HOMEMAKING FOR BOYS IN SOME AMERICAN HIGH SCHOOLS

by

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Date
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CHAPTER I

INTRODUCTION

The purpose of this study is to survey and evaluate homemaking courses for boys, in either segregated or mixed groups, in some cities and states that have given the problem more than average attention.

The problem is divided into four parts:

1. To get an idea of the background of home economics as taught to boys through magazine articles, graduate studies, U. S. Office of Education surveys, and American Home Economics Association reports;

2. To determine content and status of present courses;

3. To find out what the students themselves think of their work in homemaking, whether they feel it is meeting their needs, and what they feel their needs to be; and

4. To know the place of the homemaking teacher and the homemaking department in the courses being developed in personal and family living.

The problem has been limited to:

1. Secondary schools except for brief exceptions in which earlier training forms a base for content of high school courses;

2. Certain states and cities which have pioneered in education for boys in home and family living, and which were
willing to cooperate in this investigation; and

3. Schools listed by State Departments of Vocational Education as having approved courses of study for boys, in segregated classes or in mixed groups.

Because of the large number of requests for information regarding boys home economics, the U. S. Office of Education, in 1938, prepared and made available a bibliography on home economics for boys. It lists seven books and bulletins, forty-two magazine articles (1922-1937), and sixteen master's theses having to do with boys home economics. One study, "Home Problems for Boys," by Iva M. Rhyan with Dr. I. O. Foster, Indiana State Teacher's College, Terre Haute, Indiana, was summarized in Journal of Home Economics, March, 1930.

Miss Rhyan found some home economics teachers teaching boys as well as girls in almost every state.

Questionnaires were sent to two hundred and seventy-five state departments of education, supervisors, and teachers of home economics. One hundred and eighty-five of the questionnaires were returned. Fifty-five of these indicated that some work in home problems was offered to boys and men in the institution concerned. Regularly organized courses were reported from twenty-nine secondary schools, credits from which were accepted for graduation. Courses were offered in

six colleges and universities and credits from them were accepted toward a degree.

Time given in secondary schools ranged from one to two periods per week, from two to thirty-six weeks. Enrollment in secondary schools ranged from five to four hundred and thirty-five with an average of thirty-nine and a median of twenty. The wide range was due to the fact that in Tulsa, Oklahoma, every boy was required to take a minimum of one year, whereas in most school systems it is elective.

In the majority of the schools the courses in home problems had been in operation only a few years. The average figure in secondary schools was 2.9 years. Textbooks showed a wide range of choice. The most numerous group was that on foods and nutrition.

From courses of study returned with questionnaires a summary of subject matter taught was compiled. Fifty topics were included. These came under the general headings of:

1. Income and spending. . . . . . . . . . . . . . . . . . 2
2. Foods. . . . . . . . . . . . . . . . . . . . . . . . 14
3. Clothing . . . . . . . . . . . . . . . . . . . . . . . 11
4. Child Care . . . . . . . . . . . . . . . . . . . . . . . 3
5. Family Relations . . . . . . . . . . . . . . . . . . . 6
6. Housing. . . . . . . . . . . . . . . . . . . . . . . . 6
7. Health . . . . . . . . . . . . . . . . . . . . . . . . 5

In addition there were miscellaneous topics of boys' clubs programs, and problems to meet boys' needs. Camp Cookery was popular in certain states, the boys receiving some general ideas of nutrition while they were being taught methods of outdoor cookery.
To determine which of many subjects reported were likely to prove of value, questionnaires were sent to representative men in business and industry and also to high school boys. One hundred ninety-six were sent to men, and one hundred twelve were returned.

All of the men thought boys should be taught to select their own clothing. Second in number was "acquiring knowledge of sex hygiene;" third was practicing thrift. The activity receiving fewest checks was washing dishes. Less than half of the one hundred twelve men felt that boys needed instruction in storing food, serving food, preparing meals, or mending their own clothes.

Under general headings all of the men checked health or some activity listed under it. Next in importance was family relations. In general, food received fewer checks, although sixty-five per cent favored selection of food and nutrition. All of the men checked "selection of one's own clothing." They placed knowledge of table etiquette ahead of food selection.

Two hundred three high school boys checked questionnaires. Freshmen were most interested in practicing thrift and selecting their own clothing; they were least interested in house furnishings and room arrangements. Sophomores indicated most interest in practicing thrift. Sex hygiene ranked second with them in contrast to freshmen who placed it eleventh. Washing dishes and caring for young children received fewest
checks. Juniors rated practicing thrift first and selecting own clothing second. Seniors thought selection of one's own clothing most important. They were keenly interested in "appreciation of home and family."

Miss Rhyan formulated a course of study for boys in Indiana, based on material gathered. It was included in the Indiana State Course of Study.

"A Course of Study in Home Economics for Boys in Arizona" was prepared by Lola Winifred Girdner, Arizona State College, Tempe, Arizona, in 1942.

A review of family life as made by Miss Girdner disclosed that boys had a place in family life until the Industrial Revolution when men and boys began working away from home. Home economics courses were developed to train girls as housekeepers since they were no longer taught at home. When home economics was enlarged to include all phases of home and family living, it was realized that boys as well as girls must be trained in homemaking if the home was to function as a democracy.

Miss Girdner's course of study includes:

A. Youth Problems
   Objectives of course

2. The Rhyan study is now out of print. Indiana does not have a special study guide for boys. Data was supplied by Hortense Hurst, State Supervisor of Homemaking Education in Indiana.
B. Foods
   Nutrition
   Food preparation
   Manners and customs
   Kitchen equipment
   Food problems in camp

C. Clothing
   Selection
   Care

D. The House
   Boys room
   Care of lawn and garden

E. Social Living
   Personality
   Friendships
   Home and family
   Income management
   Citizenship

Miss Girdner found home economics taught to boys in Arizona in 1940-41 as given below:

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<th>Location</th>
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<td>Yuma</td>
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<tr>
<td>Buckeye</td>
<td>13</td>
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<tr>
<td>Duncan</td>
<td>16</td>
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<td>Gila Bend</td>
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<td>Prescott</td>
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<td>Tempe</td>
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Since Girdner did not include Phoenix in her survey, the writer thought it desirable, in her study of Arizona, to concentrate primarily on Phoenix.

The fact that boys or men study home economics attracts public attention. "Apparently there is human interest in the story of masculine intelligence stooping to so homely a theme."

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The above statement gives some idea of changes taking place in attitudes toward homemaking as well as changes in beliefs of what is a man's work and what is a woman's work. Women now constitute twenty-nine per cent of the entire labor force, an increase from twenty per cent in 1940. Also, for the first time, married women outnumber single women workers. Married women now constitute over one-half of the female labor force; only one third consists of single women.

More than four million, or about one out of every four, have children under eighteen years of age, representing one fifth of all women with children under eighteen years of age.

The problem of fitting the modern type girl to the type of life she will live involves very great emphasis on training in taking care of her home. It calls for increased understanding of the problems involved in taking care of the home and family. A sidelight to this dual training for women is the apparent need to train men in home and family care. Just as women have accepted an increasing share of the responsibility for the economic support of the family, so men have accepted an increasing share of the responsibility for running the home.

An indication of this change in the male's conception

of his role in life is provided by the sex ratio of the customers at any neighborhood super-market or self-service laundry. Converse and Crawford found that the contention that women buy eighty per cent of the purchased goods is wrong. Women buy only fifty-five per cent of all consumer goods, men buying thirty per cent. Husbands and wives shopping together represent eleven per cent, and children four per cent.

If men are going to participate actively in the operation of the home, then men should be trained beforehand to do a good job in this new aspect of their lives. The education of men should not be limited by out-dated notions as to who may be admitted to a class in home economics.

Considered from the standpoint of numbers involved, homemaking is the most important vocation in which either mankind or womankind engages. In 1920 there were approximately twenty-four million homes in the United States. This would mean forty-eight million homemakers. In scope this produces a tremendous challenge. No other field employs so large a number.

Homemaking as an occupation has not moved forward in organization or standing as rapidly as business has done. It suffers in dignity because it is not selective. There

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are almost no limitations on entrance to it and no definite criteria of success in its pursuit. To be permanently satisfying, homemaking must take on professional standards.

The most important thing in a man's or woman's life is what they wish to become. Men do not know just what kind of wife they want because they are not sure of their role as husbands. Home and family should not be incidental to business or politics, but should be a major focus of life. It is discouraging to women to have their role as homemakers looked down upon and thought to be an inferior activity.

