By far the majority both of former students who had dropped out of high school or had graduated and who had married were living in rented houses. Two owned their own homes; five were buying their homes. Some of the girls who were Air Force wives planned to continue renting their homes for many years, because their husbands intended to remain in the service until retirement. Others whose husbands were in the Air Force were studying house plans, according to their statements, because their husbands expected discharge at an early date.

Two of the drop-outs were married and were living with homes owned by their parents.

The occupations of the husbands of graduates were quite varied. Ten of them either were pilots or instructors in the Air Force. Four were in the Army, and one was in the Navy. Four worked as aircraft mechanics at the local air base. These four also farmed and ranched during their off hours. One was a bank examiner, and one owned his own television, radio, and appliance store. Three were ranchers, one was a meter-service man on a pipe line, and two worked for the Highway Department. Others included: A Publicity Director for St. Mary's University; an auto mechanic; a bill collector; a maintenance man and a clerk. Husbands of the five drop-outs were employed as follows: an aircraft mechanic; a maintenance worker at the air base; an auto mechanic; an Air Force Officer; and an oil field worker.

All six of the drop-outs had completed Homemaking I. Three of them also had completed Homemaking II. All 50 graduates had completed Homemaking I; 45 had finished Homemaking II; and 38 had been enrolled in Homemaking III. Five drop-outs had completed one summer project while one had completed two. Forty-six graduates had completed one and 41 had accomplished two summer projects.

It will be noted that most of the drop-outs had taken little or no part in extra-curricular activities,

while participation of the graduates totaled 121 in this field.

Several of the former students had taken part in two or more of these listed activities. Actually, a few of them were active in all five divisions as well as serving as class officers and working on the school annual.

The tables on scholastic ability show that the graduates obviously had more ability than the drop-outs. The author, however, realizes that some of the drop-outs had problems of which the graduates never had dreamed. One cannot help considering whether or not, if these drop-out students had received more encouragement at home and at school, especially if they had been given more individual assistance with their particular difficulties in school work, more of them might not have remained in school.

Cook (3) concludes in a report of a study analyzing factors related to withdrawal from high school before graduation, that there seems to be no one factor or simple combination of factors which influence students to withdraw. Rather, it seems that a multiplicity of factors operate together, including home and family circumstances which cannot be influenced by the school or its program, combine to present the student with what he regards as unsolvable



problems which he feels he can meet best by withdrawing from school.

Sixteen of the graduates had entered college. Two had married at the end of their first year in college; and one had joined the Waves. Four had received their degrees. One of them, a music major, had married during her junior year, but had finished her course. Another taught Home-making one year before she married. One had completed a year's work as a speech therapist in a Children's Home. One intended to teach English in a high school. Two were in their third year of nurse's training. Nine students, including the two nurses, will return to colleges this fall to continue their studies.

Approximately 42 per cent of the total number of students were Catholics, Methodists, and Lutherans were next in number. There were few girls represented in each of the other denominations. Although many girls took no part in church or community organizations other than attending church, many joined various organizations. Several listed two or three organizations in which they worked. Five took part in a choir, two were assistant organists, and one taught Sunday School. One played for Sunday School and sponsored a youth group. One was a reporter for the Wesleyan Service Guild, and another sponsored a CYO group.

One was a choir director, one was Superintendent of the Primary Department and also a Training Union officer. One helped in the nursery at church. Four were active in Officer's Wives Clubs, and one was an Arthur Murray dance instructress. Two participated in a college band; one was on the Student Council and also on the Annual staff. Among the professional organizations in which they held membership were: National Student Nurses Association, Press Woman's Association, and the International Council for Exceptional Children.

The data concerning leisure time activities revealed the fact that the graduates had a much wider range of interests than did the drop-outs. Drop-outs listed dancing, watching television, swimming, reading, and visiting friends. Graduates listed these same activities, although not in the same order. In addition, they indicated a high interest in sewing, gardening, card games, cooking, music, outdoor sports, family picnics, and in making a real effort to create a happy home life.

RESULTS OBTAINED BY USE OF A  
CHECKLIST OF LEARNING  
EXPERIENCES IN  
HOMEMAKING CLASSES

This section of the survey listed experiences in seven areas of homemaking: (a) Foods for the Family; (b) Clothing for the Family; (c) Relationships--Personal, Social, and Family; (d) Child Care and Development; (e) Housing for the Family; (f) Home Care of the Sick; and (g) Future Homemakers of America.

Students were asked to check the experiences which they had had, to evaluate them, and to indicate experiences which they wished that they could have had. The last sheet of the survey requested information as to the areas in homemaking in which they felt the most and the least confidence, as well as their suggestions for strengthening the program.

The surveys were sent to drop-out and to former students. Six drop-outs completed and returned their forms; and responses were received from 50 high school graduates.

It is evident, as seen in Table XVII, that graduates and drop-outs agreed, in the section on Foods

for the Family, that the most valuable experience was that actually of preparing meals for their families. Principles of meal planning, food preparation, and meal service had been studied, demonstrated, and practiced in class periods; but the skill and confidence of those who had studied this area was developed through repeated home experiences and the summer projects done in their own home.

Table setting and etiquette were activities in which most of the 56 students of this group had studied and in which all had had some experience. Seventy per cent of the graduates and about 66 per cent of the drop-outs felt that the study of etiquette was of much value. None in either group considered this of little value.

Sixty-four per cent of the graduates thought that learning to prepare food in a variety of ways was of much importance. An equal number thought that the experience of assuming complete responsibility for planning and preparing a series of meals in the home was of much importance.

Percentage-wise, the drop-outs more than the graduates, recognized the importance of studying the nutritive value of food, marketing wisely, and of knowing the evidences of malnutrition. This may be true because a higher per cent of the drop-outs than of the graduates were married and therefore had the responsibility of feeding a family.

Experiences which the drop-outs wished that they might have had in Foods for the Family included two requests each for canning, freezing, and jolly-making, as well as two for the principles of vegetable cookery. Practically every other experience listed, except those related to family meals, received one check. This might have been derived from the fact that many had studied foods and nutrition with questions about these basic subjects already answered.

Graduates, too, expressed their largest number of interests in experiences in food preservation. Forty per cent requested canning techniques, 38 per cent for freezing methods, and 36 per cent for jolly-making.

Thirty per cent of the graduates wished that they had learned more about the food needs of infants and diets for pregnancy.

Thirty-two per cent of the graduates wanted more information about automatic dishwashers.

Areas judged to be of little value by the graduates included use of the deep well cooker, consumer information about buying kitchen appliances, and methods of canning and freezing. Many who checked those experiences as being of little value, however, wrote notes in

the margin of the survey sheets to say that as yet they had felt no need for the information, either because they were living in furnished apartments or were not yet married.

Perhaps, because of the above situation, these statistics appear: 14 per cent of the graduates saw little value in the experience of comparing the cost of frozen food with that of food prepared at home, and 28 per cent checked this as an experience which they wished that they could have had.

Table XVIII reveals the fact that nearly all of the students had most of the experiences listed in Clothing for the Family. Their evaluations were varied. The experiences valued most highly by the graduates and some of the drop-outs were not so much related to skills in construction as an appreciation of the importance of the relationship of good posture to health and personal appearance, of knowing one's figure type with its assets and liabilities, of knowing how to choose clothes suited in design to one's figure and personality, and of knowing what accessories are suitable for various costumes and occasions.

In skills in this area, 26 per cent checked "learning to place pattern on the material correctly" as

being of much value. Of little value in the judgment of 30 per cent of the graduates, was learning the use of sewing machine attachments. Twenty per cent saw little value in learning to identify weaves and fabrics, and 22 per cent saw little value in learning how to put in linings. On the other hand, 12 per cent of the graduates who had not worked with linings wished that they knew how to manage this problem.

All of the drop-outs placed much value on studying the selection of clothes in relation to figure type. Eighty-three per cent placed much value on studying corrective exercises, learning the relationship of posture to health, learning principles and standards for judging ready-made clothing, learning how to fit and alter patterns, and learning how to lay patterns correctly on materials.

One drop-out placed little value on experience in home laundering -- probably because she had helped with the laundering as long as she cared to remember. Two did not recognize the importance of grain-line in making a garment. But two of the six drop-outs wished that they had studied home laundering, while one wished for help with each of these problems: spot removal techniques, accessories for different costumes, and use of linings.

Fewer wishes for additional experiences were expressed in Clothing for the Family than in other areas. This suggests that a relatively high degree of satisfaction is felt in this area and that more attention needs to be focused on other areas.

Table XIX shows that "learning to get along with others" was the only experience shared by all the drop-outs in the area of Human Relationships, while 90 per cent of the graduates checked this as one of their learnings. Eighty per cent of the graduates considered this learning to be of much value, eight per cent though it was of some value, and two per cent recognized little value in this experience. No drop-out student attached little value to the experience, while 66 per cent of them checked this as being of much value.

The learnings listed as being next in importance by the graduates were those concerning the responsibilities of marriage and the factors which seem to make happy and successful marriages. Most of the drop-outs had few, if any, experiences in the area, and hence they rated their learnings about the influences of heredity and environment of most value to them. Approximately 33 per cent of the drop-outs wished that they had studied about marriage, prenatal care, human reproduction, and infant care.



A desire for the opportunity to study human behavior by observing small children was expressed by 33 per cent of the graduates. Their next highest preference was for more knowledge in pre-natal care (16 per cent), and infant care (18 per cent). Eighteen per cent, also, wished that they had studied the different types and costs of weddings.

According to Table XX, the topic studying the emotional behavior of children at different age levels was an experience which 50 per cent of the graduates and 66 per cent of the drop-outs had had. From 26 to 38 per cent of the students had the other experiences given in the tables in this general area.

Thirty-two per cent of the graduates felt that the study of emotional behavior of children was of much value, while 22 per cent assigned much value to the experience of learning how to bathe a baby. The response of those who had dropped out of high school before graduation to questions in this area was negligible because they had had so few experiences with children. The drop-outs, however, expressed wishes for more experiences in the area. Thirty-three per cent wished that they had observed small children for evidence of emotional behavior, or had learned to bathe a baby, or had learned to plan

and provide bathroom facilities for a child, while 50 per cent wished that they had studied the cost of raising a child. Three of the responding drop-outs had one child each.

Thirty-six per cent of the graduates wished that they had had experience in learning how to bathe a baby, and in observing children for evidence of emotional behavior. Thirty-two per cent wished that they had studied the cost of raising a child; and the same per cent expressed an interest in planning and providing bathroom facilities for a child. Thirty per cent wished that they had studied the emotional behavior of children, as well as planning and providing toys for children.

Definitely, the area of Child Care and Development is one which has been too little emphasized, although the author did not realize fully how little had been done in this area until this study was made. If the 25 girls who had become mothers within the duration of the study could express their wishes now, the need for enriching the curriculum in Child Care and Development would doubtless be even more evident.

It is evident from Table XXI in the area of Housing for the Family that learning to work out pleasing color

schemes was the experience checked by most graduates (80 per cent). Sixty-six per cent of the graduates had had the experience, and they valued it highly. This was the highest checked item. Learning the principles of furniture arrangement was next highest in number, with 78 per cent of the graduates checking it. In evaluation, both graduates and drop-outs listed learning to work out pleasing color schemes as being an experience of much value. Furniture arrangement was ranked of much value by the next highest number, 50 per cent of the graduates.

Twenty-four per cent of the graduates indicated that they regarded the study of pre-fabricated houses of little value; and 18 per cent believed that they had derived little value from the study of trailer homes. The drop-outs had had so few experiences in housing that only one student marked any items other than those related to color schemes.

Other experiences considered to be of much value, but indicated by fewer students were: studying the effect of color on apparent size and warmth of rooms; learning how to choose appropriate curtains and draperies, studying how to spot evidences of poor design in houses or plans, and studying remodeling possibilities.

Three of the six drop-outs wished that they had studied more about furniture arrangement, while all other learnings were checked by one or two students.

Among the graduates, the highest degree of interest was shown in flower arrangement and in financing the purchase of homes. Thirty per cent checked both. Also high on the list of interests were landscaping the home grounds, learning simple painting techniques, learning to read floor plans and blue prints, learning to sketch floor plans and built-ins, and studying how to spot evidences of poor designing in houses or plans.

