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An Exploratory Study of the Family Centered Homemaking Program for the Ninth Grade

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AN EXPLORATORY STUDY OF THE FAMILY CENTERED
HOMEMAKING PROGRAM
FOR THE NINTH GRADE

A Research Paper
Presented to
the Graduate Faculty
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Kathleen Louise Carlson (Cadieu)
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PAPER.

Ruth B. Ridenour FOR THE GRADUATE FACULTY

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CHAPTER I

INTRODUCTION TO THE STUDY OF A FAMILY CENTERED HOMEMAKING PROGRAM

I. INTRODUCTION

The home economics teacher has an excellent opportunity to plan a beneficial program to meet the developmental needs of her students. A program emphasizing the important features of successful family living can communicate to young people attitudes and goals important in achieving happiness and success and from which they could receive helps or guides applicable to their own lives.

In this day of automation, the functions of the family have changed, and education must help our nation not only to live with political, scientific and economic changes but also to live with itself. To this end, relationships become an important aspect in any phase of education and are of special importance to the home economics educator because of the very nature of her subject matter. Therefore, with these factors so identified, the home economics teacher can be rightfully concerned and accept responsibility for assuming her share in teaching relationships within her field of preparation.

II. STATEMENT OF PROBLEM

The modern goal of home economics education is a curriculum centered about the family as it lives, works, and plays in a time of rapid social, economic, scientific, and world change. Many schools present home economics as cooking and sewing. It seems evident that home economics education, to meet needs in today's families and prepare young people for assuming responsibilities as future home-makers, must plan programs of greater depth and breadth than those of the past. This paper will (1) explore possible means of coordinating and integrating the specific area of family relationships with the general home economics curriculum and (2) explore possible ways of developing in pupils a realization of the importance of happy family life.

III. LIMITATIONS OF STUDY

Education for family living begins in the home. The school's part in education for family living is to reinforce good home training and emphasize the importance of happy family life. Because of the vast scope of this area, the following study will be limited to ninth grade home economics for girls. An attempt will be made to integrate family life education into all area of home economics to be covered at this level.

By uninformed persons family life education is too often thought to be a course in sex education. Sex education is only one facet of family life education. Education for family living, day by day, is a more important goal of family life education. This study will be limited to the intra-personal relationship aspect of family life education.

IV. REVIEW OF LITERATURE

Educational Policies

So, as we gaze upon the human comedy, it is apparent that a fierce debate is raging between those who wish to educate man for economic, political, social ends and those who wish to educate man as man!.(16:24).

Educators debate the part family life education plays in our schools. If we look back to The Purposes of Education in American Democracy formulated by the Education Policies Commission in 1938, we can see the background for family life education (32:18-22):

1. The Objective of Self Realization

2. The Objective of Human Relationship
 - a. Respect for humanity--The educated person puts human relationships first.
 - b. Friendships--The educated person enjoys a rich and varied social life.
 - c. Cooperation--The educated person can work and play with others.
 - d. Courtesy--The educated person observes the amenities of social behavior.
 - e. Appreciation of the Home--The educated person appreciates the family as a social institution.
 - f. Conservation of the Home--The educated person conserves family ideals.

- g. Homemaking--The educated is skilled in homemaking.
 - h. Democracy in the Home--The educated person maintains democratic family relationships.
- 3. The Objective of Economic Efficiency

 - 4. The Objective of Civic Responsibility.

As far back as 1918 The Commission on Reorganization of Secondary Education of the National Education Association established the Seven Cardinal Principles of Education (43:27):

- 1. Use of fundamental processes
- 2. Citizenship
- 3. Use of leisure time
- 4. Ethical character
- 5. Health
- 6. Worthy home membership
- 7. Vocational efficiency.

It is no coincidence that the definition of family life education so closely follows the educational foundations set down for us by our leaders. It seems that there should be little doubt as to the place of family life education in our schools. A definition of family life education by the Commission in Life Adjustment of Youth is:

Education for home and family living is that part of a total program for secondary education which provides opportunities for acquiring the understandings, the factual knowledge, the skills and abilities necessary for homemaking and for successful participation in family life (9:69).

Purpose of Home Economics

During the convention of the 1959 Home Economics Association, the Committee on Philosophy and Objectives

published a foremat of "New Directions" for home economists to follow:

Home economics is the field of knowledge and service primarily concerned with strengthening family life through:

1. Educating the individual for family living.
2. Improving the services and goods used by families.
3. Conducting research to discover the changing need of individuals and families and the means of satisfying these needs.
4. Furthering community, national, and world conditions favorable to family living (24:4).

Home economics is concerned with these aspects of family living:

1. Family relationships and child development.
2. Consumption and other aspects of personal and family living.
3. Nutritional needs and the selection, preservation, and use of food.
4. Design, selection, construction, and care of clothing and its psychological and social significance.
5. Textiles for clothing and for the home.
6. Housing for the family and equipment and furnishings for the home.
7. Art as an integral part of everyday life.
8. Management in the use of resources so that values and goals of the individual, the family, or of society may be attained (24:4-5).

We believe that the clearest new direction for home economics is to help people identify and develop certain fundamental competences that will be effective in personal and family living regardless of the particular circumstances of the individual or the family (24:8).

The Teacher of Home Economics

The homemaking teacher for a family centered home-making program should have insight and knowledge basic to understanding families and how they live. She should be

interested in and understand adolescent behavior and its relationship to youth's developmental task. She has the opportunity to directly relate learning experiences to the home life of pupils, giving them basic learnings which promote personality development and more satisfying family life (39:5).