Traditions as to masculine roles and beliefs about what is men's work and what is women's work have in many cases become obstacles to effective family life. If homemaking and rearing of children are to be viewed as opportunities for living and enjoying life, then home tasks and rearing of children should be shared by men without fear of embarrassment or the idea that something is being put over on him. These attitudes are determined by education. New values need to be given daily home tasks. Emotional satisfaction will take them from the realm of drudgery and they will become something worthwhile to be shared by men and women alike.

When any job is respected, the persons involved take

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pride in being identified with that job and so set higher standards for themselves. If the family is given due respect the parents will take increased pride in their role and the children will automatically benefit.

The real vocation of homemaking is citizen-producer. Our methods of training for it and our activities in its pursuit should be guided by that objective. It is no more limited to women than to men. It is not specifically men's work or women's work but requires the best efforts of both. The main concern is that each feel equal responsibility.

Envy, jealousy, and competition between the sexes should be replaced by understanding, appreciation, and cooperation. A wholesome understanding and respect of each sex for the other and a realization that neither is complete without the other is necessary to good human relations.

The study and development of human relations— the ability of people to live satisfyingly with themselves and with those about them—is essential. It is the essence of mental health. The first experiences in living with others occur within the family, and set the pattern for all future interpersonal relationships. The mental health of people therefore depends to a large degree on the kind of relationship the individual

is able to establish in family living.

Education has an opportunity to contribute to better family life and wiser child nurture through more adequate programs of homemaking education. If boys and girls realize that in establishing homes and rearing children, they are making an important contribution to our culture, it may give them some of the sense of significance which is one of their basic needs. Young people, boys and girls, are not only ready for instruction designed to prepare them for marriage, but many ask for such training. The request repeated most often in this study was for more instruction in sex behavior and family relationships.

Understanding the physical aspects of sex is important, but not sufficient. Sex is an integral part of the total personality. Attitudes, feeling, habit, and thoughts are bound up with sex. Proper emotional attitudes are as important as familiarity with facts. In the adolescent, sex should be related to the idealism that surrounds courtship and marriage. Sex enlightenment is a by-product of boy-girl relationships and preparation for marriage.

Education needs to incorporate concern for family living as a major objective. Ability to make a happy home does not just appear, nor does skill in making decisions come without some training. For men and women to live in harmony as effective parents both of them need to understand the im-

portance of cooperative effort. The lives of their children will be damaged if they are ignorant and indifferent.

If we rethink school activities with the needs and aspirations of home life in mind, we must see that a knowledge and appreciation of their cooperative job as well as the contributions of each as an individual is necessary to the boys and girls who are to make our homes and produce our children.

The unfortunate consequences of too little attention to the larger purposes of homemaking are all too apparent. These purposes cannot be realized without intelligent team work. Together men and women should study homes, small democracies, with the same troubles and worries that plague the world.

Why allow children to progress through a series of experiences that arouse conflict and frustrate basic needs, then when the harm has been done try to re-educate them? If their personality needs are met in the beginning, maladjustment will be avoided.

There is probably no school level that offers greater opportunities for influencing family life through education than that of the secondary school. The interest of high

school boys and girls in each other is an essential part of their adjustment to the opposite sex and it is important to help them plan for enjoyment of each other's company in natural, normal situations. High school ends formal education for the majority, therefore training for homemaking should be included in every high school curriculum.

Since boys and girls of high school are within a few years of establishing their own homes, education for family life should be made available to boys as well as girls. Both groups should know what factors go into the maintenance of wholesome family living. Knowledge of the mechanics of housekeeping may be more essential to girls, but ability to establish adequate social relationships is necessary to boys and girls alike. Education for home and family life cannot be justified if it is to be taught only to girls.
CHAPTER II

RELATED LITERATURE

Historical Background

According to one official record of the American Home Economics Association, the home economics movement in the United States should be credited to a man, Benjamin Thomson, (Count Rumford), both in Massachusetts, 1753. "He experimented in various scientific fields, especially physics, and turned his attention to problems of the household."


The following trends are noted in American Home Economics Association records of 1911-13: child care; practice house; home economics for boys and men; housing; cooperation with other organizations, both national and international.

The first two classes of boys home economics known to

2. Ibid., p. 5.
the Journal of Home Economics were a foods class taught to
junior and senior boys by Minta McGillicuddy at New Albany,
Indiana, in 1919, and one reported by Lulu Williams, LaPorte
County, New York, in 1919. Miss Williams was supervisor
of seventy-five rural schools which she visited in turn,
giving talks to the girls. She found the boys interested
and brought them into the program.

By 1930 home economics for boys became so popular that
a United States Office of Education survey showed it was
taught in the schools of forty-two states to more than seven
thousand boys. World War II interfered with this teaching,
as boys were required to prepare for entry into armed forces.
Recent investigations show increased enrollment of boys in
homemaking classes, with a definite trend toward boys and
girls together in a study of Personal and Family Relations-
ships. The year 1948-49 showed an increase over 1947-48
of more than one thousand boys enrolled in secondary schools.

In 1936 the American Home Economics Association named
a committee composed of teachers who had done outstanding
work with boys, with Henrietta K. Straub as chairman. "To

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4. Whitcomb, Emelius S., Home Economics for Boys, Superinten-
dent of Documents, p. 3.
5. Van Horn, Rua, U. S. Office of Education Specialist,
Homemaking Curriculum Revision Conference, Phoenix,
Arizona, 1948.
determine what objectives can be accomplished, what content can be given to boys and girls together, and what must be done with separate groups."

The committee organized its work by regions or zones with a chairman in charge of the study in the western and northern states and another in the eastern and southern states. Questionnaires were sent to state supervisors, and in addition more extensive surveys were made in New York and Colorado. Replies received mentioned two hundred classes for boys with a total enrollment of six thousand. The ideal number in class was considered to be twenty, the length of course, one semester. The majority of the supervisors felt that the course should be elective.

The committee determined general objectives for boys work to be:

1. To give information in social behavior.
2. To give information in home economics subjects.
3. To give consumer education.
4. To give practice in the above, with the hope that some contribution be made in aiding personal adjustments to school, home and society as they find it today.

They found the specific objectives organized into the following units, which were not much different from those of girls:

1. Clothing
2. Foods
3. Home and family life
4. Child care
5. Home and Household Management
6. Home and Community--An appreciation of the need for educating boys as well as girls for sharing and participating in the responsibilities of home and family life.
Accounts of Early Experimental Classes

In 1931 Maude W. Dunn told of a class scheduled with high school courses in Sociology at Long Beach, California. The contents of other home economics courses offered to boys had largely been concerned with skills. Therefore in this course it was decided to emphasize attitudes and insights, although skills would also be considered. She gives the following topical outline:

Unit I
Getting along with people..... 2 weeks
A. Individual differences
B. Mental hygiene

Unit II
Development of family life .... 5 weeks
A. Modern, economic and social conditions influencing family life.
B. Organization of family life.
C. Disorganization of family life.

Unit III
Adjustment of family finance .... 5 weeks
A. Household capital
B. Budgets
C. Shelter
D. Dress
E. Food

Unit IV
Adjustment due to age difference
A. Between parents and children
B. Between grandparents and children
C. Psychology of child development

Unit V
Adjustment in case of sickness and accident
A. Sickness and sanitation
B. Emergency treatment
C. Hospitalization

Unit VI
Summary: Twentieth Century Family Adjustments
A. Character traits needed in the home
B. Environmental factors that aid in developing family relationships.

The content of the course was determined by questionnaires returned from three hundred fifty senior high school boys whose fathers represented occupations in all the major fields. The class was taught by Russel E. Sprong, sociology and physical education major. At the beginning of the second semester, enrollment almost doubled. The instructor reported the boys as keenly interested in their future and preparing for them. They were especially interested in psychological questions of individual differences, in economic problems of earning a living, in budgeting the income so as to get the most out of it, and in enjoying a living after it was earned. The instructor was of the opinion that a semester could be spent on adjustments of family finance. Correct dress for men was an appealing subject. Ethical problems were discussed on the boys initiative. The boys did not seem interested in child welfare. The course was planned for juniors and seniors averaging seventeen years of age. Its value was considered to lie in thinking and attitudes developed, so no testing was done for factual content.

Elliott, in 1932, tells of three types of home economics given for boys in Los Angeles, California:

1. Vocational - Classes prepare boys for chefs and chefs' assistants; a large percentage are placed in dining cars and hotels (as at Lafayette and Jacob Riis Junior High Schools).