According to Table XXII, Home Care of the Sick was another area which appeared to need more stress. Only one drop-out had any of the experiences listed. She learned the correct way to take temperatures, to feed a patient in bed, and to prepare an attractive tray for a patient's meals. Forty-four per cent of the graduates also checked preparing attractive trays; but the next highest percentage check (36 per cent) was that of learning how to take pulse and temperature readings. Students who had the various other experiences ranged from 11 to 22.

The one drop-out student who had had the experience of taking pulse and temperature readings considered

it to be of much value; but she said in a margin note that she had experienced little need for feeding a patient in bed.

Graduates attached much value to the experiences of making pulse and temperature readings; but they were less uniform in their evaluation of other experiences. Again, many students wrote in the margins that they marked the experiences as being of little value because they had not needed to use them. It is the opinion of the author that the food and health habits of the participants were such that need for the use of training in Home Care of the Sick had not been recognized.

Nevertheless, 34 to 46 per cent of the graduates wished that they had received training in the experiences listed. Probably, in time, they will see more value in the experiences than they did when the survey was made. Thirty-three per cent of the six drop-outs wished that they knew how to give medicines, keep a patient's daily record, and apply hot compresses.

Table XXIII shows that activities of the Future Homemakers of America, in which 90 per cent of the high school graduates and 50 per cent of the drop-outs had participated, had involved taking part in style shows and

assembly programs. Fifty per cent of the graduates and 33 per cent of the drop-outs rated the experience of much value. Next in value, according to 48 per cent of the graduates, were the experiences of attending District, Area, and State meetings, and of learning parliamentary procedure. Attending F H A and date dances was highly valued by 44 per cent of the graduates, while attending meetings away from Hondo, helping with cake sales, and serving food to other organizations ranked highest with 50 per cent of the drop-outs. Ten per cent of the graduates felt that cake sales and the like were of least value and six per cent thought that dances were of little value.

Two of the drop-outs wished that they could have served as F H A officers; and one would like to have been the chairman of a committee.

Among the graduates, six per cent regretted not having learned parliamentary procedure; four per cent wished that they could have been officers, had helped with cake sales, and had attended dances. None, however, expressed a wish to be in a style show or on an assembly program.

TABLE XVII

LEARNING EXPERIENCES FROM THE HOME MAKING PROGRAM AS  
EXPRESSED BY 50 GRADUATES AND SIX DROP-OUTS

PART A. FOODS FOR THE FAMILY

I t e m	Experiences Had by				Value of Experiences												Experiences Wish They Had Had			
	Gradu- ates		Drop- outs		Graduates						Drop-Outs						Gradu- ates		Drop- outs	
					Much		Some		Little		Much		Some		Little					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	34	68	6	100.0	22	44	10	20	2	4	5	83.3	1	16.7	0	0	4	8	0	0
2	39	78	4	66.7	22	44	13	26	4	8	3	50.0	0	0	1	16.7	3	6	0	0
3	41	82	6	100.0	32	64	8	16	1	2	4	66.7	2	33.3	0	0	3	6	0	0
4	42	84	6	100.0	34	68	6	12	2	4	6	100.0	0	0	0	0	2	4	0	0
5	37	74	6	100.0	32	64	5	10	0	0	4	66.7	2	33.3	0	0	9	18	0	0
6	40	80	6	100.0	32	64	8	16	0	0	5	83.3	0	0	1	16.7	6	12	0	0
7	37	74	6	100.0	22	44	15	30	0	0	5	83.3	0	0	1	16.7	6	12	1	16.7
8	39	78	6	100.0	24	48	11	22	4	8	3	50.0	2	33.3	1	16.7	7	14	1	16.7
9	25	50	4	66.7	10	20	8	16	7	14	2	33.3	1	16.7	1	16.7	14	28	1	16.7
10	30	60	3	50.0	19	38	17	34	4	8	1	16.7	2	33.3	0	0	12	24	1	16.7
11	36	72	5	83.3	19	38	14	28	3	6	3	50.0	1	16.7	1	16.7	6	12	0	0
12	42	84	5	83.3	30	60	11	22	1	2	5	83.3	0	0	0	0	6	12	1	16.7
13	41	82	5	83.3	23	46	13	26	5	10	3	50.0	2	33.3	0	0	6	12	0	0
14	33	66	5	83.3	19	38	13	26	1	2	4	66.7	1	16.7	0	0	11	22	1	16.7
15	32	64	6	100.0	20	40	8	16	4	8	4	66.7	2	33.3	0	0	10	20	0	0
16	38	76	5	83.3	23	46	7	14	8	16	2	33.3	3	50.0	0	0	4	8	1	16.7
17	41	82	6	100.0	29	58	10	20	2	4	4	66.7	2	33.3	0	0	3	6	1	16.7
18	41	82	6	100.0	17	34	18	36	6	12	1	16.7	5	83.3	0	0	5	10	1	16.7
19	33	66	4	66.7	20	40	10	20	3	6	0	0	4	66.7	0	0	5	10	0	0
20	35	70	2	33.3	15	30	15	30	5	10	2	33.3	0	0	0	0	15	30	1	16.7
21	31	62	1	16.7	12	24	11	22	8	16	1	16.7	0	0	0	0	19	38	2	33.3
22	20	40	0	0	7	14	3	6	10	20	0	0	0	0	0	0	20	40	2	33.3
	26	52	1	16.7	10	20	8	16	8	16	1	16.7	0	0	0	0	18	36	2	33.3
	21	42	2	33.3	10	20	6	12	5	10	1	16.7	1	16.7	0	0	18	36	1	16.7
	32	64	1	16.7	17	34	14	28	1	2	1	16.7	0	0	0	0	2	4	1	16.7
	31	62	1	16.7	8	16	10	20	13	26	1	16.7	0	0	0	0	5	10	1	16.7
	33	66	3	50.0	17	34	9	18	7	14	2	33.3	1	16.7	0	0	8	16	1	16.7
23	28	56	0	0	17	34	7	14	4	8	0	0	0	0	0	0	11	22	1	16.7
	20	40	0	0	4	8	6	12	10	20	0	0	0	0	0	0	16	32	1	16.7
	19	38	0	0	5	10	5	10	9	18	0	0	0	0	0	0	15	30	1	16.7
	31	62	1	16.7	20	40	6	12	5	10	1	16.7	1	16.7	0	0	12	24	1	16.7
	20	40	0	0	9	18	5	10	6	12	0	0	0	0	0	0	12	24	1	16.7
	49	98	6	100.0	36	72	12	24	1	2	6	100.0	0	0	0	0	0	0	0	0
25	49	98	6	100.0	35	70	14	28	0	0	4	66.7	2	33.3	0	0	1	2	0	0
26	39	78	3	50.0	23	46	10	20	6	12	4	66.7	1	16.7	0	0	10	20	1	16.7
27	41	82	4	66.7	33	66	7	14	1	2	3	50.0	1	16.7	0	0	6	12	1	16.7
28	45	90	3	50.0	35	70	9	18	1	2	2	33.3	1	16.7	0	0	1	2	2	33.3
29	45	90	5	83.3	39	78	4	8	2	4	3	50.0	2	33.3	0	0	0	0	1	16.7
30	38	76	2	33.3	25	50	9	18	4	8	2	33.3	0	0	0	0	6	12	1	16.7
	42	84	4	66.7	35	70	5	10	2	4	3	50.0	1	16.7	0	0	4	8	1	16.7
	42	84	3	50.0	33	66	7	14	2	4	3	50.0	0	0	0	0	5	10	1	16.7
	45	90	3	50.0	36	72	7	14	2	4	3	50.0	0	0	0	0	1	2	1	16.7
	48	96	2	33.3	37	74	9	18	2	4	2	33.3	0	0	0	0	0	0	1	16.7
31	35	70	4	66.7	25	50	9	18	1	2	3	50.0	1	16.7	0	0	7	14	0	0

TABLE XVII I

## LEARNING EXPERIENCES FROM THE HOMEMAKING PROGRAM AS EXPRESSED

BY 50 GRADUATES AND SIX DROP-OUTS

## PART B. CLOTHING FOR THE FAMILY

I t e m	Experiences Had by				Value of Experiences												Experiences Wish They Had Had			
	Gradu- ates		Drop- Outs		Graduates						Drop-Outs						Gradu- ates		Drop- Outs	
					Much		Some		Little		Much		Some		Little					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	44	88	5	83.3	30	60	10	20	4	8	2	33.3	3	50.0	0	0	0	0	0	0
2	48	96	5	83.3	36	72	10	20	2	4	4	66.7	1	16.7	0	0	0	0	0	0
3	38	76	5	83.3	22	44	12	24	4	8	5	83.3	0	0	0	0	7	14	0	0
4	47	94	6	100.0	37	74	8	16	2	4	5	83.3	1	16.7	0	0	0	0	0	0
5	48	96	6	100.0	37	74	9	18	2	4	6	100.0	0	0	0	0	1	2	0	0
6	40	80	6	100.0	27	54	10	20	3	6	5	83.3	1	16.7	0	0	4	8	0	0
7	47	94	6	100.0	17	34	20	40	10	20	5	83.3	1	16.7	0	0	2	4	0	0
8	37	74	4	66.7	23	46	10	20	4	8	2	33.3	1	16.7	1	16.7	9	18	0	0
	38	76	2	33.3	21	42	16	32	1	2	2	33.3	0	0	0	0	8	16	0	0
	11	22	1	16.7	1	2	7	14	3	6	0	0	0	0	0	0	14	28	0	0
	11	22	1	16.7	1	2	7	14	3	6	0	0	0	0	0	0	14	28	0	0
	48	96	6	100.0	32	64	10	20	6	12	4	66.7	0	0	2	33.3	0	0	0	0
9	47	94	3	50.0	31	62	10	20	6	12	2	33.3	0	0	1	16.7	0	0	0	0
	46	92	4	66.7	30	60	10	20	6	12	3	50.0	0	0	1	16.7	0	0	0	0
	29	58	2	33.3	13	26	15	30	1	2	1	16.7	1	16.7	0	0	13	26	1	16.7
	37	64	4	66.7	30	60	5	10	2	4	2	33.3	1	16.7	1	16.7	4	8	2	33.3
	40	80	3	50.0	24	48	10	20	6	12	2	33.3	1	16.7	0	0	3	6	0	0
10	45	90	4	66.7	18	36	17	34	10	20	3	50.0	1	16.7	0	0	2	4	0	0
	44	88	5	83.3	25	50	11	22	8	16	3	50.0	2	33.3	0	0	1	2	0	0
	38	76	4	66.7	14	28	9	18	15	30	3	50.0	1	16.7	0	0	4	8	0	0
	35	70	5	83.3	22	44	6	12	7	14	4	66.7	1	16.7	0	0	10	20	0	0
	49	98	5	83.3	27	54	15	30	7	14	3	50.0	1	16.7	1	16.7	1	2	0	0
11	47	94	5	83.3	29	58	12	24	6	12	5	83.3	0	0	0	0	3	6	0	0
12	48	96	6	100.0	38	76	7	14	3	6	5	83.3	1	16.7	0	0	0	0	0	0
13	43	86	4	66.7	20	40	17	34	6	12	4	66.7	0	0	0	0	7	14	0	0
	33	66	0	0	11	22	11	22	11	22	0	0	0	0	0	0	6	12	1	16.7
	47	94	5	83.3	34	68	11	22	2	4	2	33.3	3	50.0	0	0	3	6	1	16.7
	37	74	4	66.7	28	56	8	16	1	2	4	66.7	0	0	0	0	2	4	0	0
	42	84	6	100.0	32	64	9	18	1	2	3	50.0	3	50.0	0	0	2	4	0	0