The Family Function

The students in our home economics classes seem to have a great need for training in family life education.

Since, in recent years, the American home has become little more than a family movie theater with a boardinghouse attached, the task of social education, homemaking and family living has been bestowed upon our public school (16:242).

Advances in science and technology have seriously affected the relationships in family living. Among the changes in the family listed by sociologists are included an increasing divorce rate, wider use of birth control resulting in decline of family size, decline in authority of husbands and fathers, increase of sexual intercourse apart from marriage, increase in wives working outside of the home for pay, increasing transfer of protective function from family to the state, and decline of religious behavior in marriage and family (33:7).

Changes listed by home economists include early dating and marriage, homemaking as a partnership, the home a consumption unit rather than a productive unit, increase of

one-family housing units, greater informality of living, shift from patriarchy to democratic family councils, higher standards and costs of living, and "Do-it-yourself" activities (18:10; 29:101, 104). Also family mobility has increased. More families are living in urban areas than in rural areas. Families are increasingly relying on outside agencies such as school and church to educate their young for family living (37:18-19).

The main function of today's family is personality development resulting from affectional security, continuity of guidance, cultural interpretation, mental, and intra-personal relationships (9:26). Understanding the changes in family life and the changes in family function will give us direction in our teaching.

Developmental Tasks

The adolescent must face certain tasks commensurate with his age and development. Robert Havighurst has established developmental tasks as being:

1. Achieving new and more relations with age mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills of concepts necessary for civic competence.
9. Desiring and achieving socially responsible behavior.

10. Acquiring a set of values and ethical system as a guide to behavior (20:33-70).

Needs of Adolescence

General needs of the adolescent girl as established by the American Social Hygiene Association are (11):

1. Love
2. Security
3. Status
4. Understanding
5. Guiding Authority
6. Spiritual Orientation
7. Growth-promoting experiences
8. Social acceptance
9. Privacy
10. Stability in home life
11. Health
12. Sex education
13. Preparation for marriage
14. Values
15. Sense of personal rights
16. Acceptance of family
17. Sense of maturing
18. Counseling.

To understand the adolescent and build a curriculum that will best meet her needs it is necessary to know the characteristics of ninth grade girls. Being part of a group is of prime importance. The ninth grade girl is unsophisticated. She likes to eat but has a weakness for sweets and other foods detrimental to functional physical changes. Social graces are necessary and important. She is concerned about grooming and personal appearance. She will want to date and have friendships with boys. She is physically active and is concerned about adjusting to a changing body but still likes to participate in group and team sports and wants to be a better dancer. She is interested in earning and spending money. She

will desire some freedom in choices and sometimes wants and needs help and protection of family yet at the same time wants to be able to make some of her own decisions. She is beginning to suffer conflicts and tensions within herself. The ninth grader will yield to gang influence without much thought of the consequences. Even though she is still quite impressionable and adopts new ideas quite readily if peer group gives approval, she will usually conform to standards willingly (2):

Conclusions

The American Vocational Association states clearly the need for a family centered homemaking program.

Only insofar as the homemaking teachers are able to meet the challenge of making their teaching focus on the families -- present and future -- of the pupils they teach is the homemaking education program in our school likely to achieve its goal of strengthening family life (13:6).

In summation, it has been established that there is a place and a need for a family centered home economics program. This paper will be concerned with attitudes to be developed and suggested methods for planning and establishing such a program within the subject matter involved in present home economics offerings.

CHAPTER II

ESTABLISHING A FAMILY CENTERED HOMEMAKING PROGRAM

I. THE CURRICULUM

Many home economics teachers fail to achieve their full potention by choosng (or being forced through circumstances) to stay within the bounds of specific subject matter, thus losing the full impact possible for the pupils. The Washington State Vocational program has proposed a twenty-five per cent allotment of time for each of the four major subject areas:

- A. Child Development, Family Relationships, and Family Health
- B. Nutrition and Family Meal Management
- C. Home Management, Family Economics, Housing and Furnishings, and Consumer Education
- D. Clothing, Personal Care and Textiles (1:1).

The foremat they have used includes the individual, the family, and the future (1:1-3).

It seems advisable to focus on the teachable moment regardless of the specified allotment of time. The best learning comes from a direct need of the student. Educator's efforts will be wasted if the teaching comes earlier or later (20:5). Within a family centered homemaking program, effectiveness is not usually lost when time is devoted to a specific problem important to the pupils at that particular time:

While all teachers have a responsibility for helping pupils meet their relationships problems, home economics teachers have a special responsibility because of the setting in which they work and the subject matter with which they deal (39:15).

The home economics teacher could play an influential part in helping pupils meet the developmental task of achieving emotional independence, a specific in the area of relationships.

Current belief in homemaking education includes the idea that the best homemaking program is one cooperatively planned by teacher, pupils, and parents. The particular need of a community and its young people will more likely be met through planning of this type. In carrying out cooperatively-determined goals, greater cooperation and improved atmosphere may be gained since pupils are applying the basic learning activities to the situations that best help them to adjust to society (19:20-21; 18:11).

Goals and Attitudes for a Family Centered Program

Justification for goals may be understood through consideration of the following:

While the preparation of food and the construction and care of clothing -- the cooking and sewing courses of older curriculum -- are included in the list of the many aspects of family living with which we must be concerned, so are the broader goals: educating the individual for family living, conducting research to discover the changing need of individuals and families and the means of satisfying these needs: improving the services and goods used by families; and furthering community, national, and world conditions favorable to family living (7:4).