II. Developmental Schools - boys enter same classes with girls and assist largely in preparation of the noon lunches.

III. Classes of a general nature - represents by far the greater number. They operate under such names as "Boys Dietetics," "Boys Home Activities," and "Camp Cookery."

In some, food preparation takes precedence over other activities. In others, very little food preparation is done because of lack of equipment or length of period. In all except camp cookery the following general headings outline given courses:

I. Nutrition fundamentals.
II. Food preparation and service.
III. Etiquette and social customs.
IV. Selection, repair and care of clothing.
V. Financing a modern family.
VI. The problems of fatherhood.

Approximately three hundred boys enrolled in Los Angeles schools in 1931. Two hundred of these studied Red Cross nutrition manuals and were given certificates signed by President Hoover and other Red Cross officials.

In another article Elliott tells of boys dietetic classes using the Practice House at Manual Arts High School in Los Angeles. They prepared meals, invited girl friends,

athletic coaches, parents, faculty members, and others. They practiced being hosts, making introductions, table manners, and so forth.

Whitcomb reported on home economics for boys in Denver Schools. In 1930 home economics was offered to boys in Denver Junior High School as part of required vocational work. The course was called "Problems in Everyday Living." It was divided into four units:

I. The boy, his family, and his friends.
II. Food facts for the individual.
III. Earning, saving, and spending.
IV. Clothing for boys.

Burnham writes of her work with boys as a teacher in the Denver public schools. Her first class had fourteen boys enrolled; eight years later, in 1931, approximately eighteen per cent of eight hundred sixty-five boys were enrolled. The course was called "Applied Economics." It was a one semester course. No textbook was used. A comprehensive notebook was kept and many outside assignments were made. The course centered about the home as a foundation for right living.

The aim of the course was to help boys to be more intelligent and appreciative of the home, as well as to become better future homemakers. The work was divided into four


units:

I. Foods
II. Clothing
III. The Household
IV. Family and Social relationships

An attempt was made to give boys a sound basis for the
selection of food from the standpoint of health and economy.
Boys often selected foods both inside and outside the home.
They learned basic, simple cooking methods, selection and
care of clothing and something of textiles. They sewed on
buttons, darned socks, learned to press neckties and trousers.
Appreciation of the labor and skill involved in maintaining
a home was taught. The boys were particularly interested in
problems of financing a home because they felt that this was
their responsibility. Legislation affecting the home, such
as building laws, health laws, and pure food laws were dis-
cussed. They learned correct table etiquette and other rules
of conduct. Miss Burnham feels that boys are more frank in
asking help than the girls are. Special effort was made to
help them realize that manners and conduct play an influen-
tial part in the social and business life of every person.

The alumni, the students, and their mothers commented
favorably on the course. Some of the boys used what they
learned to pay their way through college. Miss Burnham feels
what is very important is that the boys have a chance to
learn things that will make them better partners in the
business of homemaking.

McClure reports on development of work for boys begun.
by Miss Burnham in Denver. No textbooks were used; there was much use of reference reading. Mimeographed material was given pupils on each unit. The course was constantly being revised as needs were discovered. The following units were considered from the standpoint of the family:

I. Everyday Living (Boys and Girls)
II. Foods
III. Clothing
IV. Woodwork
V. Health
VI. The House as a Home
VII. Applied Economics

Spafford, in describing the work in Denver says that two semesters of work were available to senior boys in South High School in 1940. In the first semester the boys studied problems of food and nutrition, clothing and social customs. Less emphasis was given to food preparation than when the work began.

The second semester dealt with the less tangible aspects of personal and home living. The work as planned by the group one semester began with self-analysis in regard to physical, intellectual, emotional, spiritual, social, and financial assets and liabilities. This was followed by a study of parent-child relationships, areas of disagreement, privileges, responsibilities, and rights of the individual. Then came a study of the years before marriage, whether to go to college, where to go, and college life; choosing one's


life work and preparing for it, personal qualifications, securing and holding a job, returns and advancements; boy-girl relationships, what boys like in girls and girls in boys, meeting girls and dating, the parents recreation, carry-over into adult life. The next unit focused on marriage and children; selecting a mate, the proposal, engagement, ceremony, and honeymoon; physical, mental and emotional adjustments, adjustments in regard to finances, religion, recreation, and relatives; selecting a place to live, owning versus renting, house furnishings, household duties; sources of family income, planning its use and handling, financial protection; children, do adults want children, cost of rearing children, birth control, care, training, and education of children. The last unit dealt with the home in the community, health protection, recreational facilities, government, schools, and churches.

Spafford reports a course in Personal and Social Problems at Kalamazoo, Michigan for boys and girls together. The purposes of the course are to:

1. Stimulate an appreciation of the home.
2. Develop desirable ideals and attitudes toward home living.
3. Acquire knowledge of practices that will be helpful in the daily life of boys and girls at home, in school, and in social groups.
4. Develop the ability to think things through clearly in solving everyday problems.

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5. Acquire the ability to get along with people and to make and keep friends.
6. Make good use of one's leisure time.
7. Create an interest in health and a desire to be well.
8. Appreciate value of pleasing appearance, acceptable manners, and other tools of social intercourse.

The same author tells of the home economics program at Phoenix Union High School, Phoenix, Arizona. The program is planned both for the boy or girl who may wish a semester or two of work or the one who wishes to take more extensive work. The first course in food study, child guidance, human relationships and consumer buying are open to boys as well as girls.

A course, "Social Living," has been developed for boys and girls together. Topics suggested by the students for discussion include the meaning the human relations obtains, getting along with other people, improving personality, boy-girl interests, social customs, making marriage successful, how to make a satisfactory home environment.

Spafford describes work for boys at Austin, Texas. It begins with personality development, good grooming, and personal relations. The assumption is made that boys of that age like to look well and to get along well, and to be liked by others of their own age of both sexes. Selecting and caring for clothing, personal hygiene, and social and emotional aspects of sexual maturity are then taken up; these

15. Spafford, Ibid., p. 213.
16. Ibid., p. 211.
topics are followed by a consideration of the boys' place in the home, his relationships to his parents and other members of the family, and his responsibilities within the home. Special attention is given in the second semester to physical and mental health, food and nutrition, courtesy and good manners.

Scharmer, 1940, gives units of study from course "Personality Development of the High School Boy" at Muskegon, Michigan.

1. Analysis and development of personality.
2. Family relationships
3. Clothing.

Biggs gives an account of a program at Lutcher Stark High School, Orange, Texas. Three hundred forty-three students not enrolled in home economics participated. An all-purpose laboratory, laundry, combination living room-dining room, and a personal grooming laboratory were set aside for students and teachers. One additional homemaking teacher was employed. The students came in before and after school and at lunch time. They learned to plan, market, prepare and serve food, make and renovate garments, and to use sewing machines. Four purposes of the program were:

1. To provide opportunities for boys and girls to gain experience in worthy home membership.
2. To make facilities and staff of homemaking department available to all pupils and teachers in solving problems related to home-personal-family life.


3. To coordinate homemaking with other departments of the school.

4. To extend facilities of the department to the community.

Facilities and the staff were used in the following ways:

1. Boys came in to make candy, cakes, etc. Some became cooperative and more courteous. A conversation during activity often revealed personal or family problems.

2. New pupils helped in making plans, clubs, asked advice, social committees learned to turn hems and to use machines.

3. Teachers of other departments consulted with the staff, held conferences and meetings in department.

4. A personal inventory was taken of each student through home visits, conferences, and work of guidance department.

Finally a committee was organized so that pupils could participate in planning, publicizing, and carrying on the program.

A high school boy from Blackfoot, Idaho, tells of a mixed class of Home Economics in their high school. He says they soon forgot foods and became interested in being family members. They criticized themselves and other members of the class, then held private conferences with the teacher. They learned etiquette and social usage. Both boys and girls being in the class, they could set up life-like situations. He thought his knowledge of social usage gave him poise and self-confidence. The boys took part in a style

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19. Communication from Mrs. Della Pretz, present director, Home and Family Life Education in Orange, Texas, reports the course was a war-time measure and has been dropped.

show at high school assembly.

The principal of the school, W. C. Park, says the class members all showed marked improvement in manners and poise. Their taste in dress improved, they put their newly acquired knowledge of art to use in plans for the yearbook. They were proud of their cooking ability. He would like to incorporate social usage parts of the course into general home room requirements. He feels it was tremendously valuable because it was immediately applicable to students lives. The class members reflect in their daily living, in school and out, the things they learned in home economics. He believes this is the purpose of education.