T A B L E   X I X

LEARNING EXPERIENCES FROM THE HOMEMAKING PROGRAM AS EXPRESSED BY

50 GRADUATES AND SIX DROP-OUTS

PART C.   HUMAN RELATIONS

Item	Experiences Had by				Value of Experiences												Experiences wish They Had Had			
	Graduates		Drop-Outs		Graduates						Drop-Outs						Graduates		Drop-outs	
					Much		Some		Little		Much		Some		Little					
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
1	38	76	5	83.3	19	38	15	30	4	8	4	66.7	1	16.7	0	0	7	14	1	16.7
2	28	46	3	50.0	7	14	12	24	4	8	3	50.0	0	0	0	0	19	38	1	16.7
3	38	76	4	66.7	23	46	12	24	3	6	3	50.0	1	16.7	0	0	8	16	2	33.3
4	43	86	4	66.7	30	60	10	20	3	6	3	50.0	1	16.7	0	0	2	4	1	16.7
5	44	88	3	50.0	35	70	8	16	1	2	3	50.0	0	0	0	0	2	4	1	16.7
6	46	90	6	100.0	40	80	4	8	1	2	4	66.7	2	33.3	0	0	0	0	0	0
7	47	94	5	83.3	31	62	14	28	2	4	2	33.3	2	33.3	1	16.7	0	0	1	16.7
8	32	64	4	66.7	17	34	8	16	7	14	4	66.7	0	0	0	0	6	12	1	16.7
9	34	68	0	0	15	30	11	22	8	16	0	0	0	0	0	0	9	18	2	33.3
10	40	80	2	33.3	35	70	4	8	1	2	0	0	2	33.3	0	0	1	2	2	33.3
11	40	80	2	33.3	36	72	2	4	2	4	1	16.7	1	16.7	0	0	1	2	2	33.3
12	37	74	2	33.3	22	44	10	20	5	10	1	16.7	0	0	1	16.7	8	16	2	33.3
	37	74	4	66.7	24	48	10	20	3	6	1	16.7	2	33.3	1	16.7	1	2	2	33.3
	31	62	2	33.3	17	34	10	20	4	8	0	0	1	16.7	1	16.7	9	18	2	33.3

T A B L E   X X

LEARNING EXPERIENCES FROM THE HOMEMAKING PROGRAM AS EXPRESSED  
BY 50 GRADUATES AND SIX DROP-OUTS

PART D.   CHILD CARE AND DEVELOPMENT

Item	Experiences Had by				Value of Experiences												Experiences Wish They Had Had			
	Graduates		Drop-Outs		Graduates						Drop-Outs						Graduates		Drop-Outs	
					Much		Some		Little		Much		Some		Little					
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
1	25	50	4	66.7	16	32	6	12	3	6	2	33.3	2	33.3	0	0	15	30	1	16.7
2	13	26	4	66.7	7	14	3	6	3	6	1	16.7	3	50.0	0	0	18	36	2	33.3
3	19	38	0	0	10	20	4	8	5	10	0	0	0	0	0	0	16	32	3	50.0
4	19	38	2	33.3	11	22	6	12	2	4	1	16.7	2	33.3	0	0	18	36	2	33.3
5	17	34	2	33.3	7	14	8	16	2	4	2	33.3	0	0	0	0	15	30	2	33.3
6	17	34	0	0	9	18	4	8	4	8	0	0	0	0	0	0	16	32	2	33.3

# TABLE XXI

## LEARNING EXPERIENCES FROM THE HOMEMAKING PROGRAM AS EXPRESSED BY 50 GRADUATES AND SIX DROP-OUTS

### PART E. HOUSING FOR THE FAMILY

Item	Experiences Had by				Value of Experiences												Experiences Wish They Had Had			
	Graduates		Drop-Outs		Graduates						Drop-Outs						Graduates		Drop-Outs	
					Much		Some		Little		Much		Some		Little					
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
1	21	42	1	16.7	10	20	8	16	3	6	0	0	0	0	1	16.7	14	28	2	33.3
2	21	42	2	33.3	12	24	5	10	4	8	1	16.7	0	0	1	16.7	13	26	2	33.3
3	24	48	1	16.7	17	34	6	12	1	2	0	0	1	16.7	0	0	13	26	1	16.7
4	33	66	2	33.3	16	32	9	18	8	16	0	0	2	33.3	0	0	7	14	1	16.7
5	31	62	2	33.3	15	30	9	18	7	14	1	16.7	0	0	1	16.7	10	20	2	33.3
6	39	78	1	16.7	25	50	13	26	1	2	0	0	1	16.7	0	0	5	10	3	50.0
7	40	80	4	66.7	28	56	11	22	1	2	2	33.3	2	33.3	0	0	5	10	1	16.7
8	25	50	2	33.3	15	30	5	10	5	10	1	16.7	1	16.7	0	0	13	26	2	33.3
9	34	68	1	16.7	24	48	9	18	1	2	1	16.7	0	0	0	0	9	18	2	33.3
10	26	52	1	16.7	14	28	11	22	1	2	0	0	0	0	0	0	14	28	1	16.7
11	19	38	2	33.3	6	12	4	8	9	18	0	0	0	0	1	16.7	7	14	1	16.7
12	24	48	1	16.7	3	6	9	18	12	24	0	0	2	33.3	0	0	5	10	2	33.3
13	15	30	2	33.3	8	16	3	6	4	8	0	0	0	0	1	16.7	16	32	1	16.7
14	23	46	1	16.7	12	24	6	12	3	6	0	0	2	33.3	0	16.7	14	28	1	16.7
15	23	46	3	50.0	5	10	15	30	3	6	1	16.7	1	16.7	0	0	16	32	1	16.7
16	25	50	2	33.3	15	30	6	12	4	8	0	0	2	33.3	0	0	10	20	1	16.7
17	37	74	2	33.3	23	46	11	22	3	6	0	0	2	33.3	0	0	4	8	1	16.7

TABLE XXII

LEARNING EXPERIENCES FROM THE HOMEMAKING PROGRAM AS EXPRESSED BY  
50 GRADUATES AND SIX DROP-OUTS

PART F. CARE OF THE SICK

Item	Experiences Had by				Value of Experiences												Experiences Wish They Had Had			
	Graduates		Drop-Outs		Graduates						Drop-Outs						Graduates		Drop-Outs	
					Much		Some		Little		Much		Some		Little					
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
1	18	36	1	16.7	14	28	4	8	0	0	1	16.7	0	0	0	0	22	44	1	16.7
2	12	24	0	0	6	12	4	8	2	4	0	0	0	0	0	0	23	46	2	33.3
3	13	26	0	0	6	12	2	4	5	10	0	0	0	0	0	0	23	46	1	16.7
4	16	32	1	16.7	4	8	7	14	5	10	0	0	0	0	1	16.7	21	42	1	16.7
5	22	44	1	16.7	6	12	8	16	8	16	0	0	0	0	1	16.7	17	34	1	16.7
6	17	34	0	0	4	8	7	14	6	12	0	0	0	0	0	0	20	40	1	16.7
7	11	22	0	0	2	4	5	10	4	8	0	0	0	0	0	0	22	44	2	33.3
8	14	28	0	0	2	4	7	14	5	10	0	0	0	0	0	0	20	40	1	16.7

TABLE XXIII

LEARNING EXPERIENCES FROM THE HOMEMAKING PROGRAM AS EXPRESSED BY  
50 GRADUATES AND SIX DROP-OUTS

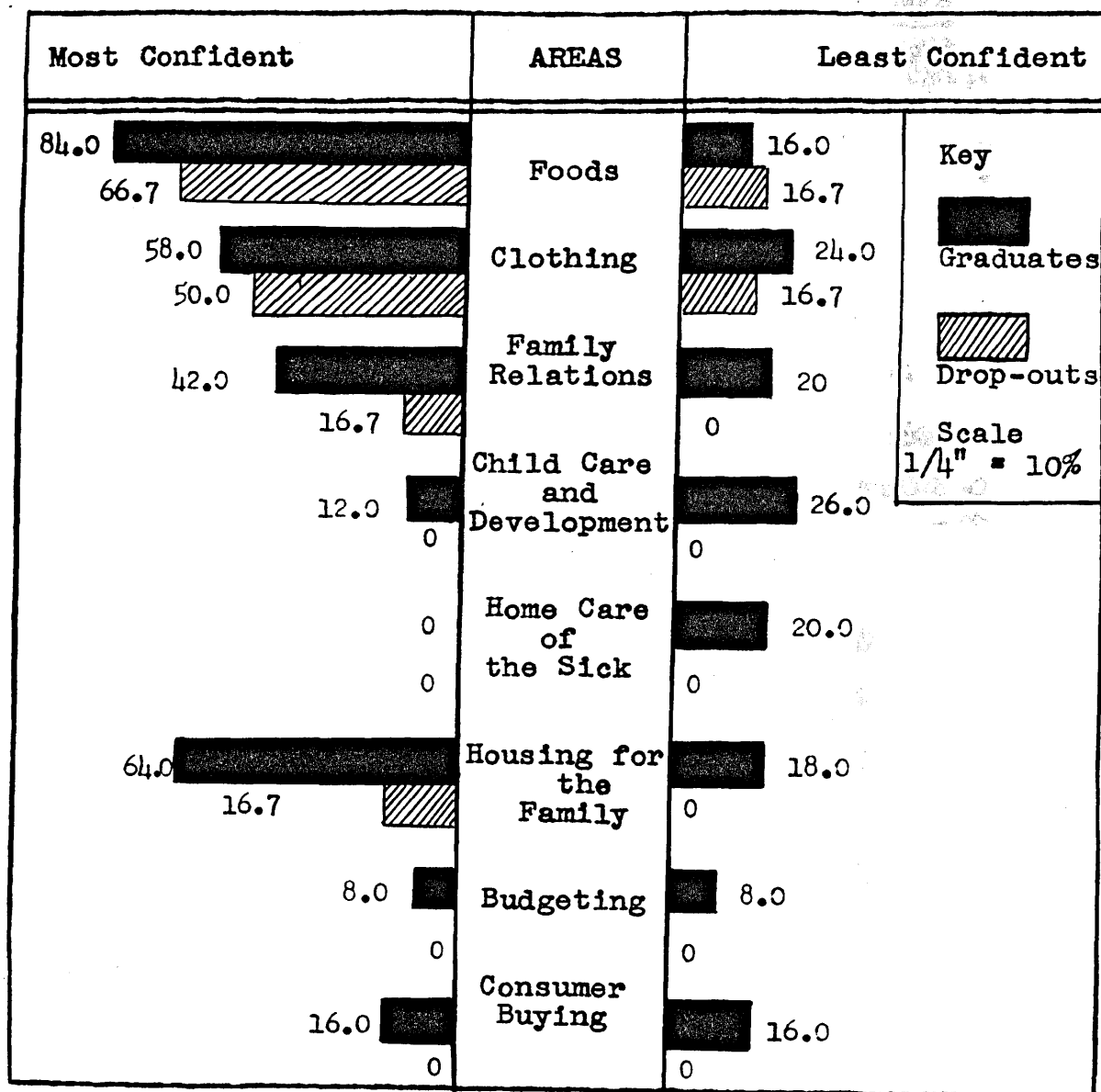
PART G. FUTURE HOMEMAKERS OF AMERICA

Item	Experiences Had by				Value of Experiences												Experiences Wish They Had Had			
	Graduates		Drop-Outs		Graduates						Drop-Outs						Graduates		Drop-Outs	
					Much		Some		Little		Much		Some		Little					
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
1	30	60	0	0	21	42	8	16	1	2	0	0	0	0	0	0	2	4	2	33.3
2	29	58	0	0	17	34	11	22	1	2	0	0	0	0	0	0	1	2	1	16.7
3	33	66	4	66.7	24	48	8	16	1	2	2	33.3	2	33.3	0	0	3	6	0	0
4	35	70	4	66.7	22	44	10	20	3	6	2	33.3	1	16.7	1	16.7	2	4	0	0
5	38	76	3	50.0	19	38	14	28	5	10	3	50.0	0	0	0	0	2	4	0	0
6	43	86	3	50.0	24	48	18	36	1	2	3	50.0	0	0	0	0	1	2	0	0
7	45	90	3	50.0	25	50	19	38	1	2	2	33.3	1	16.7	0	0	0	0	0	0

It was believed by the author that former student's opinions of experiences which they had had in the home-making program, together with their suggestions for strengthening the program would be helpful. Therefore, both graduates and former students who had left high school before graduating, as noted, were requested: (a) to indicate the areas of homemaking in which they felt least well prepared; (b) to suggest ways in which the home-making course could have been more helpful; and (c) to indicate the areas in which they felt most confidence.

According to Figure 1, 26 per cent of the graduates felt least confidence in Child Care and Development and 24 per cent in clothing. Response of those who had dropped out of high school was negligible in these areas.

Foods for the Family was the area in which most confidence was felt by 84 per cent of the graduates and 66.7 per cent of the drop-outs. Confidence in Clothing for the Family was rated second both by graduates and drop-outs. Sixty-four per cent of the graduates expressed confidence in Housing and 42 per cent in Family Relationships.