In establishing goals for a homemaking program centered about the family, here are some suggested goals:

1. To develop ability for achieving satisfying relationships with family members.
2. To understand the role of the family in achieving wholesome personality adjustment. Work out satisfying personal and social relations in family situations.
3. Greater appreciation of family life through understanding the developmental tasks of the family and its members through the life cycle.
4. Gain and understand values that contribute to all individuals in personal and family situations.
5. Develop ability for effective use of fundamental knowledge in the area of home and family living.
 - a. child care and guidance
 - b. clothing and textiles
 - c. personal grooming
 - d. housing
 - e. foods and nutrition
 - f. health and safety
 - g. home care of the sick
 - h. relationships
 - i. consumer problems
 - j. management
6. Achieving personal well-being in the home and community.
7. To acquire skills and interest which increase opportunities for creative expression (23:1-2).

The attitudes to be developed in the paper will be stated in terms of developing maturity. By knowing the characteristics of an emotionally mature individual, a young person has a guide to chart his future behavior (21:24). Ruth Hoeflin's summary of maturity makes these characteristics clear:

A mature individual then is a responsible and dependable individual with a sense of humor, the ability not only to make the most of the present but also to plan for the future. He can control his emotions, profit from his mistakes, and enjoy and get along with others. He solves his own problems, although he knows when to seek experienced guidance.

He accepts constructive criticism and is flexible when plans have to be changed. He lives by decisions he has made independently. He is willing to wait for future pleasures. He can evaluate himself and his motives and has a zest as well as a philosophy for living. He has an inner capacity for happiness and is not dependent upon others. He is the charming, well-rounded individual who makes a good friend and is a companion to people of any age and background. Perhaps he sounds too ideal, but actually he is human and likeable. He is the kind of person parents hope their children will be like and young adults want to imitate (21:34).

Adolescents desire to be treated like adults but lack the maturity and wisdom of adults. It is recognized that the adolescent will not reach maturity but is striving, as is the adult, toward this ultimate.

A need of adolescence is to become independent of parents and find a place for himself in society (20:42). Development of wise problem-solving and choice-making procedures are a major objective of the present day curriculum (18:11). Consideration will be given to educational implications of developmental tasks as a basis for attitudes to be developed by a family centered program (20:33-71).

The Teacher of a Family Centered Program

The homemaking teacher for a family centered home-making program must have specific characteristics to succeed. In addition to qualities mentioned earlier in this paper, she must be able to teach in a way directly relating to learning experiences of the pupil's home life. This could

result in basic learnings that promote personality development and a more satisfying family life. She needs a basic understanding and knowledge of the community economy, the occupations, business, and professions contributing to that economy, and the relationship of labor -- (skilled, unskilled, or semi-skilled) to the community culture. She must know and understand community resources for health, education, recreation and creative use of leisure time (39:5).

The homemaking teacher should realize that she is not qualified to deal with all the problems pupils bring to her. She must feel free to send pupils to others for help when necessary. She should fulfill her function in counseling in relation to that done by other teachers, counselors, and administrators so that continuity is maintained within the school. Homemaking teachers should be "sensitive to the opportunities that their day by day contacts give them and help pupils solve their personal and family relationship problems. These problems may occur while they are fitting clothes, working in the foods room or supervising school parties or club meetings." The teacher is often less involved and can supplement parents' counseling and help family relationship problems (19:7).

II. IMPLICATIONS FOR TEACHING CLOTHING FOR A FAMILY CENTERED PROGRAM

In a family centered home economics program, the teacher of clothing can find many occasions for learning situations. The area of clothing, as considered in home economics, is broad in scope. Included, in addition to garment construction, are topics and learnings in care and renovation of clothing, planning the wardrobe, color and design, textiles, grooming, and the choice and purchase of clothing from individual items to complete costumes, including accessories needed to complete and complement the costume.

The teacher of clothing can find many occasions for learning situations to augment the family centered program. She can endeavor to uphold the qualities of a good teacher by maintaining friendly relationships, being interested in the pupils' activities, and keeping her sense of humor. Most of all she must be willing to start on the students' level (8:26). She may find many opportunities for individual counseling while helping a girl with her garment or fitting. When a group comes into the room with a problem, the teacher can make use of the teachable moment by holding a group discussion at the moment the problem is important (19:7).

Financing clothing materials, including the correct

pattern size, the careful selection of fabric for suitability to project and individual as well as cost should be carefully discussed in the classroom. The teacher should urge pupils to discuss the financing of sewing essentials with their family. Students and parents should be aware of costs and requirements early enough to prevent family financial strain (8:26).

The teacher who keeps these things in mind will find that pupils are freer in exchanging confidences -- the first step of a family centered program has been accomplished (8:2).

Suggested learning experiences for a family centered clothing program may be found in the Appendix. Clothing selection suggestions are located in Appendix A and clothing construction in Appendix B.

A group of home economists under the direction of Beulah I. Coon of the United States Office of Education, identified three concepts as being important to the teaching of home economics focusing on the family. Concept one, education for homemaking becomes effective when teaching enables a pupil to understand herself in relation to her family and all individual associations (13:4), has direct bearing on problems encountered by the clothing teacher. Implied in the concept are certain attitudes, appreciations, and understandings developed throughout the study of clothing that help the pupil to gain maturity. Examples are:

1. Appreciation of people for what they are rather than for what they wear.
2. Realization that clothing is only one of many income items.
3. Understanding influences of other family needs on the amount of money a person can spend for clothing.
4. Realization that parental willingness to allow choices comes when the individual shows he is capable of making choices.
5. Acceptance of responsibility for guiding one's own actions if one is to expect the privilege of making choices (39:15-6).