Pfeiffer gives an example of good family relationship being developed through boys learning to cook in the home economics department. She writes from a mother's viewpoint.

Mrs. Pfeiffer established a contact with her son by developing his interest in cooking as parallel with her own interest. She encouraged him to choose home economics as an elective so that he could receive instruction at school and supplement it by practical experience at home.

The course offered at school for both boys and girls included planning meals, cooking, setting the table, and serving. The home economics teacher said to her: "One of


the basic appeals to growing boys is eating. After they begin to cook they find other angles of interest. They want to know the whys and wherefores of food far more than girls do. In class the boys wore chefs aprons and tall white caps. The teacher felt that the boys learned more in the class with girls although the boys would rather have worked alone. One of the boys secured a position as salad chef in a Harvey House restaurant.

Binkley, 1931, tells of home economics for boys in Tulsa, Oklahoma. According to Miss Binkley, a boy requested permission to join a girls' class in Home Crafts. The principal was interested in a course "More Worthy Home Membership for Boys." He had sent a questionnaire to parents and knew they were interested in their boys having such a course.

In its six years of existence at the time this article was written, approximately thirty-five hundred boys had been enrolled in the class in Home and Family Relations. The Home Crafts course for boys had become a prerequisite for graduation, required in the junior year. It could be elected in the sophomore or senior year. It was combined with physical education - three days Home Crafts, two days Physical Education. It was a part of the home economics curriculum.

The content of the "Home and Family Relations" course is given below:

I. Clothing for the High School Boy (12 lessons)
   A. Dress in Relation to:
      1. Personality
      2. Individuality
      3. Appropriateness
   B. Common Fabrics Used in Making Men's Clothing:
      1. Comparison of fabrics in relation to durability and cost
      2. Selection, care, and repair of clothing
      3. Personal grooming
      4. Standards of dress
      5. Vocational opportunities in the textile industry

II. Nutrition (28 lessons)
   A. Personal health of the boy and the relation of nutrition to his mental and physical efficiency.
   B. Food values.
   C. Selection of balanced meals in the school cafeteria or commercial lunch rooms.
   D. Optimum diet for physical development.
   E. Food for the family and cost of feeding a family in this community.
   F. Special Diets.

III. Social Usage (5 lessons)
   A. Table etiquette and the duties of a host.
   B. Business etiquette.
   C. Good behavior for various occasions.

IV. Home and family Relationships and Personality (18 lessons)
   A. The purpose of the 18 lessons in home and family: how family life developed.
   B. Present day problems confronting the family.
   C. Factors contributing to successful family life.
   D. Personality of the family members and appreciation of the contribution of each member to the group.
   E. Citizenship in the home.
   F. Relationship of the home to community interests.

V. House Planning (15 lessons)
   A. Appreciation of domestic architecture.
   B. Housing standards and building codes of the city.
   C. Renting or owning a house
   D. Household mechanics
   E. Furnishing and decorating a boys room or business office.
F. A study of simple house plans from the standpoint of convenience, ventilation, and conservation of floor space.

VI. Child Care and Development — included in other units.

VII. Spending and Saving the Family Income (12 lessons)
A. Standards of Living.
B. Sources of Income.
C. Items of the budget.
   1. Food
   2. Shelter
   3. Clothing
   4. Operating expense
   5. Savings
   6. Investments and savings
   7. Institutions

All boys from the tenth grade on were admitted to the class. Contract method of teaching was used.

Ideas Advanced Concerning Homemaking for Boys

Anderson believes that as home economics personnel we need to continually study social changes. We need to do our part in getting the public, the school administrator, and perhaps even ourselves to recognize the richness in offering in home economics that may be made to educate all youth, both boys and girls.

Stocking says,

Teach all you can to both boys and girls of the necessary mechanics of housekeeping. Lift it out of drudgery into joyous service, but above all teach them that establishing a home is an art. Of all the courses in home economics curricula, the most important is the one on child training. Ignorance of parents is so often the cause for children’s failure.


It is the opinion of Spicer that home economists have the responsibility of developing a type of home living that will enable people to make a social contribution to a chaotic world. This may sound like a big order, but big orders are made up of sub-assemblies. Sub-assemblies are produced by making and fitting together many small parts. Homes and schools are sub-assemblies. In industry there is division of labor. Each has his own job and is not expected to do some other. Civic organizations and service clubs should not be expected to take the place of parents.

"Cooperation is a matter of working together according to consistent plan." Efforts of school may fail if not supported at home. Homes are likely to amount to little if not supported at school. Schools could strengthen the home by developing the idea "Man's place is in the home."

There are many indications that man's place is in the home and is regarded as having two functions: "siring children and providing funds for feeding, clothing, and sheltering them and their mother." This is the old idea of division of labor. It is overlooking the equally important concept in modern industry-cooperation. Men do sire children and support them - women bear children and operate the home, but this does not get at the whole truth. One department plus another department does not make up total home area. There is another

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in which mother and father operate jointly, which is more important in terms of human values.

Business may have policies written out and posted somewhere. A home also has policies—not written out but evident in behavior. It may show that everybody is for himself or is living by the golden rule, not only as a family member, but as a member of the community.

If we believe man's place is in the home, then we should emphasize that belief by acting: First, organize more home economic classes for boys—not courses in etiquette or fancy cooking or camp cookery. Teach boys to cook standard food so that they can prepare a family meal. Men do not always have a woman around to buy, wash, and mend for them; they should be able to do these things for themselves.

Get other departments to exchange classes; industrial arts could teach home maintenance, biology could teach some landscaping and gardening. Girls courses should be realistic and practical; they should take some work with industrial arts, etc.

The chaos of the modern world has to do with two great yearnings—for freedom and security. Not freedom from an unpleasant task like washing dishes, freedom from anxiety and heartbreak; freedom from a broken home.

There is no greater security than that which comes from the confident feeling of belonging to a happy home. In a happy home members are wholesomely interested in each other, share mutual confidence, each member an active participant.
and made to feel necessary to the well being of the whole.

A happy home is the basic source of freedom and security. The basis of a happy home is the operating principle that man's, as well as woman's, place is in the home.

Alberty believes:

The field of arts, particularly home economics is becoming emancipated from traditional organization and is going about the important business of meeting the needs of students. Home economics is limited by the fact that it is essentially a program for girls...There is a great change in the kind of curriculum for eleventh and twelfth grades. It points up instruction for boys and girls in education for marriage and consumer education. 27

Hill says:

We are in transition from a society ruled by tradition and custom to a society which develops its own social policies, expecting shift and change with additional findings and new discoveries. 28

One minority group operating almost exclusively from folk lore is the male sex. In few schools is there any recognition of the part men play in the American home. There are thousands of books written on the adjustment of woman and on motherhood for every dozen written about men. The development of home economics as a subject solely for girls, taught exclusively by women proves a barrier to coeducational instruction in marriage and family life.

The homemaking teachers themselves are conscious of this


deficiency. It may be remedied by offering courses in marriage and the family, child development and home management, taught jointly by home economists and sociologists or by home economists and psychologists.

Jones names situations in which a man needs housekeeping and homemaking skills. He thinks public education has missed a good bet in not insisting upon completion, by boys and girls alike, of at least one fundamental homemaking course, knowledge all people should have in common. It means increased school facilities and faculties, perhaps male teachers in the area. Some schools encourage such a course by opening up with cooking. He believes the course should be required.

Starrak presents homemaking for boys from two viewpoints:

A. Individual boy and his success in life.
B. Welfare of Society

He gives the ultimate objective of all homemaking education as the establishment of happy, satisfactory homes. The best type of home life is the monogamous, one family home "set apart as basic unit of our social fabric."

Starrak gives the following set of conditions or factors of happy home life:

1. Similarity of tastes and ideals, a community of interests, hopes, ambition, and vision on part of husband and wife.
2. Compatibility of temperament of husband and wife.
3. Approximately equal intelligence and education of contracting parties.


4. Same religious beliefs.
5. Reasonable income and earning power.
6. Freedom from debt and extravagance, financial responsibility, separate private accounts, but cooperation in household and family expenditures.
7. The presence or absence of children in the home.
8. Health—mental and physical.
9. Skill in housekeeping.
10. Ability to provide clothing for family at lowest possible cost.
11. Ability to provide food for the family at lowest possible cost.