**Figure 1**

Areas in which 50 graduates of the Hondo High School and six former students who had dropped out of school before completing the high school program had felt the most and the least confidence.

The numbers of suggestions for improving each area of the homemaking program appear in Figure 2.

Five of the 15 suggestions in the area of Foods pertained to planning and preparing family meals. Employed brides were interested in quick meals not featuring sandwiches. Among other suggestions, listed once, were the following: (a) giving more time to the study of food buying; (b) stressing meal planning for overweight persons; (c) teaching more tasty ways to use left-overs; and (d) teaching principles of canning and preserving.

In the area of Housing, three of the 11 suggestions were that more principles of landscaping and gardening be taught. Two students were interested in learning to re-finish furniture. The other six suggestions included the following: (a) teaching students simple painting techniques; (b) discussing the legal technicalities of buying a home; (c) demonstrating the care and propagation of house plants; and (d) showing how to do upholstering, to make draperies, and to read blue prints.

The 10 suggestions concerning Child Care included four which said, "Give more time to the study of infant care." Four others said, "Teach more concerning the physical and emotional development of children," and two suggested "Teach more about human reproduction."



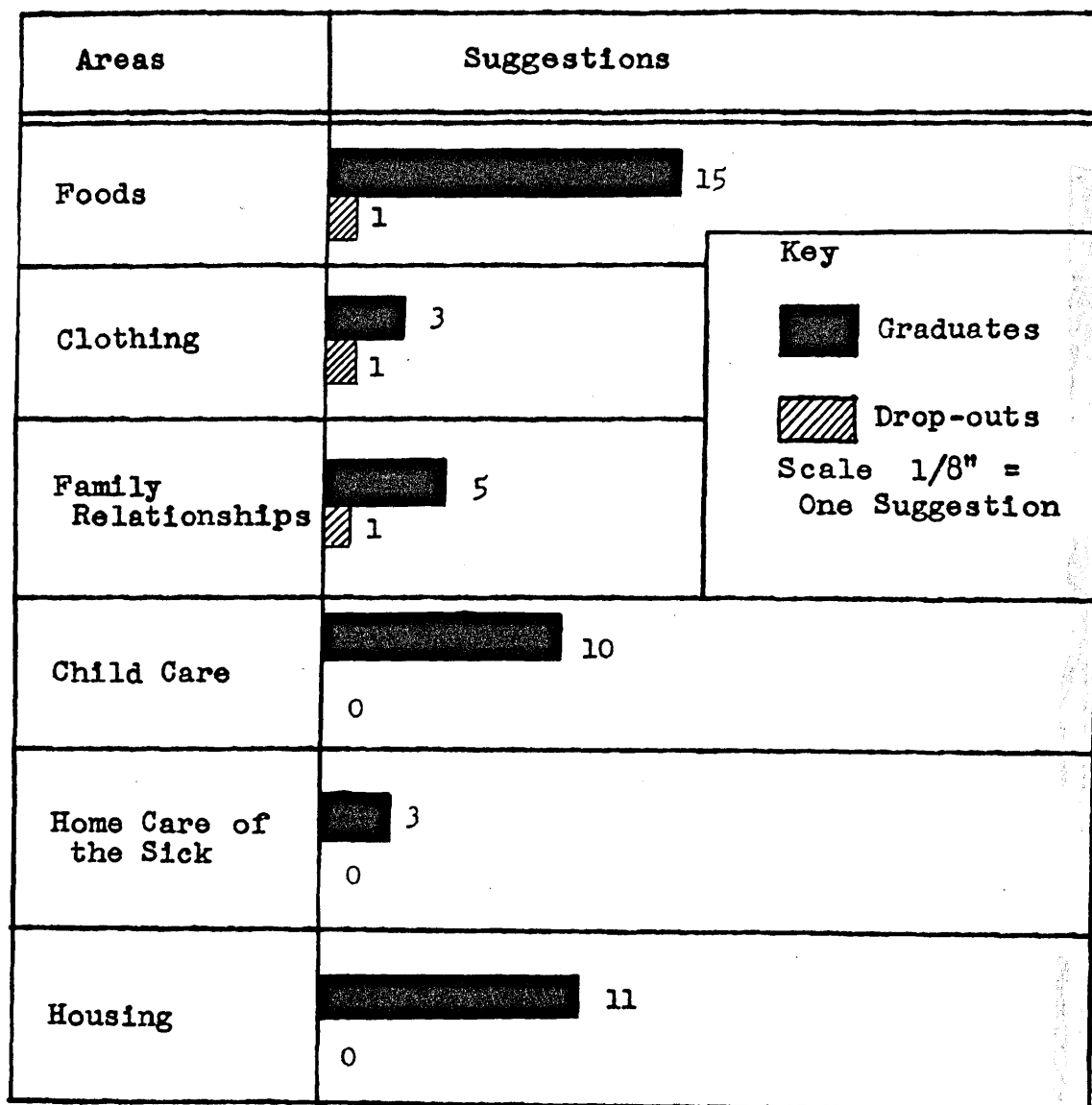


Figure 2

Suggestions from 50 graduates and six former students who had dropped out of school before completing high school for improving the Homemaking program.

Table XXIV shows the positive and negative statements which were compiled in part from answers to the question: "How could your homemaking courses have helped you more?" Some statements came from comments which students wrote in the margins of the survey as they checked the experiences. Others came from letters which the students wrote and included in the surveys when they returned them.

TABLE XXIV

STATEMENTS MADE BY 50 GRADUATES CONCERNING THE VALUE  
OF THE HOMEMAKING PROGRAM

PART A. POSITIVE STATEMENTS

Statements	Student Response	
	Number	Per Cent
I see no way in which the homemaking courses could have helped me more.	10	20.0
I would not take anything for my experiences in FFA; they gave me poise and self-confidence.	5	10.0
I think homemaking is a must for any girl who plans to be married.	1	2.0
I particularly enjoyed family relationships.	1	2.0
I enjoyed checking this survey almost as much as I did my classes.	1	2.0
I feel that the homemaking courses helped me more than other courses.	1	2.0
I know several girls who now say they wish they had taken Homemaking II and III.	1	2.0
When I hear other brides speaking of their difficulties in homemaking, I am glad I had Homemaking.	1	2.0
I found that knowing some of the situations to be faced in marriage was most helpful.	1	2.0

TABLE XXIV --- CONTINUEDSTATEMENTS MADE BY 50 GRADUATES CONCERNING THE VALUE  
OF THE HOMEMAKING PROGRAMPART A. POSITIVE STATEMENTS

Statements	Student Response	
	Number	Per Cent
I would feel pretty dumb if it were not for my three years in Home-making.	1	2.0
I have had some homemaking in another school; the experiences in Hondo are certainly more varied and interesting.	2	4.0
I think the courses in homemaking were adequate; it is up to the individual whether she gets anything from the course or not.	1	2.0
I appreciate my homemaking experiences more now than I did when I was in school.	1	2.0
I wish I had taken better advantage of my opportunities to learn.	5	10.0
I wish the classes could be scheduled for longer periods.	3	6.0
I wish I had taken Homemaking II and III.	4	8.0
I wish I had not felt so self-conscious about my lack of homemaking experiences at home and had tried harder to learn--especially to sew.	1	2.0

TABLE XXIV --- CONTINUED

STATEMENTS MADE BY 50 GRADUATES CONCERNING THE VALUE  
OF THE HOMEMAKING PROGRAM

PART B: NEGATIVE STATEMENTS

Statements	Student Response	
	Number	Per Cent
I felt that too much time was spent studying things I already knew; there was little challenge to me.	1	2.0
I hate to sew and think too much time was spent sewing, grooming, and wardrobe planning.	1	2.0
I wish we had been able to practice bathing a baby instead of just seeing films and talking about it.	1	2.0
I wish we had studied more phases of homemaking.	1	2.0
I wish we had studied fewer phases of homemaking and spent more time on each topic.	1	2.0
I wish we could have had a smaller number in our class. I got so tired of waiting for help or a machine and then having the bell ring just when my time came.	1	2.0
I wish our class had spent more time studying the human emotions.	1	2.0

TABLE XXIV --- CONTINUED

STATEMENTS MADE BY 50 GRADUATES CONCERNING THE VALUE  
OF THE HOMEMAKING PROGRAM

PART B. NEGATIVE STATEMENTS

Statements	Student Response	
	Number	Per Cent
I think more time should be spent telling the girls what college is really like and encouraging them to attend college.	1	2.0
I think you were a bit too easy on me. I wish you had <u>Made</u> me learn to sew.	1	2.0
I think we should have had more marketing experiences--maybe done some comparative shopping.	1	2.0

## CHAPTER IV

### IMPLICATIONS FOR THE IMPROVEMENT OF THE HOMEMAKING PROGRAM

Because this study concerned two groups of students -- namely, 16 who were enrolled in Homemaking III when the data of the investigation were collected, and 56 former students -- the discussion of the implications for the improvement of the homemaking program, particularly that relating to the special unit being developed, will be discussed from the two separate points of view.

#### IMPLICATIONS FOR THE UNIT ON PERSONAL, SOCIAL, AND FAMILY RELATIONSHIPS DERIVED FROM STUDENT SURVEYS AND PRE-TESTS

Much information about the students' personal and family background, and their interests and needs was obtained through use of a Survey Form for Girls and the S R A Youth Inventory.

The 16 girls ranged in age from 16 to 19 with eight of them 17 years old; four were 16, and two each were 18 and 19, respectively. Most of their interests, therefore, were those of later adolescence.

Fourteen of the students lived with both parents and two had step-parents in their family circle. None was an only child. Although they listed few problems in the Survey for Girls, all of the girls, at times, had experienced enough tense moments in family relationships to recognize a need for experiences which would help them to live more harmoniously in the home.

The six students who lived on farms and ranches were sufficiently close to school, with one exception, to participate in the events in which they were interested. On special occasions, the girl who lived farthest away frequently spent the night with a classmate who lived in town. The time required for driving back and forth was a limiting factor with respect to what the rural girls could do in their so-called free time. Time pressures suggested a need not only for time management experiences, but for stressing consideration for the needs, plans, and wishes of family members and others with whom the students associated.

The fact that none of the families employed full-time help, and that some of the mothers were employed outside of the home made it necessary for students to help with the work about the home. All of them did assist with



cooking, cleaning house, washing, and ironing. This situation indicated need for projects in these areas with emphasis toward getting the jobs done as efficiently and skillfully as possible so that time would be left for the church, school, and community organizations in which they participated.

Since the students participated in numerous activities, many of which involved groups, the needs for self-understanding, understanding others, a knowledge of social behavior, as well as consideration for others were ever present.

Future plans of all of the girls included finishing high school. Plans for the time which would come after high school, however, were indefinite. Nine wanted to go to work, although they were not sure of the type of work which they wanted to do. Thus, this indecision points up a need for information about job openings for high school graduates.

Further evidence of desired learnings about jobs was revealed by the S R A Youth Inventory. The 16 students checked a total of 171 concerns in the area of Looking Ahead -- the highest total in any of the eight areas. Statements checked most often were as follows: how to go

about finding a job, how to act during an interview, and how to learn what would be expected of one on a job.

Problems which the girls identified in the areas of About Myself and Getting Along with Others such as: "I wish I were more popular," "I want people to like me better," and "I need to develop more self-confidence," indicate a need for learning more about human and social relationships. While it is not possible to delve very deeply into the complexities of human relationships in a homemaking class, students frequently are helped markedly by discussing basic physical and emotional needs, by learning that others have problems like theirs, and by observing and discussing films and filmstrips concerned with personal and family relationships.

A need for the study of etiquette coupled with opportunities to gain experiences in social situations is implied by such statements as "I do not know how to introduce people," and "I would like to learn proper table manners."

Most problems in the area of My Home and Family, while fewer in number than those already mentioned, grew out of the students' desire for independence. Their grievances added up to the fact that their parents did not treat

them like adults to the extent that they wished to be treated. An implication may be found in this situation to the effect that students should develop a realization that they largely are responsible for whatever feelings of trust, or lack of it, that others feel in them, that their actions speak louder than words, and that -- if they desire to be treated as adults -- they must outgrow childish behavior.

More students were interested in learning about marriage and family living than in how to get dates and what to do on dates. There was much concern about the length of time couples should know each other before marriage and about religious differences in marriage. They were eager to study about mate-selection, marriage laws and customs, causes of trouble in marriage, and wedding etiquette.