III. IMPLICATION OF TEACHING FOODS AND NUTRITION IN A FAMILY CENTERED PROGRAM

The teacher of foods is likely to forget her ideas for a family centered program in her desire to teach skills. As in the area of clothing, foods covers an extremely wide variety of topics, many being supplemental to or integrated with lessons in cookery. Skills are important, yet skills can be taught in the practical application of preparing a family meal. The meal preparation can be simple, but the experience can be much more meaningful than merely cooking an individual food (1:1-3).

Meal planning and preparation offers the pupil additional learning experiences. Nutrition is reinforced by using the basic food plans to check nutritional balance of a meal. Planning the meal illustrates principles of flavor, texture, appearance, balance, temperature, and suitability of meal type to purpose or occasion and the group to be served. Marketing signifies choice, purchase, and storage of food. The preparation itself gives greater depth in cooking skills. Practical application of food service demonstrates the type best suited to the occasion, need, and table setting. Management principles are related in the practice of planning, shopping, preparation, and cleaning-up. This offers a challenge to both students and teachers. The teacher will find herself called upon to use as much ingenuity as she can in this type of teaching since the shorter classroom periods that have replaced the earlier long laboratory period make it difficult to allow for time-consuming cookery. She will, however, be rewarded in her efforts since "family centered teaching is creative teaching" (13:6).

The teacher of foods has an opportunity to help her pupils with intra-personal relations. In most foods laboratory situations, the room is composed of several kitchens similar to those the pupils might find in their own home, each complete as a unit. A sociogram is one means of providing the teacher with helpful information for planning

placement of pupils in the family units. Pupils can be helped with their social adjustment by placement in a particular unit and by the relationships they develop as they learn to work together. Leaders, isolates, one way choices, mutual choices, and cliques will appear in the sociogram. By discrete use of results, the teacher may form family units that seem to be the most helpful to all concerned (8:16).

Suggested learning experiences for a family centered homemaking program may be found in Appendix C.

The total foods program has many facets that strive toward developing the pupil as a mature individual. Attitudes to be developed are:

1. Realizing the importance of using our abilities the best we can in our group.
2. Accepting the fact that there is more than one way to do a job.
3. Comprehending that food affects the way we look, act, and feel.
4. Adjusting to the group, but still being able to do some of the work himself.
5. Learning to admit mistakes and planning to improve the next time.
6. Accepting new foods.
7. Working cooperatively and helping all members of the family unit and all class members.

8. Making meal time a pleasant and happy occasion.
9. Realizing that manners create a pleasant atmosphere with our friends and family (8:14).

IV. IMPLICATION FOR TEACHING HOUSING AND HOME MANAGEMENT IN A FAMILY CENTERED PROGRAM

The teacher of home economics has an important role in helping pupils realize values needed for happy and successful home living. Today's pupils will soon be tomorrow's homemakers.

Dr. Walter Courtenay, pastor of the First Presbyterian Church, Nashville, Tennessee, delivered an impressive sermon entitled, "The American Home and How It Contributes to Successful Living." He stressed that if homemakers were well versed in homemaking skills, they would have more time to devote to other fundamental family activities. He quoted Dr. Jennie Rowntree, retired chairman of the University of Washington's Home Economics Department, to emphasize the personal element of everyday common housework. "Teach girls that housework is love made visible" (7:3). Her statement has wide implication for this facet of home economics.

With the changes of the family it is important to educate our people to the importance of the home. Man behaves as he does because of what he has learned to do in various situations throughout his life (9:96). The home, its

furnishings, location, and family members form the matrix for personality development (9:39).

Home economics courses emphasizing management in family living can be a valuable means of teaching techniques that will give future homemakers time and energy to devote to the "more important and permanent interests of home and society" (7:3).

Learning experiences suggested for teaching housing and home furnishings will be found in Appendices D and E.

Education for homemaking becomes effective when attitudes are developed that help the pupils develop maturity in understanding problems related to the home. Attitudes to be developed include:

1. Understanding that family values and goals affect selection of housing and furnishings.
2. Realizing that management principles are a means of meeting family needs (1:3).
3. Understanding that the house and its furnishings can affect relationships of family members.
4. Comprehending why developing a pleasant atmosphere in the home is more important than furnishings and arrangements.
5. Perceiving the importance of mutual agreement within the family members on new changes (39:17).

V. IMPLICATION FOR TEACHING OF FAMILY RELATIONS AND CHILD DEVELOPMENT IN A FAMILY CENTERED PROGRAM

Of prime importance in a family centered program is the area of family relations and child development. The total amount of time, as recommended, should approximate twenty five per cent of the total used for instruction (1:1). Intra-personal relations covers a broad area for the adolescent. For many, learning to get along with family, parents, and peers is a complicated process yet a developmental task which must be met to maintain a happy life.

While considered as one area in relation to time allotment, family relations and child development are in reality two separate yet related fields of study. In this paper, they will be discussed separately in order to facilitate better planning at the ninth grade level.

Child Development

The Washington Vocational Home Economics program holds this point of view considering the study of child development:

A basic purpose in teaching child development in junior and senior high school is to foster good attitudes in human relations to a common sense approach toward children. Through this study a student can be helped to enjoy and be interested in children and to respect them as individuals. He can also learn to better understand himself through some knowledge of the stages of child development and the needs of children. Experiences should be provided to help the student learn to enjoy children and to establish a feeling of confidence in relationships with children (38:107).