The boys' part in this is:

1. Understanding of fundamental principles of cookery and the part proper food preparation plays in its nutritive value.
2. In food selection boys should know how to order food in a restaurant that will provide them with a well-balanced diet.
3. They need to know how to conduct themselves in accordance with accepted social customs while eating in public places or otherwise.
4. They should realize the effects of food upon physical and mental efficiency.
5. In clothing they should know something of fabric quality, style, and fit of clothes; what is becoming and what is appropriate.
6. They should be able to plan a clothing budget.
7. To appreciate the part clothes and appearance will play in their lives.
8. They need to want to dress well.
9. They should be taught minor repairs, to construct simple things, and to repair and refinish furnishings.
10. They need to know something of the application of art principles in relation to the home.
11. Health should be taught, both mental and physical. This is taught by other teachers also, but the homemaking department seems to be the place for some of it.

It should be taught in connection with the development of personality and in human and family relationships.

Health plays a large part in connection with family home life.

Boys as well as girls need to know the effect of nervous mentally upset parents on children.
They need to know something of the transmission of mental and physical disease through heredity.

Starrak thinks boys are not much interested in young children.

They need to understand financial problems and use of money.

In instruction or training for marriage he thinks boys should understand the importance of philosophy of life.

They should have some guide for a choice of a mate--such as:

1. Intelligence and education.
2. Religious belief.
3. Understand personality adjustment.
4. That they must marry the girl's family.
5. They should understand sex.
6. They should be taught to idealize marriage above courtship.

Grata says that home economics like other subjects is a continual process of evolution.

Emphasis has shifted from skills and economics to home life. The emphasis was first art, then science, then economics of the home. It is now on the home where it belongs, and on the life and relationships of the persons who make the house a home.

"Home decoration, the mechanics of housekeeping, the economy of expenditure" are important but their place is in the background. In the foreground should be promotion of

affectation and security among members of the family. Right home and family living make men, women, and children the human beings they should be.

Mr. Orata gives as reasons for divorce in civilized countries:

1. Too much emphasis on economy and efficiency.
2. Cultivation of affection and understanding taken for granted, or not considered worthy educational objectives.

Many people give affection only biological meaning and therefore miss its social and spiritual significance altogether. They are afraid that young people who are encouraged to talk about love and marriage will consider only sex relationships. The remedy is to change the emphasis in marriage from material aspects to those things which money cannot buy; companionship, family affection and solidarity, sympathy and understanding, the sharing of joys with each other, loyalty and good will.

The total process of education is life itself in the process of becoming more refined and human, more free, socially more sensitive, more affectionate, more willing to assume responsibility, to give of oneself, to live more, to worry less. We have put a premium on doing, with a minimum of attention to promotion of social sensitivity and insight. In education for home and family life, emphasis should be on total living. The core of a program in education for home and family life should be values and relationships. Family affection, understanding and consideration for each other, sharing the good things of life, practicing democratic
ways of life; these are the warp and woof of family life, indeed national and international life. An attitude of affection should motivate performance of home activities; otherwise they are a chore.

Suggestions for Home Economics Education:

A. Preparation for marriage and parenthood.
   1. Initial adjustment after marriage
      a. overcoming jealousy, temper and cowardice.
      b. feelings of inferiority.
      c. improving relationships with family and others outside family.

B. Maintenance of Home and Family Life.
   1. Management of
      a. time
      b. money
      c. personnel

II. Leisure Activities
   a. family outings
   b. indoor games
   c. playing together

C. Home and Family Relationships
   a. significance of family life
   b. democratic guidance of children
   c. grandchildren
   d. in-laws
   e. foster parents

D. Home Economics for Boys
   I. Should offer to boys a study of many aspects of home and family life.

The family is made up of men and women; both should know the essentials of homemaking. Education for home and family life should be simultaneous in school, home, and community. A home management house should provide life-like situations. Boys should take part in the management and share in the discussions of problems regarding food, fuel, clothing and family life. Girls and boys should make a study of their own homes on the basis of which they should plan ways of improvement—working with parents.
Achievement of values, attainment of proper relationships and attitudes should be evaluated by observation of what the students do in unsupervised situations in their own homes. Almost anything that deals with problems of home and family life realistically is better than causing students to recite facts and go about doing chores in a mechanical fashion.

Spafford in discussing home economics for boys says that homemaking began as a skill subject. Homemaking was housekeeping and housekeeping was a job for women and girls. She believes that housekeeping is only one phase of homemaking and homemaking is a joint enterprise for men and women. The problems of home economics today are largely those of all individuals. The health and well-being of the individual often depends upon his knowledge of nutrition, his food within the amount of money he has to spend. His clothes are satisfactory in so far as he knows his needs and can select and care for them. There is too much need for unlearning of habits acquired in childhood, regarding such elementary needs as selecting foods for health. Home experiences should be more the result of intelligent planning.

Marriage failures represent failure of individuals in ability to build successful joint enterprise. Their early

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education has been left too much to chance. Life's greatest happiness and unhappiness is tied up with home life. Learning the way of democracy begins in family living. What happens in the home influences all other relationships.

Two major responsibilities of the schools are:

1. To help adults see their responsibility in educating youth to live more fruitful and satisfying personal and family lives.
2. To provide education in areas of immediate personal and social living.

The high school should not only offer basic home economics material to all boys and girls, but it should offer courses for those who have special interests in various aspects. A boy who wishes to know more about food preparation, furniture, or interior decoration should feel as free as any girl in the school to enter such courses.

Summary

From an examination of early records it appears that men have always been interested in economics of the home.

Early classes for boys were recorded by the American Home Economics Association in 1911-1913. Classes were reported to the Journal of Home Economics (from Indiana and New York) in 1919. Accounts and surveys show much interest developing around 1930. Los Angeles, Denver, Phoenix, Austin, Tulsa, Kalamazoo, and Blackfoot, Idaho, were among the first to include boys in the homemaking program.

Contrary to popular belief, the courses were not taken up with cooking and eating, but appear to have been fairly
broad. Generally speaking, they were more theoretical, with not as much activity as now.

Literature reveals a changing conception of men's and women's roles in family living, with a growing sense of the importance of education in the field for all who participate. It shows a shifting of emphasis from skills as ends in themselves to skills as means to an end—the development of healthful, satisfying relationships within the family and the promotion of democratic living.
CHAPTER III

PROCEDURE AND ANALYSIS OF DATA

In view of conclusions as to the importance of including boys in the educational program for home and family living it seemed desirable to make a study of past and current practices in providing for this training.

Letters were sent to supervisors of Vocational Homemaking Education in forty-eight states, asking for lists of secondary schools giving courses in homemaking to segregated classes of boys or to mixed groups of boys and girls together. Replies were received from forty-three states. The list of supervisors was obtained from the Arizona Office of Vocational Education. States chosen from this group for special study were Maine, Vermont, Massachusetts, Oklahoma, Texas, Michigan, Washington, Colorado, and Arizona. These states are widely scattered, representing regional areas of the United States. Also they had done outstanding work with boys and were willing to cooperate in the study.

A questionnaire was prepared and sent to teachers of one hundred and fifty schools. One hundred twenty-eight replies

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1. Appendix, Supervisor's report on number of schools.

2. Some general information received from teachers or supervisors of other states is found in Chapter IV.
were received. Study guides and teaching materials were obtained when possible.

A questionnaire was prepared to find what the students thought about their work in homemaking and whether they felt it was meeting their needs. These were given to five hundred boys and one hundred forty girls. The girls were in mixed classes in Human Relationships in Phoenix, Arizona High Schools. Three hundred seventeen of the questionnaires for boys were returned, two hundred seventy-one being used. One hundred thirty-eight of the girls' questionnaires were used. Some of the classes to which questionnaires were sent were found to be seventh or eighth grade junior high. Since this study is confined to grades nine through twelve, these were not used.

The place of the homemaking teacher and the homemaking department in the expanding program of educating for home and family was determined from reference reading, study guides, and questionnaires.

Michigan

Seven teachers and thirty-two boys from Michigan answered questionnaires (Table 1, p. 68). Five of the classes were coeducational, one school had both coeducational and segregated groups, two schools had exchange units with Agriculture
and Industrial Arts. Belding High School admits boys to Homemaking I and II and also to a class in Family Living. Rockford has a "Youth Problems" class for juniors and seniors in which they try to have approximately equal enrollment of boys and girls. They also have a boy-girl unit exchange for sophomores in which the boys are invited by the girls from the study hall. The unit ends with a party. It has been very successful.