Since the purpose of this study was to gather information helpful in planning a unit in Personal, Social, and Family Relationships, not much originally was planned in relation to health except pre-natal and post-natal care. More nervousness and more worry about so-called little things were indicated than might be reasonable to expect. These situations very definitely suggested that examinations

of food habits and nutrition status of the girls themselves would constitute a part of the projected unit of very definite value.

Concerning Things In General, enough disturbed feelings were revealed in the study to suggest a need for a counselor, which the school does not have, as well as for help from sources outside of the school. Miller (6) states that Dr. Arthur T. Jersild of Columbia University answered the question, "What is the most important problem facing American education today," by saying "Large numbers of pupils in our schools move toward adulthood with a burden of unresolved personal problems in the form of anxiety, hostility, feelings of guilt, and other self-defeating attitudes. To deal with this problem we need to find better ways to help learners to acquire insight into their actions and healthy attitudes toward themselves."

IMPLICATIONS FOR THE UNIT ON PERSONAL, SOCIAL, AND  
FAMILY RELATIONSHIPS DERIVED FROM DATA SECURED  
FROM FORMER STUDENTS

From the results described in Chapter III, it is obvious that the area needing first attention insofar as former students are concerned is that of Child Care and Development. Thirty-six per cent of the graduates felt

a need for more observation of and experiences with children; and only 24 per cent of the graduates had children when they checked the survey. Certainly, if the survey should be checked by former students after a greater lapse of time, when more of them became parents, still more evidence of need for experiences and understandings in this area would be realized.

Table XXV gives information concerning the reasons why those who dropped out of high school did not continue until they graduated. Tables XXVI through XXXII present the data derived from the surveys of the 56 former students.

From the data of the tables, it will be seen that 34 to 46 per cent of the students saw a need for more experiences in Home Care of the Sick. That, too, is an area in which awareness of need likely will develop as the size of families increase and the youngsters contract the various children's diseases.

Food preservation, including canning and jelly-making, by popular demand, will need to be included along with freezing techniques. Retention of the nutritive value of foods during preservation also should be stressed.

TABLE XXVINFORMATION CONCERNING SIX DROP-OUTS FROM  
HONDO HIGH SCHOOLPART A. GRADE IN WHICH DROP-OUTS LEFT SCHOOL

Grade	Students	
	Number	Per Cent
Freshman	0	0
Sophomore	3	50.0
Junior	3	50.0
Senior	0	0

PART B. REASONS DROP-OUTS SAID THEY LEFT SCHOOL

Reasons	Students	
	Number	Per Cent
Marriage	5	83.3
Lack of money	0	0
Work	0	0
Dislike school	1	16.7

TABLE XXVI

PERSONAL INFORMATION CONCERNING 56 FORMER STUDENTS  
FROM HONDO HIGH SCHOOL

PART A. AGE-RANGE OF FORMER STUDENTS

Ages	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
16	0	0	1	16.7
17	1	2	2	33.3
18	8	16	1	16.7
19	11	22	0	0
20	14	28	0	0
21	9	18	0	0
22	5	10	0	0
23	1	2	0	0
24	1	2	0	0

PART B. STUDENTS FROM BROKEN HOMES

Homes	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
Broken by death	1	2	1	16.7
Broken by divorce	0	0	0	0

TABLE XXVI --- CONTINUEDPERSONAL INFORMATION CONCERNING 56 FORMER STUDENTS  
FROM HONDO HIGH SCHOOLPART C. RACE OF FORMER STUDENTS

Race	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
Anglo-American	49	98	5	83.3
Latin-American	1	2	1	16.7

PART D. MARITAL STATUS

Marital Status	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
Single	17	34	1	16.7
Married	33	66	5	83.3



TABLE XXVI --- CONTINUED

PERSONAL INFORMATION CONCERNING 56 FORMER STUDENTS  
FROM HONDO HIGH SCHOOL

PART E. NUMBER OF YEARS MARRIED

Years	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
Less than one	12	24	0	0
One	6	12	4	0
Two	8	16	1	0
Three	3	6	0	0
Four	4	8	0	0

PART F. NUMBER OF CHILDREN

Children	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
One	5	10	3	50.0
Two	7	14	0	0

TABLE XXVI --- CONTINUED

PERSONAL INFORMATION CONCERNING 56 FORMER STUDENTS  
FROM HONDO HIGH SCHOOL

PART G. EMPLOYMENT STATUS

Employment Status	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
College students--non- employed	9	18	0	0
Single -- employed	5	10	1	16.7
Married -- non- employed	19	38	4	66.7
Married -- employed	14	28	1	16.7

PART H. HOUSING

Housing	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
Renting	41	82	4	66.7
Own their home	2	4	0	0
Buying a home	5	10	0	0
Living in home parents own	2	4	2	33.3

TABLE XXVIIOCCUPATIONS OF THE HUSBANDS OF 56 FORMER STUDENTS  
OF HONDO HIGH SCHOOL

Occupations	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
Air base maintenance worker	2	4	1	16.7
Aircraft mechanic	4	8	1	16.7
Air Force officer	10	20	1	16.7
Army -- U.S.	4	8	0	0
Bank Examiner	1	2	0	0
Bill collector	1	2	0	0
Business Owner	1	2	0	0
Clerk -- Air base	1	2	0	0
Engineer	1	2	0	0
Farmer and ranch man	4	8	0	0
Filling station attendant	0	0	0	0
Gas company employee	0	0	0	0
Mechanic -- auto	1	2	1	16.7
Meter serviceman	1	2	0	0
Navy	1	2	0	0
Oil field worker	0	0	1	16.7
Pipe line worker	1	2	0	0
Pottery	0	0	0	0
Publicity	1	2	0	0
Sales and service manager	1	2	0	0
Texas Highway Depart- ment	2	4	0	0

TABLE XXVIII

INFORMATION CONCERNING SCHOOL ACTIVITIES OF 56  
FORMER STUDENTS FROM HONDO HIGH SCHOOL

PART A. HOMEMAKING COURSES COMPLETED

Courses	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
Homemaking I	50	100	6	100
Homemaking II	45	90	3	50
Homemaking III	38	76	0	0

PART B. SUMMER PROJECTS COMPLETED

Projects	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
One	46	92	5	83.3
Two	41	82	1	16.7

TABLE XXVIII --- CONTINUEDINFORMATION CONCERNING SCHOOL ACTIVITIES OF 56 FORMER  
STUDENTS FROM MONDO HIGH SCHOOLPART C. PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Activities	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
Future Homemakers of America	45	90	6	100
Sports	15	30	0	0
Band	28	56	0	0
Dramatics	19	38	0	0
Cheerleader or majorette	14	28	0	0
Annual staff	11	22	0	0

PART D. SCHOLASTIC RATING

Scholastic Rating	Students			
	50 Graduates		6 Drop-Outs	
	Num- ber	Per Cent	Num- ber	Per Cent
Superior	8	16	2	33.3
Average	30	60	2	33.3
Poor	11	22	1	16.7
Very poor	1	2	1	16.7

TABLE XXIX

INFORMATION CONCERNING 16 GRADUATES OF HONDO HIGH  
SCHOOL WHO ENTERED COLLEGE

PART A. MAJOR SUBJECTS

Major Subjects	Students	
	Number	Per Cent
Business administration	1	6.2
Elementary education	3	18.8
English	1	6.2
Home Economics	4	25.0
Music	3	18.8
Nursing	2	12.5
Physical Education	1	6.2
Speech Therapy	1	6.2

PART B. FUTURE PLANS

Future Plans	Students	
	Number	Per Cent
Band Director	1	6.2
Marriage	16	100.0
Nurse	2	12.5
Speech Therapist	1	6.2
Teacher	12	75.0

PART C. NUMBER OF YEARS STUDENTS ATTENDED COLLEGE

Years attended College	Students	
	Number	Per Cent
One year	16	100.0
Two years	14	87.5
Three years		
Four years	4	25.0

TABLE XXX

RELIGIOUS PREFERENCE OR AFFILIATION OF 56 FORMER  
STUDENTS IN HONDO HIGH SCHOOL

Denominations	Students			
	50 Graduates		6 Drop-Outs	
	Number	Per Cent	Number	Per Cent
Baptist	5	10	1	16.7
Catholic	20	40	2	33.3
Church of Christ	2	4	0	0
Lutheran	10	20	1	16.7
Methodist	11	22	1	16.7
Protestant (listed no denomination)	2	4	0	0
Seventh Day Adventist	0	0	1	16.7

TABLE XXXICHURCH, SCHOOL AND COMMUNITY RESPONSIBILITIESASSUMED BY 56 FORMER STUDENTS FROMHONDO HIGH SCHOOL

Responsibilities	Students			
	50 Graduates		6 Drop-Outs	
	Number	Per Cent	Number	Per Cent
Choir director	1	2	0	0
Choir member	5	10	0	0
Sunday School teacher	1	2	0	0
Nursery worker	1	2	0	0
Youth worker	2	4	0	0
Primary worker	1	2	0	0
Organist or pianist	3	6	0	0
Reporter, Wesleyan Service Guild	1	2	0	0
Corkettes -- water pageant group	1	2	0	0
Officer's wives club	4	8	0	0
Press Woman's Association	1	2	0	0
National Student-Nurses Association	1	2	0	0
International Council for exceptional children	1	2	0	0
Teach sports--City recreation	1	2	0	0
Teach dancing	1	2	0	0
Member Student Council	1	2	0	0
Member annual staff	1	2	0	0



TABLE XXXII

HOBBIES AND RECREATION PREFERRED BY 56 FORMER  
STUDENTS FROM MONDO HIGH SCHOOL

Hobbies and Recreation	Students			
	50 Graduates		6 Drop-Outs	
	Number	Per Cent	Number	Per Cent
Crafts--copper, aluminum	3	6	0	0
Refinishing furniture	2	4	0	0
Embroidery	3	6	0	0
Yard work and Gardening	10	20	0	0
Movies and television	21	42	1	16.7
Softball and tennis	9	18	0	0
Stamp collecting	1	2	0	0
Hiking	1	2	0	0
Riding Horseback	4	8	0	0
Enjoying own children	2	4	0	0
Photography	1	2	0	0
Collecting souvenirs	4	8	0	0
Creating a happy home	6	12	0	0
Attending concerts	1	2	0	0
Bowling	2	4	0	0

TABLE XXXII --- CONTINUED

HOBBIES AND RECREATION PREFERRED BY 56 FORMER STUDENTS  
FROM HONDO HIGH SCHOOL

Hobbies and Recreation	Students			
	50 Graduates		6 Drop-Outs	
	Number	Per Cent	Number	Per Cent
Dancing	23	46	2	33.3
Swimming	21	42	2	33.3
Card games	13	26	0	0
Visiting friends	5	10	1	16.7
Cooking	11	22	1	16.7
Baking	3	6	0	0
Picnics and outings	7	14	0	0
Travel -- sightseeing	2	4	0	0
Hunting and fishing with husband	2	4	0	0
Doing outdoor work with husband	2	4	0	0
Reading	13	26	2	33.3
Music -- listening to records	11	22	0	0
Singing	3	6	0	0
Playing an instrument	3	6	0	0
Sewing	20	40	1	16.7

Although there were fewer recognized needs for additional learnings in Clothing for the Family than in any other area, there appeared to be vast opportunity for improvement in scheduling and organizing work in this area.

In the area of Relationships, the most evident need, again, was the study of human behavior by observing small children. Also, relatively high in that area was a demand for lessons in pre-natal and infant care. Several years ago, highest student-interest was in the facts of human reproduction. Apparently, those needs have been well satisfied since only two per cent of the graduates checked this item as being one concerning which they wanted more information.

Continued interest in courtship, marriage, weddings, and related learnings indicate that the unit in preparation for marriage is one which should be emphasized. There was one request, from a married drop-out, for that unit in Homemaking I; but it meets the needs of most students when offered in Homemaking III.

In the area of Housing, requests for learning to read blue prints were made by students who graduated several years ago and by some who did not take Homemaking III. For

two or three years there has been a set of blue prints in the department. They represent plans for the home of one of the students. The girl's mother invited the classes to visit the home on field trips. Students considered the experience to be very much worthwhile. Other requested experiences in the area of Housing, such as learning about flower arrangements and landscaping the home grounds have been offered in some classes; and some students have worked these subjects into their home projects.