The ninth grade girl, in a growing awareness of self, may not show interest in a study of child development. She is, however, interested in earning money and this can be done by accepting work as a baby sitter. With the growth of the homemaking program in the seventh and eighth grades, baby sitting is sometimes taught in one or both of these grades. When necessary, ninth grade can reinforce the learnings of the seventh and eighth grades. This, of course, will depend upon needs of the community and pupil and the pupil's earlier learning (38:107).

Suggested learning experiences for child development can be found in Appendix F. Suggested activities for a study of baby sitting may be found in Appendix G.

The attitudes to be developed, relating to maturity are:

1. To become able to respect children as individuals.
2. To understand oneself, including the effects of behavior on others and himself.
3. To understand the emotional, mental and physical developmental patterns of children and learn to guide them more intelligently.
4. To appreciate factors that provide a good environment for children.
5. To understand the food, clothing, and other physical needs of children.

- C. To recognize and appreciate the impact of world-wide interest in children (1:1-4).

Family Relations

Family relations is a very broad term covering all phases of intra-personal relationships. Included in the field of family relation are making friends with boys and girls, dating practices, personality development, and getting along with siblings and family members (17:71). These are directly related to the following developmental tasks stated by Havighurst:

- Achieving new and more mature relations with age-mates of both sexes.
- Achieving a masculine or feminine social role.
- Achieving emotional independence of parents and other adults.
- Preparing for marriage and family life.
- Desiring and achieving socially responsible behavior.
- Acquiring a set of values and an ethical system as a guide to behavior (39:33-62).

It is recognized that no family in our complex society can be entirely responsible for its own destiny; marriage is a joint career requiring preparation to achieve success. Family life courses, instituted as an integral part of public education, emphasize the family as the foundation for all relationships. In some schools the family life educator is also the home economics teacher. If a family life education program is not included in the school, a family centered home economics program is of even greater importance (39:19).

Suggested learning experiences for a family relations

will be found in Appendix H. Suggested ideas for the study of dating will be found in Appendix I. Suggested ideas for considering the subject "Getting Along with Parents" will be handled in Appendix J.

Attitudes to be developed to help the pupil gain maturity include:

1. Understanding that income never seems sufficient to meet family needs and wants.
2. Perceiving that in our society human values need greater recognition than material things.
3. Comprehending that parents are usually willing to understand choice making when they understand the importance to their children of learning to make decisions.
4. Realizing that some conflict is normal in any close relationship (39:19-20).

The basic learnings of this type of program are best expressed by a recent Idaho Curriculum Guide for home economics relationships and child development. The attitudes toward growing up socially and emotionally provide a challenge for the pupil.

1. Community standards are determined by individuals and families just like ours.
2. Laws are made for the protection of the community.
3. The moral decisions you make now determine the standards you will live by now and later.
4. Life in your community is affected by what you believe.
5. It is my responsibility as a family member to choose standards that will contribute to happier living at home and in the community for the family.

6. Inherited physical characteristics can be turned into assets and enrich our lives.
7. A physical characteristic may be modified by a positive personality.
8. Hereditary factors influence our lives but may be modified by environmental factors.
9. Our environment consists of the surroundings in which we live.
10. Our surroundings influence the way we live, the food we eat, the clothes we wear, the way we behave in what we do and say.
11. We are influenced directly by those with whom we have person to person contact such as parents, family members, friends, teachers and our minister, and indirectly by others with whom we do not have person to person contact yet feel their influence through books, magazines, newspapers, radio, TV, (sic) or the movies.
12. No one is "born" with a personality.
13. Not all persons are "likeable" yet everyone has a personality.
14. Personality can be thought of as the sum total of the traits and characteristics that make the person what he is.
15. Personality is very complex and is influenced by our beliefs, attitudes and mode of behavior.
16. We accept what we are and make the most of it.
17. Habits play an important part in our being likeable.
18. Our personality grows and develops as we grow and develop and can be improved or changed providing we are willing to work at it (35:45).

VI. HOME EXPERIENCES, HOME PROJECT, HOME PRACTICE,

HOME VISIT AND HOW THEY RELATE TO

A FAMILY CENTERED PROGRAM

The homemaking teacher endeavors to encourage family unity. These phases of home economics (as identified in the title) recognize home as the primary factor in development of the individual. Usually some type of home experience is required of the student to tie the home life and the school

experience together. "It is evident that the school cannot provide the human element of family life" (43:213). It is also necessary to provide practice in developing skills that cannot otherwise be developed due to limitation of time and money imposed on the school (43:212-214).

Evaluation of the differences in effect brought about by these activities in coordinating home and school experience follow. The teacher must see that there is home or school supervision to achieve good results (43:215).

Home Experience

This is a purposeful, educative activity carried out by the pupil in the home or another place other than the classroom under the direction of parent and teacher. It makes provision for planning, action, and evaluation. Involved are learning new information, applying this information, and drawing conclusions as to its value and use (25:6).

Home Project

This is a plan for carrying out a home experience. In the past, the two terms have been synonymous, with the term "Home Experience" used as a replacement because of two specific factors: (1) emphasis in education on the fact that all learning results from experience and (2) certain undesirable connotations associated with home projects (25:6).

Home Practice

This is experience related to the home or family planned, carried out, and evaluated by the parents or students. This refers to practice at home following school instruction (12:1).