All of the thirty-two boys questioned expressed themselves as being satisfied with their work (Table 4, p. 71). Twenty-eight who were in coeducational classes liked it that way and four who were not were pleased with segregation.

Oklahoma

Reports from Oklahoma indicate twelve groups segregated, two coeducational (Table 2, p. 69). The boys expressed themselves as pleased with their work (Table 4, p. 71). They liked segregation but many felt that they wanted another year with one semester coeducational in Family Relationships. Moreland, Oklahoma reported twenty boys attending F.H.A. at Oklahoma City.

More than half of the boys in Hobart High School take Boy's Homemaking before graduation. A number of graduates have taken further Homemaking in college. (A junior college is maintained in the same building, and the Foods Course is open to men. Some have taken it at Texas A. & M. College.) Hobart High School has offered Boy's Homemaking for twelve
consecutive years and three years previously.

Colorado

Eight schools from Colorado reported boys homemaking classes, four segregated, three mixed, and one having both segregated and coeducational classes. (Table 1, p. 68). The report was not received in time to question many boys. The five answering questionnaires approved of and enjoyed their class. Since the work is very similar, it is included in the Washington report (Table 4, p. 71).

Texas

Two of sixteen Texas schools questioned had discontinued their boys classes (Table 2, p. 69). Fourteen of the classes were a part of the regular curriculum. Six were coeducational, two reported both, and four were for boys only. Boys questioned approved the course (Table 4, p. 71).

Work is cooperatively planned, the boys helping to develop their own courses. They decided the amount of time to be spent on each unit. It may be selected or not, each year as the boys wish. Kingsville, Texas, will make their class coeducational next year by request. They are opening the department to younger boys. One teacher at Hempstead, Texas, said that she has taught boys, and boys and girls together for seventeen years in small Texas high schools. She has followed up and checked on her students in later life, and
she believes that boys and girls benefit more, and make better homes if they have had benefit of coeducational classes in homemaking.

Washington

Three schools from Washington—Bremerton, Acosta, and Ferndale—participated in this study (Table 1, p. 68). Acosta reports a class of juniors, coeducational the first semester, segregated the second. The first semester work consists of personal relations, courtship, marriage, and child guidance. The second semester the girls have advanced infant care and special work in foods. (The junior boys used two weeks of class time to plan and make the invitations and place cards for the Junior-Senior banquet.) The class is very popular. It is called "Psychology of Living." Ferndale segregated classes for all but Family Relationship because the girls are more advanced in Homemaking than the boys.

Ten of the fifteen boys questioned approved of being in a mixed class (Table 4, p. 71). Four who were in a class for boys alone thought it better to be in a segregated group. All felt the course to be worthwhile.

Vermont

Reports were received from six schools in Vermont, two coeducational groups, two segregated (Table 3, p. 70). Of the forty-two boys answering questionnaires, two did not
like their work (Table 4, p. 71). Twenty-three were in
a mixed group, seventeen segregated. Five of the twenty-
three would have preferred having only boys in the class.

Springfield gave an account of an interesting course
called "Cooperative Foods." One school reported turning
away forty boys electing "Food Preparation," since there
was a lack of room and teaching facilities. An exchange
class with agriculture taught the boys mending, care of
sewing machine, cooking, and eating.

Massachusetts

Twenty-one questionnaires were sent to Massachusetts
schools. Seven of the twenty-one said they did not have
homemaking classes for boys. Of the fourteen reporting work
for boys, eleven were segregated, three were for mixed
groups (Table 3, p. 70). Five of the fourteen were training
the boys for chefs.

One school with an enrollment of five hundred had a
small club of six boys taking a class after school. A club
activity at Marlboro had developed into a regular eighth
grade class in foods, pre-training for a chef's course.
Tewksbury and Brocton boys take "Home and Business Manage-
ment" in the Commercial Department two periods a week.

3. See communication from Helen I. Seeley in the Appendix.
Three periods are in the Homemaking Department. Some schools reported boys being turned down because of crowded conditions. No questionnaires were sent to boys in Massachusetts.

Maine

Three teachers and fifteen boys from Maine reported activities of their class in homemaking (Table 3, p. 70). Five of the boys were in a mixed group, ten were a part of exchange classes. All expressed themselves as liking their work (Table 4, p. 71). The five who were in a mixed group were pleased with it, and the ten who were segregated liked it that way.

Cape Elizabeth reports a course required of all ninth grades. The class is divided into two groups. Group "A" girls take shop one semester while Group "A" boys are in homemaking. Group "B" boys and girls together are taking science courses. At the end of the semester, "A" and "B" exchange programs.

Arizona

Six secondary schools in Arizona reported homemaking activities for boys in 1949-1950 (Table 1, p. 68). Three of the schools are in Phoenix, Arizona. "Human Relationships," which includes child guidance, dating, and preparation for marriage, is a junior-senior subject and has approximately equal numbers of boys and girls enrolled (Tables 9, 10, pp. 76, 77). In addition, boys are scattered through
the classes in foods and furniture arrangement.

Ninety-one boys and one hundred thirty-seven girls from the three Phoenix high schools checked questionnaires (Tables 7, 8, pp. 74, 75). One hundred thirty-one girls considered their work beneficial, six did not think it worthwhile. All except two girls approved of the class being coeducational. Eighty-four of ninety-one boys thought their work worthwhile (Table 8, p. 75). Three boys voted for segregation, eighty-eight thought the classes should be coeducational.

Peoria has an exchange class of three weeks with "Industrial Arts."

Seniors at Prescott are required to take a course in "Human Relationships." It is taught jointly by the homemaking and sociology teachers. It is not considered to be in the homemaking department.

Parker gives a course for ninth grade boys called "Boys Will Be Men." It is part of the regular curriculum.

Of the schools reporting classes for boys, or boys in classes with girls, eleven were in their first year; sixty-three were a part of the regular curriculum. Twenty-six schools from all states reported some classes discontinued. Reasons given were lack of space and teaching facilities, change of teachers, not allowed to become coeducational,

4. See "Summary of Teachers' Questionnaires" in the Appendix.
and not enough demand for it to make a class. Twenty-nine schools reported coeducational classes, forty-five for boys only.

Of the seventy-four schools reporting, the length of term was one year in fifty of them, ten had one semester, three were one short unit, and five had more than one year. This does not mean that boys were not allowed to take more than this. Many schools, particularly city schools, reported boys scattered through regular classes with girls, in any phase of homemaking in which they were interested.

Fifty-eight of the seventy-four classes in these schools were made up of juniors and seniors. The classes in Family Relationships were practically all juniors and seniors. Freshmen and sophomores were most often in foods classes or in general home economics. Exploratory courses integrated with other fields were reported for ninth graders.

Names used covered practically any phase or phases of home economics. They did not always indicate content. Those most used were:

- Human Relationships: 6
- Social Living: 5
- Senior or Personal Problems: 4
- Preparation for Marriage: 7
- Family Relationships: 4
- Boys Homemaking: 21
- Foods I or II: 13
- Cooperative Foods or Industrial Arts: 4

Some others were "Science of Living," "Crafts," "Boys Will be Men," "Bachelor of Arts," "Chef's Class."

Sixty-nine of the classes were taught by the Homemaking
teacher, two by a combination, one Home Economics and Sociology, one Home Economics and Commercial.

Content of the courses in order of times topics were included was:

- Food Selection .......... 62
- Nutrition. ............... 58
- Family Relationships .... 55
- Consumer Buying. ....... 54
- Health ................... 46
- Clothing Care. ........... 46
- Clothing Selection ....... 40
- Housing. ................. 39
- Home Maintenance .......... 20
- Related Art

Cooperative planning determined content in about one-half of the classes:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>47</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combination</td>
<td>36</td>
</tr>
<tr>
<td>Boys</td>
<td>35</td>
</tr>
<tr>
<td>Administrator</td>
<td>18</td>
</tr>
<tr>
<td>Parents</td>
<td>8</td>
</tr>
</tbody>
</table>

Seven teachers reported boys as not taking the course seriously, fifty-six that they did. Four felt that other students considered the boys sissies. Several schools reported the boys as being athletes, leaders in the school, and outstanding students. Twenty-two thought the students considered it a snap course, sixteen did not, the others left this item blank or said they did not know. Five schools reported the work required, in all others it was elective.