## CHAPTER V

### EXPERIENCES IN HUMAN RELATIONS

#### HOMEMAKING III

##### UNIT IN PERSONAL, SOCIAL, AND FAMILY RELATIONSHIPS

Mallory (7) defines Homemaking Education as that part of the total school program which prepares youth and adults for the occupation of homes. Unlike other occupations, homemaking is found in every locality -- in the city, in the small town, and in rural areas. The efficiency of workers in all occupations is affected by the quality of home and family life. Homemaking Education is that part of the broad field of home and family life education which is centered on home activities and relationships, and which enables the individual to assume the responsibilities of homemaking. The basic goal of homemaking education is to help the individual to live a more useful and satisfying personal, family, and community life. A family-centered homemaking education program must have as its basis an over-all understanding of the community and the families who make up the community in which the program operates.

Through use of the instruments described in Chapter II, through association with 14 of the students in previous classes, through home visits, and through the experience of having lived in the community for six years, the author had gained considerable knowledge concerning the community and the family backgrounds of the students, as well as some understanding of their needs as individuals.

The 16 students in the study were in the later-adolescent age bracket. Some of their concerns included problems of personality development, adjustment to family members and to others in the community, and establishment of a foundation upon which to build in the future as an adult homemaker.

Analysis of the S R A Youth Inventory Profile Charts indicated the following:

1. That the students were most interested in learning about themselves; and
2. That they were almost equally interested in boy-girl relationships.

Closer examination of their answers revealed feelings of inadequacy in about one-third of the group.

The purpose of the author in planning this unit was to try to help students to face the future courageously,

but with realistic recognition of some of the problem areas which adults find in their relationships with others.

The students helped to set up the objectives which follow:

1. To develop some understanding and appreciation of the psychological and emotional needs of people;
2. To develop more understanding of the growth of individuals -- physically, mentally, emotionally, and socially;
3. To develop some feelings of self-confidence in social situations -- particularly in regard to dating, engagements, showers, teas, receptions, and weddings;
4. To develop some understandings of desirable personality traits in marriage partners, and to develop an appreciation of the fact that these traits are equally important in getting and holding a job;
5. To develop an understanding and appreciation of the ways in which a happy marriage is achieved;

6. To develop some knowledge of the emotional and biological facts about courtship, engagement, marriage, and human reproduction;
7. To gain some knowledge of pre-natal and infant care; and
8. To gain some knowledge of family budgeting.



PERSONAL, SOCIAL, AND FAMILY RELATIONSHIPS

Planning and Working for a Happy and Successful Future

Basic Learnings	Experiences and Activities	Resources and References
<p>1. Develop some understanding of the psychological and emotional needs of people.</p>	<p>1. Discuss physical needs of people--everyone recognizes them. Bring out the fact that everyone also has certain psychological or emotional needs:</p> <ul style="list-style-type: none"> <li>a. To feel liked and valued by others.</li> <li>b. To feel that they are successful in some instances.</li> <li>c. To have friends.</li> <li>d. To have new experiences.</li> </ul> <p>2. Read from work book <u>About You</u>, examples of basic need for:</p> <ul style="list-style-type: none"> <li>a. Recognition and attention.</li> <li>b. Security.</li> <li>c. Love and affection.</li> <li>d. Appreciation.</li> <li>e. New experiences.</li> </ul> <p>3. Discuss reactions people have when emotional needs are not met.</p> <p>4. Emphasize the fact that <u>all</u> people have these needs--family members, co-workers, husbands, and wives. Show film.</p> <p><u>Evaluation: Are You Contributing to the Happiness of your Family?</u></p>	<p><u>Family Living</u>, Duvall, (4)</p> <p><u>You and Your Family</u>, Moore and Leahy (11)</p> <p><u>Personal Adjustment, Marriage, and Family Living</u>, Landis and Landis (9)</p> <p><u>About You</u>, Cosgrove and Josey (7)</p> <p>Film: <u>Families First</u> (5)</p> <p>Evaluation Device Booklet, Bateman (5)</p>



Basic Learnings	Experiences and Activities	Resources and References
<p>3. To develop some feelings of self-confidence in social situations, particularly in regard to dating, engagements, showers, teas, receptions, and weddings.</p>	<p>4. Show film: <u>Duties of a Secretary</u></p> <p>Discuss scenes in film which portray need for emotional maturity-- also list the desirable personality traits which this secretary and her employer reflect.</p> <p>Pre-test: <u>Measure Your Self-Confidence.</u></p> <p>1. Divide class into groups to do research and report on the following topics:</p> <p>a. How to refuse a date so a boy will ask again later, if that is what you want.</p> <p>b. How to refuse a date politely and yet get across the idea that you do not care to go with him.</p> <p>c. How to carry on a conversation with a date.</p> <p>d. How to pleasantly but firmly refuse to indulge in petting and necking.</p> <p>e. How to maintain high moral standards and still have fun.</p>	<p>Film: <u>Duties of a Secretary</u></p> <p>Reference (5)</p> <p><u>Dating Days,</u> Kirkendall (17)</p> <p><u>Looking Ahead to Marriage,</u> Adams (1)</p> <p>Reference (4)</p> <p>Reference (3)</p>

Basic Learnings	Experiences and Activities	Resources and References
	<p>2. Show filmstrips.</p> <p>3. Set up question box to find exactly what situations students find most puzzling. (If this does not bring out enough problems for discussion, refer back to individual answers on <u>Youth Inventory</u>.)</p> <p>4. Have students use etiquette books and <u>Bride's Primers</u> from <u>Modern Bride Magazine</u> to look up answers to their questions.</p> <p>5. Practice in department:</p> <p>a. Going through receiving line.</p> <p>b. Thanking group for shower gifts.</p> <p>c. Writing thank-you notes for graduation and wedding gifts.</p> <p>d. Introducing people.</p> <p>e. Acting as hostess.</p> <p>f. Pouring tea, punch, or coffee.</p> <p>g. Serving cake, cookies, etc.</p> <p>h. Writing bread and butter notes.</p>	<p>Filmstrips:  <u>Boy Meets Girl</u>            (3)  <u>Boy Dates Girl</u>            (1)</p> <p><u>Etiquette</u>,  <u>Post</u> (12)</p> <p><u>Amy Vanderbilt's Complete Book of Etiquette</u>,  <u>Vanderbilt</u> (17)</p> <p><u>Modern Bride's Primers</u>            (22-28)</p> <p><u>Manners Made Easy</u>, <u>Beery</u>            (1)</p>

Basic Learnings	Experiences and Activities	Resources and References
	<p>6. If opportunity arises, attend a wedding.</p> <p>7. Discuss responsibilities class members have assumed in friend's or relative's wedding.</p> <p>8. List social responsibilities of:</p> <ul style="list-style-type: none"> <li>a. Bride's parents.</li> <li>b. Groom's parents.</li> <li>c. Bride.</li> <li>d. Groom.</li> <li>e. Maid of Honor.</li> <li>f. Bride's maids.</li> <li>g. Best man.</li> <li>h. Ushers.</li> <li>i. Guests.</li> </ul> <p>9. Read about and discuss responsibilities and special problems of bride whose husband is in the service.</p> <p>10. Have ex-student whose husband is in the Air Force talk to class about some of the adjustments or decisions she has had to make.</p> <p>11. Contrast weddings of Margaret Truman and Grace Kelly.</p>	<p><u>Altar Bound</u>, <u>Rodgers and Pearce</u> (14)</p> <p>Reference (12)</p> <p>Reference (17)</p> <p><u>Marriage Is a Serious Business</u>, Ray (13)</p> <p>Daily papers, T.V., magazines</p>

Basic Learnings	Experiences and Activities	Resources and References
<p>4. To develop some understanding of desirable personality traits in marriage partners--and to emphasize the fact that these traits are equally as important in getting and holding a job.</p>	<p><u>Pre-test: Personality Check List</u></p> <ol style="list-style-type: none"> <li>1. List desirable personality traits and personal habits which are important in making and keeping friends--and husbands:               <ol style="list-style-type: none"> <li>a. Consideration.</li> <li>b. Recognition of, and respect of rights of others.</li> <li>c. Tactfulness.</li> <li>d. Unselfishness.</li> <li>e. Punctuality, etc.</li> </ol> </li> <li>2. Read articles in magazines and discuss how objectionable traits, behavior patterns, unhealthy attitudes, etc., help to foster unhappiness in marriage and dissatisfaction on the job.</li> <li>3. Discuss the fact that these objectionable traits were probably present before marriage--but not so obvious then.</li> <li>4. Point out futility of expecting to change a marriage partner to suit one's fancy</li> </ol>	<p>Reference (5)</p> <p>Reference (8)</p> <p>Film: <u>It Takes All Kinds</u></p> <p><u>Making Marriage Work</u>, Adams, Series in <u>Ladies Home Journal</u> (1)</p> <p><u>Can This Marriage Be Saved?</u> Fopence, Monthly in <u>Ladies Home Journal</u> (1)</p> <p><u>Help for Love and Marriage</u>, Mace, Monthly in <u>Woman's Home Companion</u> (3)</p>

Basic Learnings	Experiences and Activities	Resources and References
<p>5. To develop some understanding and appreciation of the way in which a happy marriage is achieved.</p>	<p>5. Show film: <u>Marriage Today</u>.</p> <p>Re-test: <u>Personality Check List</u>.</p> <p>1. Have the class identify the mutual and separate obligations that a couple assume when they marry.</p> <p>2. Have pupils check with parents to see what qualities they most appreciate in each other.</p> <p>3. Discuss differences between "housekeeping" and "homemaking" and between "house" and "home.")</p> <p>4. Discuss the meaning of successful marriage:</p> <ul style="list-style-type: none"> <li>a. Companionship</li> <li>b. Inspiration</li> <li>c. Understanding</li> <li>d. Sympathy</li> <li>e. Security</li> <li>f. Sexual satisfaction</li> <li>g. Mutual dependency</li> <li>h. Audience, etc.</li> </ul> <p>Evaluation: <u>How Do You Rate as a Family Member?</u></p>	<p>Film: <u>Marriage Today</u></p> <p>Reference (5)</p> <p><u>Family Relationships, Ten Topics Toward Happier Homes</u>, Force and Finck (10)</p> <p><u>The Family and Its Relationships</u>, Groves, Skinner, Swenson (5)</p> <p>Reference (4)</p> <p>Reference (5)</p>





Basic Learnings	Experiences and Activities	Resources and References
<p>7. To develop some appreciation of the differences between various types of wedding ceremonies</p>	<p>8. Discuss importance of common interests and the same general goals in living.</p>	
	<p>9. Read and discuss articles in current magazines to learn of the misery caused by failure of one or both partners to recognize and try to meet the emotional and other needs of the other.</p>	
	<p>10. Discuss democratic family living versus dictatorial family living.</p> <p>11. Discuss how family living as portrayed on the screen is unrealistic.</p>	<p>Reference (4)</p>
	<p>1. Assign class members of different faiths to report on wedding customs and ceremonies in their churches.</p> <p>a. Roman Catholic</p> <p>b. Lutheran</p> <p>c. Methodist</p> <p>d. Baptist</p> <p>2. Assign different students research studies to report on the ceremonies and customs of the following churches which are not represented in the class:</p>	<p>Reference (14)</p> <p>Reference (17)</p>

Basic Learnings	Experiences and Activities	Resources and References
<p>8. To develop some knowledge of human reproduction, pre-natal, and infant care.</p>	<p>a. Jewish</p> <p>b. Quaker</p> <p>c. Christian Scientist</p> <p>d. Mormon</p> <p>3. Discuss reasons why a home wedding may be attractive to some couples.</p> <p>4. Discuss elopements pro and con.</p> <p>5. Discuss weddings in the rectory or parsonage.</p> <p>6. Discuss civil ceremonies, but stress the dignity and beauty of religious ceremonies.</p> <p>7. Plan a simple wedding which has dignity and beauty without breaking the bank.</p> <p>1. Pre-test: <u>You and Your Future Family</u></p> <p>2. Show films.</p> <p>3. Have County Health Nurse talk to class on pre-natal, post natal, and infant care.</p>	<p>Reference (5)</p> <p>Films: <u>Human Reproduction</u> (6) <u>All My Babies</u> (1)</p>