Home Visits

"Home visits provide meaningful and significant findings on which to base course content" (12:14). During a home visit the teacher may gain insight into interests, problems and needs of her students. The data she can learn through a home visit will build reliable bases for understanding individuals in the classroom. The home visit is also a method of evaluating home experience or home projects. When visits are limited the teacher will find it profitable to make phone calls, write short notes or letters, attend meetings and social occasions (12:14-18).

Goals of Home Experience, Home Practice, Home Projects and Home Visits

1. To develop attitudes of pupils toward seeing the need of getting along with brother and sisters.
2. To recognize the need of sharing responsibilities in the home.
3. To understand the need of helping in the home to release mother's time so that she may spend more hours with the family.

4. To recognize the need for helping to care for and give guidance to younger brothers and sisters.
5. To understand and appreciate the contributions of all family members.
6. To recognize why family meals should be made enjoyable.
7. To understand why family problems should be discussed as a group.
8. To understand problems in consumer buying.
9. To understand the need for management of time, money and energy.
10. To develop interests in meal preparation, family problems, and individuals within the family (12:25).

CHAPTER III

CONCLUSIONS DRAWN FROM A STUDY OF A FAMILY CENTERED PROGRAM

I. EVALUATION OF A FAMILY CENTERED PROGRAM

The teacher of a family centered program can judge its success by the actions of her pupils. They will begin to show more friendly interest in other class members. More cooperation and unity in laboratory or committee work will be evidenced. Class members may be elected to offices in clubs because they show leadership qualities and popularity. Pupils appear to be more comfortable when talking to older people. The anecdotal records may show improvement in attitudes toward others and improvement in social behavior. The boys and girls appear to enjoy each other's friendships. Most of all, pupils tell of their fun within their own families (38:77-78).

II. SUMMARY OF THE PAPER

A family centered program in home economics can meet the developmental tasks and needs of adolescence more than the traditional home economics program. Adolescents need to develop independence and meet their developmental tasks. The program focused on the family may meet many of their needs depending on its presentation. Many adolescents go through

a period of conflict because they lack skills important to intra-personal relationships. Formal educational training in schools may help many to adjust to their changing role.

By teaching a family centered program we can emphasize that intra-personal relations are important to all ways of life. By relating family living to foods, clothing, home management, child development, and family relationships, the pupil is able to see the importance of all phases of family living and how they are interrelated to help create a happier home life for all the family members.

A family centered homemaking program may be one answer to the family life education in our schools. Since family functions have changed, it is evident that we must keep helping young people to adjust. Today's young people will be the homemakers, parents, and citizens of tomorrow. We in home economics can and must meet the challenge presented by life and education in a changing world.

III. UNANSWERED QUESTIONS NEEDING FURTHER RESEARCH

1. Marriage is composed of two members, and in too many schools only the girls are receiving any type of family life education.
2. A family centered program must be carried out through the whole home economics program to be fully beneficial. In too many schools, long-term teachers tend to neglect the phase of family relations in their program.

3. The family centered program requires keeping up to date with new methods, techniques, materials, and lesson planning to meet the needs of the present group. This may mean more work for some teachers who have large classes and no planning period.
4. Reference materials including films, bulletins, student references, students texts, and teacher references could form a much greater study.

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APPENDICES

APPENDIX A

LEARNING EXPERIENCES SUGGESTED FOR CLOTHING SELECTION
IN A FAMILY CENTERED PROGRAM

1. Planning one's clothing in relation to family needs and resources.
2. Selection of ready-made clothing according to cost, art principles, and intended use.
3. Experience in caring correctly for one's clothing (1:3).
4. Study clothing selection in relation to buying clothes becoming to the individual. Study lines, colors, and proportions best for the individual.
5. Learning to respect opinions of parents and others concerning clothing by studying the clothing needs of others. Develop attitudes of tolerance in the choices of others.
6. Accept one's physical characteristics and learn how to provide for them in selecting clothing (8:24).
7. Evaluate one's clothing needs in relation to clothing needs of the entire family.
8. Encourage student to talk about wishes and how her wishes are affecting the other members of the family. Develop attitudes of sharing the family clothing income with other members of the family (13:9).
9. Use Household Finance Corporation filmstrip on clothing to develop shopping manners and wise shopping practices as a basis for discussion (14:15).

10. Discuss sharing family resources as a way of cutting clothing costs (39:15).
11. Discussion of what affects a good appearance and developing attitudes towards grooming, good manners, and appropriate clothing for the occasion.
12. Discussion of family patterns concerning borrowing and "hand me down" clothing items (39:16).

APPENDIX B

LEARNING EXPERIENCES SUGGESTED FOR CLOTHING
CONSTRUCTION IN A FAMILY CENTERED PROGRAM

1. Make clothing for self or others based on new sewing experiences (1:3).
2. Learn to help others whenever possible.
3. Encourage pupils to plan with their family the amount to spend for the project.
4. Development of patience and cooperative spirit of working with people by sharing equipment and working as clothing partners (8:24).
5. Learning to accept differences of classmates by working on similar projects.
6. Learning to work together by joining on a community project. The project has been suggested for mixed status groups (13:9).
7. Make garments suitable to the individual and accepted by her family members. Choice, style, and fabric should consider cost in relation to family income and be appropriate to her needs as a family member.
8. Allow students to help decide with whom to work and how to share equipment and general duties.
9. Student and teacher planning of how to model finished garment can often lend itself to a family centered activity such as a fashion show for mothers (39:16).