Of two hundred seventy-one boys questioned 96.9 per cent approved of their work in the Homemaking department. 95.7 per cent of the girls thought it worthwhile (Table 8, p. 75). From a total of four hundred eight questionnaires
checked, 96.4 per cent believed the course to be beneficial.

The opinion of the students as to grade placement of the courses they were taking seemed to depend upon whether or not it coincided with their own. 86.6 per cent of ninth grade Maine boys felt the work should be offered in the ninth grade (Table 4, p. 71). Vermont reported many sophomores and juniors in food's classes. The choices of Vermont boys were equally divided between tenth, eleventh, and twelfth grades (Table 4, p. 71). Relationships classes in Phoenix consisting of juniors and seniors were in favor of the class being given in junior and senior years (Table 8, p. 75). Some students felt homemaking in some form should be given in all grades or more than one grade, which accounts for seeming inaccuracy of percentages. All courses were no doubt adapted to developmental stages of students being taught.

Comparisons can best be made between the three Phoenix schools, as the courses there were practically of the same content (Tables 10, 11, pp. 77, 78). Table 11 shows Phoenix girls giving a higher rating to benefits received on matters pertaining to family relationships, while the boys rated personal adjustment benefit higher than the girls. North Phoenix girls, especially, rated benefit received in development of poise, self-confidence, and self-respect low (Table 10, p. 77). The reason for this is not known.

The questionnaire items "Name other benefits from the course," and "What constructive advice can you give?" brought
much interesting information as to opinion and viewpoint of the students themselves. Phoenix boys and girls indicated appreciation of the democratic method of free discussion among themselves and being allowed to come to their own conclusions. They felt that it gave them poise and self-confidence to take part in discussions and debates. They were appreciative of being in a coeducational group so that they could get each other’s viewpoint. There were requests for teachers of both sexes and for married teachers with family life experiences. Many asked for more instruction in dating and marriage. Some indicated a need for sex education, suggesting part-time segregation for this.

One or two boys expressed a desire for more coaching on the place of the man and boy around the home.

Dissatisfaction was apparent when courses had been lecture, without activity and direct participation of the students themselves. Some students did not like the attitudes of others who did not take the course seriously, a few felt that too much time was spent on child study and that there was repetition in having “Child Guidance” in “Human Relationships.” Some feeling was expressed that personality and character had been covered earlier in other courses.

Many thought at least a part of “Human Relations” should be given in the ninth grade with Child Guidance, Dating and Marriage in the twelfth grade.

Movies, demonstrations, and outside speakers were very popular.
Summary:

Questionnaire results from supervisors and teachers indicate much interest in boys' training for home and family living, much of the work being given in an experimental stage. There are a few well-developed programs, but they are exceptions rather than the rule. Questionnaires reveal students as a whole are interested in, and enjoy, their work in homemaking. They prefer coeducational classes and would like experienced teachers of both sexes. They are appreciative of democratic procedures which give them a chance to take part in planning what they will do and in the conducting of their work. When it is built around their own problems, they think it valuable.

WASHINGTON

Benefits From the Course:

We have learned about reproduction of the race, which has cleared up a lot of things in my mind.
It helps boys find jobs, such as cooking in a restaurant, which otherwise they would not be able to get.
We have had a very interesting class. We have met and made a lot of friends.
Interesting ways to cook meat.
How to prepare complete meals.
How to make left-overs appealing for the next meal.
Learned correct table manners.
I think I have learned to judge people better by their actions.
How to take care of myself around the house.
How to care vegetables and fruits.
I am now able to cook a meal or give any help needed.
It helps you understand other people; helps you improve yourself, and helps you act properly in the proper places.
You learn to cook for yourself around the house.

Constructive Advice for Improving the Course:
Better and more equipment, more movies.
Put boys and girls in same class and offer the course in the eleventh grade.
I would like to learn how to select clothes and how to take care of them, such as pressing pants and shirts.
Would like to be able to darn my socks properly.
A little more emphasis on fundamentals of cookery.
Have more clothing and selection of your own clothes.
We need more books, charts, diagrams, and movies.
More movies and more class discussions on social relations with mixed classes.

MICHIGAN

Benefits from the Course:

Cooperation.
Factors that enter into marriage.
Dating behavior.
Project work develops responsibility and cooperation.
To be what you are and not pretend--get other students' viewpoints of yourself.
Helps you overcome personality traits that you might never overcome without the class.
Helps you understand some facts of life you ordinarily do not learn or may not understand.
Understanding birth.
Understanding emotions.
Study habits.
How to use leisure time well.
Getting more of an understanding and appreciation of your parents.
All about insurance.

Constructive Advice for Improving the Course:

Having doctors, teachers, and some business men in to speak. They give a frank report and helps in study.
Meet more often and have a better room to meet in; more project work.
Meet more regularly and longer meetings.
Try to get students to be more serious about the course.
Teach subjects for full year instead of just one semester.
Have more social gatherings.
Have more on how to study.
More training in care of clothing.
More preparing food and serving it.
More clothing and manners.
Add a little more on home life.
Have more on preparing and selecting clothes.
Suggestion from senior boy that took both Youth Problems and Homemaking. "Our school is going through a week we call 'Trap Season' because the girls trap the boys. Girls take over
the boys customary activities on dates except that boys furnish transportation. This gives the girls a real chance to show the boys how to act on a date. I think it is a fine idea."

It is almost entirely a lecture course and there isn’t enough reference material.

More material to work with.
Discuss some of the questions more openly. High school children should be advanced enough to face most family problems. More books and more group or panel discussions.
There should be more project work than class work.

AUSTIN, TEXAS

Benefits from the Course:

Teach procedure on how to choose a vocation. (6)
Study small children. (4)
Table Manners. (4)
Good movies. (3)
How to ask for dates and how to act on dates.
More friends.
Salesmen from downtown stores show us samples of clothing.
Point out weaves, cloths, styles and colors. It helps with selection of clothing that fits your personality.

Constructive Advice for Improving the Course:

Have more demonstrations. (3)
The course of study should be limited. Not enough is covered for the time used. What has been covered has been worthwhile, however.
The course would have been more worthwhile if less time had been spent on child care and more had been spent on such things as clothing and personal grooming.
Home living should be mixed, that is, boys and girls. This way both sides of the picture are seen. (3)
It definitely should be mixed, with boys and girls, so that the boys get ideas from the girls like what a girl expects of a boy on a date, and vice-versa. (2)
More and better movies. (7)
Well, this is not an advice, but I think, if there is a class of boys, they should have a man teacher.
Young teachers such as they already have.
Actual practice.
I think Austin High School has a well-balanced Home Living course.
A short study of cooking and preparing simple dishes and making some small articles of clothing would improve this course.
I think that if this course were offered to senior boys only, more emphasis should be put on sex education and discussion. I think senior boys are at an age so that they could really carry this sort of discussion intelligently and get something out of it.

A teacher with a husband and children.

More comfortable seats.

OKLAHOMA

Benefits from the Course:

- Refinishing furniture.
- Selection and arrangement of furniture and pictures.
- Care and repair of electrical appliances.
- Furniture renovation.
- First aid and care of sick. (2)
- How to make myself clothes.
- Life saving.
- Helped with morals and viewpoint on life.
- Good recreation.
- Upholstering.
- How to depend on myself.

Constructive Advice for Improving the Course:

- Boys should be taught only fundamentals of cooking—more on how to dress and social matters should be included.
- A second year for advanced problems in Boy's Homemaking.
- More outside work.
- Use sewing machines more.
- Have married teacher with family who understands home life.
- Most boys are interested in the things they themselves will be doing in the home. I would suggest that more emphasis be placed on the work of the man and boy in and around the home.
- Do not have boys of different grades studying on the same level.
- Have unit on budgeting.
- Have an additional course.
- More time.
- A year and a half for boys only and then a half year with girls. Get different opinions and viewpoints.
- Have about one semester of boys and girls together so they can get each others viewpoints.
- Two year course with the last semester with girls so it will give each one a better viewpoint on life.
- Have it two years and have girls in the class part time to study family relationships.
MAINE

Benefits from the Course:

How to get my money's worth.
To take over when an emergency pops up in the home.

Constructive Advice for Improving the Course:

Visit some clothing or food stores to see how they work.
More time. (2)
Learn more about social life.
A full year. (3)
Demonstrations would help. (2)
A little practical experience.
More cooking, less discussion. (3)
More time on clothing, cooking, etc., and less on calories
and nutrition.