Basic Learnings	Experiences and Activities	Resources and References
	<p>4. Discuss importance of good mental attitude in good diet, regular check-up, etc., in pregnancy.</p> <p>5. Use a question box to get questions about childbirth which may be confusing to students.</p> <p>6. Discuss "old wife's tales" through discussion and review of facts brought out in films and reading.</p> <p>7. Show filmstrips.</p> <p>8. Assemble for an exhibit the minimum equipment needed for a baby's bath.</p> <p>9. Plan a minimum layette--emphasizing how quickly infants out-grow their clothing--and how many gift items of clothing they usually receive.</p> <p>10. Discuss food needs of infants and questions of schedules.</p> <p>11. Study and discuss physical and emotional growth from birth to one year.</p>	<p><u>Filmstrips:</u> <u>Infant Care</u> <u>Series (5)</u></p> <p><u>Child Care and</u> <u>Guidance,</u> <u>Goodspeed,</u> <u>Mason, and</u> <u>Johnson (6)</u> <u>What You Should</u> <u>about Parent-</u> <u>hood (9)</u></p>

Basic Learnings	Experiences and Activities	Resources and References
<p>9. To develop some knowledge of family budgeting.</p>	<p>12. Acquaint students with good sources of information for additional study about child growth and development.</p> <p>Provide class with a mimeographed list of the references given in the opposite column with addresses and prices.</p> <p>1. Show new film-strip.</p> <p>2. Pre-tests in Money Management:</p> <p>a. <u>Consumer Problems</u></p> <p>b. <u>What is Your Clothing Rating?</u></p> <p>c. <u>What is Your Shopping Score?</u></p>	<p><u>Working Wives and Mothers</u> (3)</p> <p><u>Your Child from Three to Six</u> (15)</p> <p><u>Your Child from Six to Twelve</u> (19)</p> <p><u>Developing Responsibility in Children</u> (11)</p> <p><u>A Guide to Better Discipline</u> (18)</p> <p><u>Pennies in Their Pockets</u> (12)</p> <p><u>Better Homes and Gardens Baby Book.</u></p> <p><u>Feeding Your Baby and Child</u> (15)</p> <p><u>Filmstrip: Directing Your Dollars</u> (4)</p>

Basic Learnings	Experiences and Activities	Resources and References
	<p>3. Read and discuss: <u>Moderns Make Money Behave.</u></p> <p>4. Give students outline: <u>What Is a Budget?</u></p> <p>5. Give students newest suggested percentages for spending the family income.</p> <p>6. Discuss standards and scales of living.</p> <p>7. Have students keep record of expenses connected with senior year and graduation.</p> <p>8. Have students make sample budgets for various income levels.</p> <p>9. Have former student who is married and works as a cashier at the bank talk to students about checking and savings accounts, family budgets, etc.</p> <p>Evaluation: <u>How Does Your Method of Money Management Rate?</u></p> <p>Evaluation: <u>Are You Ready for Marriage?</u></p>	<p><u>Moderns Make Money Behave</u> (4)</p> <p><u>Home with Character,</u> Craig and Rush (3)</p> <p>Topics-- Institute of Life Insurance (17)</p> <p><u>The Family and Its Relationships,</u> Groves, Skinner, and Swenson (5)</p> <p>Reference (5)</p> <p>Reference (5)</p>

EVALUATION OF EXPERIENCES IN PERSONAL, SOCIAL,  
AND FAMILY RELATIONSHIPS

Evaluation is a continuous, cooperative process. It means planning, teaching, measuring, analyzing results, making changes in the light of findings, and then repeating the process. (7)

OBJECTIVES

1. To develop a recognition of problems which still exist.
2. To develop an understanding of the benefits received.

LEARNING EXPERIENCES

1. Re-administer the S R A Youth Inventory.
2. Have students complete their profile sheets for comparison with pre-test profiles.
3. Have students evaluate the unit in their own words.

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STUDENT EVALUATION OF LEARNINGS IN UNIT --  
PERSONAL, SOCIAL, AND FAMILY  
RELATIONSHIPS

Table XXXIII presents the topics which students wished to study in the unit.

In Table XXXIV the students' opinions of the value of the unit are given in their own statements.

TABLE XXXIII

SIXTEEN STUDENTS' EXPRESSIONS OF WHAT THEY MOST WANTED  
TO STUDY IN PERSONAL, SOCIAL, AND FAMILY  
RELATIONSHIP UNIT

Interests Listed	Number	Per Cent
Planning a wedding and honeymoon	6	35.3
Childbirth--the whole story	4	23.5
Care of children and understanding them better	4	23.5
How to spend money wisely	3	17.6
Relationship between husband and wife	2	11.8
Engagement and what engaged couples should discuss	5	29.4
Marriage in general	2	11.8
Responsibilities as a hostess, especially as a service wife	2	11.8
Sex in marriage	2	11.8
How to avoid arguing over trivial matters	2	11.8
What causes marriages to fail	1	5.9
Getting along with in-laws	3	17.6
How to be sure it's love	1	5.9
What to do at receptions and teas	1	5.9

TABLE XXXIVSIXTEEN STUDENTS' OPINION OF VALUE OF PERSONAL, SOCIAL,  
AND FAMILY RELATIONSHIP UNIT

Reasons Students Felt Study Was Valuable	Student Response	
	Number	Per Cent
Helps girls understand themselves better	5	29.4
Clears up many questions and ideas about marriage	4	23.5
Student can get along better with her family now	2	11.8
Teaches basic facts about sex	4	23.5
Helps one decide what qualities to look for in a marriage partner	2	11.8
Helps set ideals for rearing a future family	1	5.9
Helps girls to realize that they will be both rough spots and pleasures ahead	1	5.9
Tends to reduce divorce rate	1	5.9
Teaches important facts about child care	1	5.9
Student learns some of the obligations or responsibilities of bride to family, friends, in-laws, and future husband	2	11.8
Promotes happier future marriages	1	5.9

TABLE XXXIV --- CONTINUEDSIXTEEN STUDENTS' OPINION OF VALUE OF PERSONAL, SOCIAL,  
AND FAMILY RELATIONSHIP UNIT

Reasons Students Felt Study Was Valuable	Student Response	
	Number	Per Cent
Helps students understand marriage	2	11.8
Student learns to be more patient with her brothers	2	11.8
Student learns to understand people better	1	5.9
Student learns more about what it takes to have a happy marriage	1	5.9
Student thinks it's more than worthwhile; it's necessary	1	5.9
Confidence in the teacher's straight answers has help student dispel false conceptions picked up from gossip	3	17.6
Helps develop mature ways of thinking	1	5.9
Breaks down fear through understand- ing of facts -- especially about childbirth	1	5.9
Student now has a broader viewpoint of family relationships and marriage	1	5.9
Helps students discover their own faults and how to correct them	1	5.9



TABLE XXXIV --- CONTINUEDSIXTEEN STUDENTS' OPINION OF VALUE OF PERSONAL, SOCIAL,  
AND FAMILY RELATIONSHIP UNIT

Reasons Students Felt Study Was Valuable	Student Response	
	Number	Per Cent
Teaches common causes of marital troubles and how to work them out	1	5.9
Pre-natal and infant care teaching is vital	4	23.5
It is important to learn how children grow and develop emotionally	1	5.9
The unit was worthwhile; "I think <u>all</u> girls and preferably all boys should be required to take the course."	1	5.9
Student has a better understanding of responsibilities in marriage.	3	17.6
The films were especially helpful in understanding children	1	5.9
The course points up the factors which help produce happy marriage	1	5.9

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

This study was undertaken as a part of a continuous effort to build a homemaking program in Hondo High School of value to students in their present daily living and in their adult roles as homemakers.

It was decided to begin the study by securing data from the 16 girls currently enrolled in Homemaking III. Additional information, evaluation, and suggestions for improvement were obtained from graduate and drop-out former students by use of a three-part instrument: Study Concerning the Effectiveness of the Homemaking Program in Hondo High School. The instrument was sent to 68 graduates and 12 drop-outs.

By use of the Survey Form for Girls, information about the students' personal and family background was obtained. To acquire data concerning personal problems which the students met in their social, school, home, and community activities the S R A Youth Inventory was administered. The students were in the later adolescent period and came from stable homes. Most of the families owned

their own homes and most of the mothers did not work outside the home. No family employed full-time help and all the students helped with tasks in the home.

The students participated in a wide variety of church, school and community activities and enjoyed listening to the radio, watching movies, dancing, and swimming. With few exceptions, the girls had good relationships with their families. None received allowances, five had regular part-time jobs, all planned to finish high school, and nine wanted to go to work.

Results of the S R A Youth Inventory indicated that students were most interested in Looking Ahead--trying to decide what to do after high school. Their next highest interests were in themselves, Getting Along with Others, Boy Meets Girl, and their future homes and families.

Thirty-three of the 50 graduates who responded to the survey were married. They had a total of 19 children. Five of the six drop-outs who replied were married. Three of them had one child each. There were no divorces among either graduates or drop-outs. Four former students had graduated from college and 10 had completed two years' work. The college students and 19 married graduates were unemployed. Five single graduates, one single drop-out,

and 14 married graduates were employed. Most of the former students lived in rented housing. Drop-outs and most wives of men in the Armed forces participated little, if any, in church and community activities; graduates who did participate were very active. Graduates enjoyed a wider variety of leisure activities than did drop-outs.

Graduates and drop-outs alike placed most value upon their experiences in Foods for the Family. Requests were highest for additional learnings in Child Care and Development, Home Care of the Sick, and techniques of food preservation. A high degree of satisfaction was expressed in Clothing for the Family. Learning to work out color schemes was judged to be of highest value in the area of Housing by both drop-outs and graduates. Girls who had assumed most responsibility in F H A activities wrote additional expressions of appreciation in the margins to emphasize its value in developing leadership ability, poise, and self-confidence.

Suggestions from graduates for strengthening the program included: devote more time to study of infant care, teach more about the physical and emotional development of children, teach homemaking to boys, and, if possible schedule the homemaking classes for double periods. Eight

per cent of the graduates expressed regret at not having taken Homemaking II and III, while 10 per cent said they wished they had taken better advantage of their opportunities to learn.

The S R A Youth Inventory was re-administered one year after the unit in Personal, Social, and Family Relationship was taught. Although scores in all areas declined, the greatest reduction was in the areas of My School and Looking Ahead which was expected because the students are now out of school and all have jobs or are married. The comparatively high group score in the area of My Home and Family is caused by the high scores of the two students who originally had the most problems. They have solved a large number of them but still share enough between them to measurably affect the class average.

Twenty-eight statements of satisfaction and none of dissatisfaction were expressed in regard to the unit. Satisfactions expressed by the highest percentages of students were: (a) that students had been helped to understand themselves better; (b) that the learnings in pre-natal and infant care were vital; (c) that they had learned much of value concerning marriage; (d) that they had a better understanding of sex; (e) that they felt free to ask questions; and (f) that they were better able to get along with family members.

Most former students expressed a high degree of satisfaction with the homemaking program, and those who were dissatisfied gave constructive criticism. Major dissatisfactions concerned the amount of time and the emphasis given to various phases of the program.

The author agrees with Dooley (4) that some of the most needed learnings of students today are in the area of Human Relations, and that, if possible, more than six weeks' time should be devoted to that study.

Furthermore, the author feels that although this study is officially completed, it has in fact been an exploratory operation. Definite strengths and weaknesses in the local program have been identified. Continuous effort will be made to plan, teach, evaluate, and plan again in the light of future changing conditions. As Saylor and Alexander (9) have stated:

Since the future is unpredictable, schools can best help children and youth meet this uncertain future by guiding them in the development of a valid system of values and in the acquisition of the methods of rational thinking and the habits of scientific thought so they can reach the most valid decisions on questions that confront them in the years ahead.

## CHAPTER VII

### EVALUATION OF LEARNING EXPERIENCES IN PERSONAL, SOCIAL, AND FAMILY RELATIONSHIPS

According to Bateman (2) evaluation in home economics has as its major purpose the improvement of learning as it leads to changes in the ways in which people think and act. Learning should be measured in terms of changes in ideals, attitudes, appreciations, skills, techniques, and habits. The current trend in evaluation is to state desirable objectives as they relate to definite behavioral changes in the learners and to evaluate the extent and kind of such changes. As goals are reached, future goals are set, thus making evaluation a continuous process.

After studying the results of the pre-test, the author planned and taught a unit in Personal, Social, and Family Relationships to the Homemaking III class, as outlined in Chapter V.