APPENDIX C

LEARNING EXPERIENCES SUGGESTED FOR A FAMILY
CENTERED FOODS PROGRAM

1. Planning, preparation, and serving of simple meal patterns for family meals.
2. Learning about and practicing social etiquette.
3. Planning and preparing of meals for better health of the family.
4. Experience entertaining in the foods room and learning the social implications and qualities of a hostess (23:16).
5. Learning about foods and customs of different cultural groups. Make use of the library for learning about these cultures. This will offer an opportunity for girls of different nationalities to gain recognition and appreciation of family customs (13:7-8).
6. Selection of foods of nutritious value for healthful living for all age groups.
7. Learning to make wise use of economic resources in shopping and meal planning.
8. Learning the effective use of homemaking tasks (40:8-9).
9. Planning buying, and buying according to family needs (23:20).

APPENDIX D

LEARNING EXPERIENCES SUGGESTED FOR TEACHING HOUSING
AND HOME FURNISHINGS

1. Learn to arrange work centers and apply work simplification principles.
2. Learn to select and use household equipment.
3. Learn to use good shopping practices.
4. Learn to evaluate money spent in light of own values and other resources.
5. Learn to apply art principles in furnishing and decorating the home.
6. Learn to select furnishing to meet family needs based on family cycle and finances.
7. Learn to use creative talents to beautify the home.
8. Learn to use cleaning equipment efficiently in the care of the home (1:3).
9. Learn by creating a homelike atmosphere in the department.
10. Learn how problems in housing can affect family relationships: sharing rooms, not having a place to keep one's things, and not having a place to entertain one's friends (39:17).
11. Learning how management of economic resources can affect family living including budgeting, financial records, and using your allowance effectively (23:24).

APPENDIX E

SUGGESTED LEARNING EXPERIENCE

UNIT -- A GIRL AND HER ROOM

The ninth grade girl enters a phase in her life when she becomes secretive in regard to her mother. She indulges in day dreams, fantasies, and is entering into a period of conflict. With her characteristics in mind, a unit on "A Girl and Her Room" may give a solution for the privacy desired. A girl's own room gives opportunity for rest and privacy; it can help to increase harmonious relationships within the family. The unit will make use of the teachable moment and encourage the girl to have pride in her room and in her home.

Ninth graders like to participate in activities, and this will give them an opportunity to satisfy their needs. Desiring pleasing surroundings for herself and others will help her to understand her needs and the needs of other family members.

Expected outcomes of the unit will include development of maturity in intra-personal relationships. Attitudes to be developed include:

1. Learning practices of sharing a room. Understanding the needs and interests of others.

2. Understanding that when work is shared there is more time for leisure for all.
3. Understanding practices and skills of decorating a room to fit one's needs.

Suggestions for Learning Experiences Include:

1. Making an article for one's room.
2. Compare room arrangements and discuss room as to its purpose. Draw floor plans and plan a room to scale as the pupil would like to redecorate his own room.
3. Study storage space and facilities for increasing storage space.
4. Study of color and theory and how it relates to room decoration.
5. Learn the practices necessary for cleaning a bedroom.
6. Study of time management to increase allowance for leisure time activities (38:191-196).

APPENDIX F

SOME SUGGESTED LEARNING EXPERIENCES FOR CHILD DEVELOPMENT

1. The observation of children at play.
2. The participation in nursery school supervision.
3. Help adolescents to recognize the following as an indication of struggle for independence.

 Infant -- crying

 Pre-school -- temper tantrums

 Pre-adolescent -- "Mommy, why can't I?"

 Adolescent -- try-to-get-by attitude.

4. Select a home experience project of the adolescent working with younger children. The goal of the project could be for the adolescent to try to teach the younger child an act of independence.
5. Appreciation of younger children as individuals. Make a list of personal rights they desire and then discuss how they apply to a younger child.
6. Learning that behavior we call disobedience may be a sign of growing.
7. Learning that growth is continuous from childhood to adulthood.
8. Learning that those who respect children try to understand their behavior and while teaching them accept them as people (39:18-19).

APPENDIX G

SOME SUGGESTED ACTIVITIES FOR A STUDY OF BABYSITTING

1. Tell stories to children and review children's books.
2. Observe children at different stages of development and report the characteristics to the class; see films of ages and stages: "The Terrible Twos and Trusting Threes" and "The Frustrating Fours and Fascinating Fives."
3. Interview parents to find out what is expected of a baby sitter; compile check sheet of responsibilities of the baby sitter.
4. Explore methods of handling children to produce desirable behavior.
5. Study methods of keeping children occupied and happy, compile techniques usable when baby sitting (38:111-125).

APPENDIX H

SUGGESTED EXPERIENCES FOR TEACHING OF FAMILY RELATIONS

1. Discuss with students problems that vary because of time schedules of family members.
 - a. Comparison of demands upon time of individual to time demands of other family members.
 - b. Role-playing a family deciding where to go on a vacation.
2. Keeping a record of expenditures. Discuss proportion of income they are spending in relation to family needs.
3. Investigate opportunities for teen-agers to earn money.
4. Encourage students to discuss earning their own spending money with parents.
5. Use selective television programs as a source for evaluating relationships between people (39:19-20).
6. Use films and other visuals to present or emphasize concepts in family relationships.
7. Use of resource person (doctor or nurse) to talk about physical and physiological changes during growth to maturity (6:1).
8. A diary of activities can be assigned either emphasizing relationships or time management. This can give great insight into the pupil's life (8:5).
9. Questionnaires and check lists will help the teacher understand the pupil, clarify the pupil's thinking, and

give basis for discussion (8:8).

10. Role playing situation for spontaneous reactions to a problem offer great learning potential.

The steps include:

- a. Explain the situation and let it "hit home."
- b. Let the student discuss the problem.
- c. Assign roles to the students. It is better to give distasteful roles to more secure class members. Role playing must be spontaneous.
- d. The rest of the class observes and draws conclusions.
- e. Discussion following should be allowed for drawing conclusions.
- f. More learning will take place if the roles are replayed after the conclusion.
- g. Tape recording the role playing will give variety and an opportunity to replay a situation when a question arises (8:10-11).

Example:

A role playing situation between a mother and daughter analyzing the conflict over a choice of friends. The questions are:

Are the mother's reasons for disapproval of the friends fair?
 Do you think the daughter has a good reason for wanting the friend? Why?
 How well do the mother and daughter discuss the problem?
 How do they try to solve the problem (8:10-11)?

- Other suggestions for role playing could include: introductions, how to get started dating, date etiquette, how to accept or refuse a date, telephone conversations, being friendly with boys, hours to get in, steady dating, and other as suggested by the pupils (35:58).
11. Use buzz sessions in small groups for discussing a problem and then bring the conclusions to the larger group.
 12. Students give talks on "Who Am I." Talks could be tape recorded and the class could guess the identity of the person (35:52).
 13. Use bulletin board for comic family illustrations as a basis for discussion.
 14. Explore lives of famous people and see how they have overcome physical defects and problems in their lives. Each person write a paragraph on himself including changes that could be made in his life (35:56).
 15. Students conduct interviews with other students to see what could be done to establish good relations with brothers and sisters.
 16. Use questions from a question box for a panel discussion (35:58).
 17. Write a theme or paragraph, "The family I would most like to belong to is -- " (35:62).
 18. Suggested topics for social drama -- "To Do" or "Not To Do"

- a. Being a good chairman.
- b. Learning to like and to be liked by people.
- c. Behavior at the show, restaurant, tea, party,
or school dance.
- d. New student in school.
- e. Others as suggested by pupils (35:62).

APPENDIX I

SUGGESTED DISCUSSION TOPICS FOR STUDY OF DATING

In discussions with teenagers remember that the teenager likes to express himself. Many times he will need to clarify his own thinking. The teacher will find that the teenager is very peer conscious and seeks support of the group. He is likely to resent authoritarian or autocratic behavior from adults. For best results in a class discussion with teenagers, the physical environment must be comfortable and free from distractions (8:3).

1. Parental fears of dating include too young, getting in with wrong group, money, afraid for child to be out, afraid of places they may go, and afraid for child to be out in cars.
2. Problems are worked out better if you understand how others feel.
3. It is natural to do what others of your age group are doing.
4. Dating customs vary from community to community and among groups in the same community.
5. There is no set age for dating.
6. Successful dating requires social skills. (Encourage group dating).
7. Practicing skills of friendship help to make you liked by others.

8. Interest in opposite sex is related to physical maturity and experiences (2:41-44).

Suggested Activities for Study of Dating

1. Questions box answered by a panel discussion with a student leader serving as moderator.
2. Use role playing for acting out dating and relationship problems.
3. The group could draw up a code of conduct. Care must be taken not to make some students feel inferior. A student code tends to help develop standards that will lessen confusion and therefore enlarge freedom. It also puts control of behavior directly into the hands of the youth group, enabling them to assume responsibility for their own actions in a way more meaningful for them.

It is an agreement designed to insure greater satisfaction and peace of mind for teenagers, parents and teachers.

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It is the process of developing the code that is important (34:1-4).

There would be little value in a ready made code. Parents, teachers, and students gain insight as they discuss patterns of behavior to be included. Suggested objects to be included could be parties, dating, behavior, dress, allowances or whatever need is the most important to the group (34:1-4).

APPENDIX J

SUGGESTIONS FOR STUDY OF GETTING ALONG WITH PARENTS

This is a controversial issue that must be handled with thought and skill. The adolescent girl will want independence, but the parents may not be willing to allow her as complete freedom as she desires.

Attitudes to be developed include:

1. An understanding that parents are people.
2. A recognition that conflict with parents can be avoided.
3. An appreciation of the skills needed in learning to get along with people and understanding that people hold different points of view.
4. An ability to make wise decisions, respect rights of others, and assume responsibility for his own behavior.
5. A realization that conflicts occur when rules are not modified as the ability and interests of the adolescent change.

Discussion Topics

1. What are reasons for socially acceptable behavior?
2. What is the importance of acceptance and being willing to consider other person's and parents' points of view.

3. Getting along with parents is the same as getting along with others. It requires understanding, being a good sport, and being cooperative.
4. Problems with parents are experienced by other young people.
5. What are reasons for parental restrictions. Parents love you no matter what you do. Their restrictions mean that they care.
6. "No one's parents are perfect."
7. What can you do to help your parents understand you better?
 - a. Be willing to talk over interests and activities with parents.
 - b. Be willing to assume responsibilities at home.
 - c. Try to put yourself in your parents' place.
 - d. Try to discover what your parents expect of you.
 - e. Understand why it is important to save some time to spend with parents.
 - f. Explain to parents why you object to having activities discussed with others.
 - g. Refrain from discussing parents or family matters freely with others who cannot help them (2:44-47).