The re-test, which was to have been given immediately following the unit, was crowded off of the calendar because the unit was taught during the last six weeks of

the spring semester. Obviously, final examinations, semester reports, and graduation could not be delayed. One year later, however, the students were found; and they all again took the test which was selected for re-evaluation purposes, namely, the S R A Youth Inventory. The results were gratifying -- as were the comments given as a part of the evaluation of the unit; but it must be noted that time and altered circumstances undoubtedly had aided in the solution of many of their problems and undoubtedly had brought them some new ones.

Since all of the students had left school before the re-test was given, the scores dropped sharply in My School. The five problems marked the second time were concerned with expressing themselves calmly when speaking and clearly when writing.

The score in Looking Ahead dropped from 171 to 16. Six of the questions, from girls who were working, indicated that they still were wondering whether or not they should go to college and whether or not they could finance a college education.

Five persons questioned how much ability they really had. Some still were uncertain concerning their real interests; and they were wondering about the work for which they were best suited.



Incidence of concerns in the area About Myself was reduced by about two-thirds. Nervousness now ranked highest in frequency with five girls checking this problem area. This suggests a need even for more emphasis on good nutrition and proper health habits for general well-being.

Four persons continued to have trouble keeping their temper, four checked that they were easily excited, and that they tended to worry about so-called little things. Also, four were trying to rid themselves of an undesirable habit.

The student with the highest pre-test scores in this area still checked more problems than anyone else in the group; but her total number in the area was reduced from 26 to 17. The author feels that this student and one other definitely was in need of additional help, which she does not feel qualified to give. There was no counselor in the school or community at that time.

Except for a repetition, by four students of the problem of stage fright when speaking before a group, the incidence of problems in Getting Along with Others was substantially less than in the first test. The score dropped from 129 to 37.

Three stated that there were too few places for wholesome recreation in Hondo.

Three, who were employed, felt that they did not make introductions smoothly.

Two girls still felt ill-at-ease at social functions. They realized that they needed to develop more self-confidence; and they were not satisfied with their appearance in the clothes which they selected.

Other problems, checked only once, included: wanting to make new friends, learning to be a good listener, learning to be a better conversationalist, learning to be more punctual, learning to live up to their ideals, and learning to be more tolerant of other person's opinions. One had not yet found a satisfactory boy friend.

In the area, My Home and Family, the re-test showed a definite decline in problems from 71 to 20. Interestingly, 12 of the students checked no problems in this area. Ten of those 12 were living and working away from home, or were married. Two students who listed no problems lived with their families and worked in Hondo. The other three, with problems, also had the most problems on the pre-test. Their troubles were much the same as when they were in school. They felt that their parents did not treat them as adults.

Several of the married girls wrote in their present concerns, which included the following: managing time and money; renting versus buying a house; deciding whether or not to work after marriage; and considering the possibility of continuing in college after marriage.

Seven of the girls were married when they took the re-test. Hence the sharp reduction of interest in the area Boy Meets Girl was not unexpected. The scores were 109 initially in comparison with 26 finally. Again, one student accounted for more than one-half of the problems recognized, while nine girls listed no problems. Two still were dating boys with different religions from their own, and were still feeling guilty about this situation.

The rest of the problems were marked by students who had dated infrequently in high school and who were living at home with their parents. They still wondered about blind dates, about moral standards, and about their parents' reluctance to allow them to make their own decisions with regard to dating partners and plans.

Other than the relation to pre-natal and post-natal care, no particular emphasis was placed upon Health in the unit taught. Nevertheless, concerns dropped from 63 to 34. As before, the most frequently checked item was

weight-control. Three were bothered by headaches and two by menstrual disorders; but only one was still worried about her complexion. Two still felt that they had less energy than most girls their age.

In the section on Things in General, too, the total number of problems checked by the class was reduced by almost two-thirds, although new problems had appeared. The brides were worried about the next war; they were concerned about budgeting their time and money; they were wondering about what they could do to make the world a better place in which to live; and they were considering how they could use their leisure time best.

Most of the other concerns of the students as shown in the re-test had to do with resolving religious and moral confusion. Again, it was the girls still living at home who were most bewildered and doubting. Such evidences of frustration and resentment suggests that parents need to be made more aware of the need for encouraging rather than stifling independence--no matter how protective and responsible they feel.

A comparison of the problem areas before and after the unit was taught follows in Figures 3 and 4.

Figure 3 is the class profile derived from the S R A Youth Inventory. It shows

that the problems recognized by students before the unit was taught were in the 50-70 percentile range, somewhat lower than the national average which is indicated by the dotted line at about 75. After the Unit was taught, the class average fell within the lower range--indicating that many of the student problems had been solved.

The solid line indicates the class profile before unit was taught.

The broken line indicates the class profile after the unit was taught.

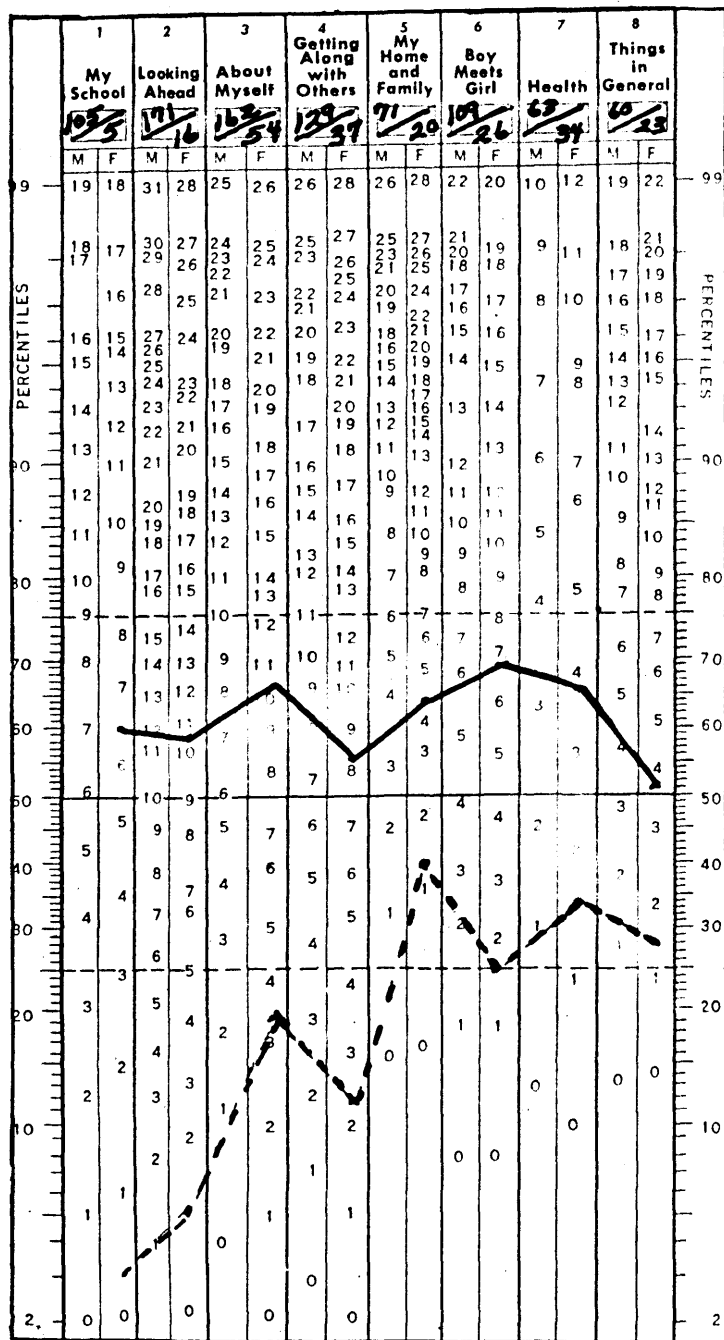


Figure 3

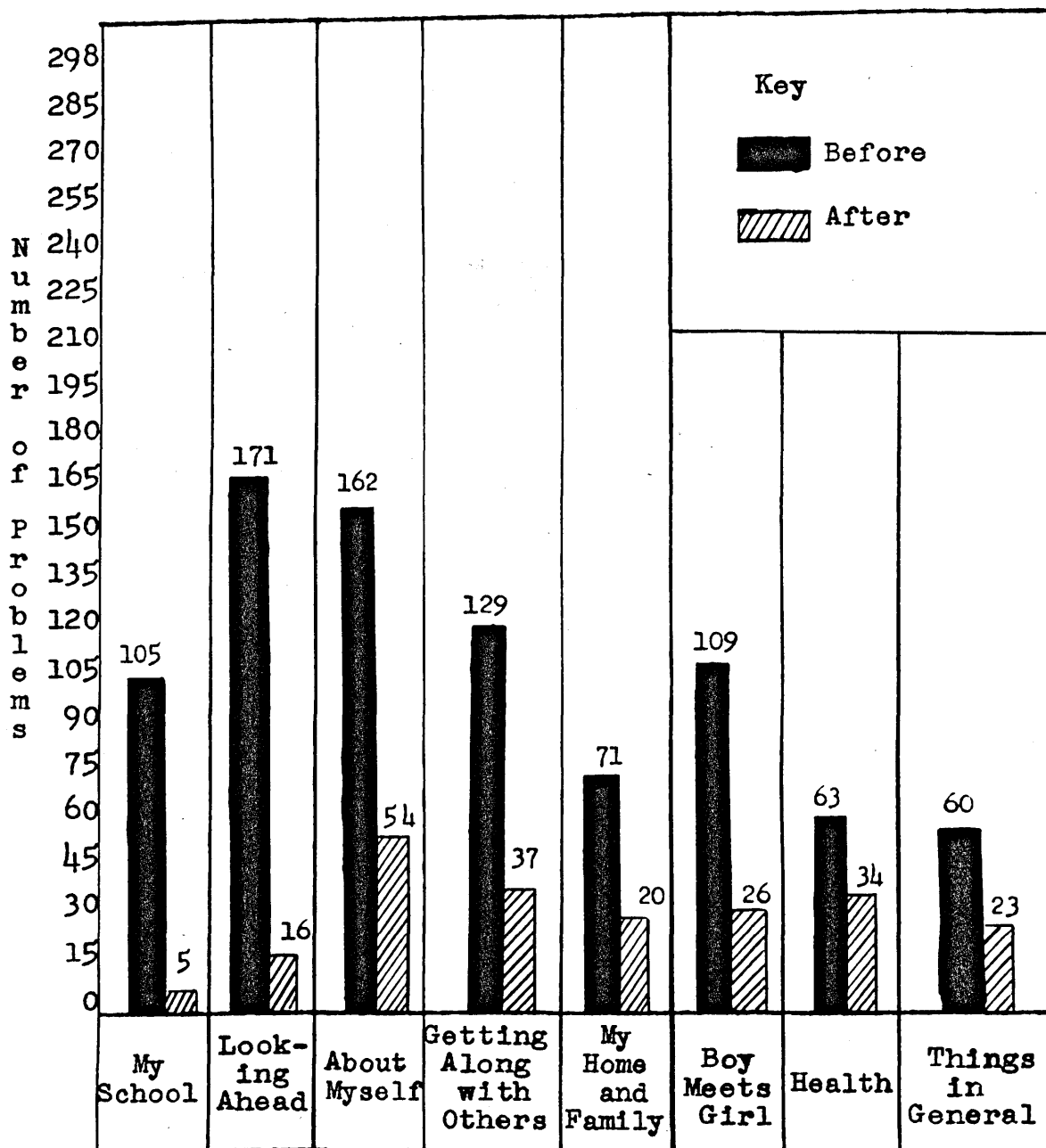


Figure 4

Comparison of Problem Areas Before and After the Personal, Social, and Family Relationships Unit Was Taught.

## CHAPTER VIII

### SUMMARY

The study described in this thesis was made for the purpose of evaluating the homemaking program of Hondo High School (Hondo, Texas), by surveys and tests given to 16 students in Homemaking III and by a survey of 76 former students. On the basis of the information gained, a unit of the homemaking curriculum, to be given in Homemaking III on Personal, Social, and Family Relationships was developed. The unit was taught to the 16 students; and, one year later, the results of the unit were evaluated. It was found that many of the problems initially found to give the students concern had been resolved, although some new problems had arisen in their lives.

The residual problems as well as the new concerns should be used by the author in planning a new unit in this area for students to be taught in the future. In addition, each group of new students should be inventoried in order to base each new course more specifically directed toward their needs.

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