VERMONT

Benefits from the Course:

Organizing.
Planning.
Thrift.
Not to depend on other people.
Neatness and cleanliness. (2)
Cooperation.
Driving car. (3)
How to can food
How to buy. (4)
Helped me to decide what I would like to do for my life's
work.
How to choose house location and the influence house has on
the family. (2)
More respect for my mother or anyone who does housework.

Constructive Advice for Improving the Course:

Have a separate department for baking, foods, etc.
Separate department for learning pastry or chef business.
More cooking.
Have segregated boys class with male teacher.
More time for foods.
More movies on Home and Family Living.
Better home economics room.
Teacher that is a specialist in his field.
 Longer course.
ARIZONA

North Phoenix High School - Boys

Benefits from the Course:

Speaking before class.
Learning about travel.
Great freedom of discussion in which you learn manners, how to serve food and so on.
Received important information concerning everyday family relations.
It is very helpful in the matter of dating and table manners.
Learned to understand children. I get along much better with my five sisters.

Constructive Advice for Improving the Course:

More class discussion.
More authoritative outside speakers.
More movies.
More demonstrations on what we are talking about.
More projects for the mental health of the average students.
We should practice good manners learned in the classroom.
All human relations classes should have a very well informed teacher.
More and better discussions in fields students are interested in.

ARIZONA

Phoenix Union High School - Boys

Benefits from the Course:

Learned to deal with children constructively.
Learned how to manage children. (3)
Useful ideas in psychology.
Ease in discussing, debating, and reporting.
I have learned to discuss things more freely.
It has helped me understand the problems of others and to realize that I am not the only one who has problems.
How to straighten out problems, such as women working, religious differences, deciding whether or not to have children.

Constructive Advice for Improving the Course:

More about choosing a mate and more about sex problems.
We could use more emphasis on types of personality.
More student participation such as students conducting class, more round tables.
Frankness in speaking of sexual relationships. The feeling of being risque is discouraging.
More films on social activities. (3)
Have 4 weeks of play school or else cut out composition on children and have more observation and experience in play school.
The objectives of the course should be stated definitely and clearly and should be kept before the class.
Less about child guidance and more about our own problems.

ARIZONA

West Phoenix High School - Boys

Benefits from the Course:

Helps you realize other people are human and do things they shouldn't at times.
Learn to express yourself more fully and easily.
It has helped me in my relations with my girl friend. I have been able to see myself a lot better.
I have a more wholesome attitude toward life.
I have learned much in the way of choosing a mate and how to hold her. Also about how she feels about certain problems and how she will probably act.
A better appreciation of women.
I feel that I will be better able to cope with problems when they arise.

Constructive Advice on Improving the Course:

Have only students interested in the class. Some students act like children.
Have experienced teacher.
Limit class to 20. (Boys and girls together.)
Have two teachers, preferably married, a man and a woman in order to get the views of both sexes. (2)
Have more parent-student discussion in human relations. (2)
More free discussions or debates. (2)
Plan it so it will not be considered a snap course by students seeking easy credit.

ARIZONA

Phoenix Union High School - Girls

Benefits from the Course:

Learned to control children. (2)
Understanding view of the opposite sex.
How to get around personality mannerisms without hurting a person.
To get along with unpleasant people.
What makes a personality.
Constructive Advice for Improving the Course:

Go into more detail about sex. That is why kids take it.
Go deeper into subject of how to choose a mate and the subject of marriage.
Get into boy-girl relationships and marriage more extensively.
Freshmen and sophomores should take this because most of them act too much like children, and it might help them.

ARIZONA
West Phoenix High School - Girls

Benefits from the Course:

Understanding the opposite sex.
Understanding why parents do the things they do.
Realizing the lack of sex knowledge in teen-agers today.
I think it is extremely good for those young people who are looking forward to getting married—especially girls who plan a career of marriage. It offers various situations and difficulties that arise in married life and the ways in which to combat them.
It taught me to understand the feelings of others; how to share with other people; what a full-time job marriage is and the problems it involves.
A more wholesome understanding of sex. (4)
To analyze my personal traits and attitudes.
Helps me to get along better with people. (2)
Better understanding of sex factor in marriage.
It has given me a better understanding of the many problems with which married couples are faced.
A better outlook toward family life in cooperation of man and wife. Also how to get along with people psychologically.
A better understanding of the cooperation it takes to make a successful marriage. A better understanding of other girls and boys.
Get viewpoint of boys as well as girls. Everybody has problems, some of the same as mine.
What to expect in marriage.
Better understanding of opposite sex; learned a lot about dating and choosing a mate.
It has given me a wholesome idea as to marriage and family living.
The people that haven't learned anything are the ones that refuse to give out their experiences and thoughts about subjects we are discussing. A course cannot be successful without giving out personal information to a degree. You cannot take in without giving out.
Having examples of what we are discussing gives life and interest to the course.
Constructive Advice for Improving the Course:

Have all the class take part in the discussion. Have plenty of discussion, both written and oral. Smaller classes. Have more outside speakers— if instructor is a woman have several men speakers to get both points of view. A few specific problems each day that need a little research, either in class or homework. A definite, systematic way of teaching and getting to a point. Outside speakers of both sexes to lead discussions. Outside speakers on the subject. (2) Movies (to discuss at certain times). (2) A better library for reference work. Classes limited to seniors and those who are really interested. Have a man and a woman teach the same class to get ideas and views of both sexes. Human relations should be given in the ninth and tenth grades to help them get through high school years. Preparation for marriage should be in the eleventh and twelfth grades. This course has long been looked upon as a "snap" course. I think this should definitely be discouraged in the future because if it is treated seriously and properly it can be a very complicated and serious course. Have seating alternated boy-girl. Elimination of groups of boys and girls who have tendencies to giggle and whisper. Only let those register who are definitely interested. Have young instructors who understand teen-age problems. (2)

ARIZONA
North Phoenix High School - Girls

Benefits from the Course:
It helps you in having a broader outlook on many ways of life. It develops you into becoming a more mature person and being able to handle situations with tact. Interesting discussions. Learned fundamental emotional needs. The most important and beneficial part of this course is the open discussion that is carried on in class on all subjects. It allows you to see both sides of a question and come to your own conclusions. Understanding children's ways and how to manage them. I can get along with people better. (3) Better understanding of different personalities, character traits and adjusting to different situations. Helped me understand people much better; to realize that all people have problems; and to become a better and more understanding friend.
Should be taught in ninth grade, and then again in twelfth grade for courtship and marriage.
Talk more about things that pertain to our type of living instead of "what to wear to the opera", etc.
Married teachers. (2)
More student participation.
Students should be encouraged to take the course.
Talk more about preparation for marriage and less about social customs.
Positive proof of information.
Include more preparation for marriage or offer it as a separate course as they do at Phoenix Union.
More time for Courtship and Marriage.
More reference books.
More time or longer courses.
I think this should be taught in the freshman year, to teach some of the freshman girls how to dress and act, but Play School and "Courtship and Marriage" should be taught junior or senior year.
Spend more time on Preparation for Marriage.
Spend more time on boy-girl relations.
Clothing and social customs should be given to freshmen as they are just more or less getting started. It is good for seniors too, but usually they have pretty well gone through that stage. Pre-marriage is excellent for seniors, I think. I have learned to respect other people's rights to think and do as they please.
I have appreciated the course most for the extensive social customs we have learned.
Developing personality
Understanding others.
Conscious of grooming and speech.
Conscious of remarks towards others.
Campus relations between boys and girls. Relations between small children which we observed in play school.
Experience with children.
How to get children to mind.

Constructive Advice on Improving the Course:

Study ourselves and older people instead of children.
Manners, dress, etc., should be given in the ninth grade, also child care to help them to know the proper way of doing their work. Social customs in the sophomore and junior year.
Social customs in the ninth grade.
A little more Human Relations and have more about after marriage.
More discussion
More Movies. (3)
Have outside speakers. (3)
I feel that the course should be given in the ninth grade and teach them clothes, dating, etc., and teach courtship and marriage in the twelfth grade. Leave out personality and character. We took the course to find out about dating, choosing a mate, and marriage. Freshmen get personality in English and Citizenship, this is repetition.

Our only outside speaker was on personality. There should be more and on more important matters. More committee work and reports.

I believe Human Relations shouldn't have play school because you have enough in Child Guidance. Time spent in play school should be spent on discussions of being with your family after marriage.

Perhaps a course in social customs, school relationships, etc., should be taught in freshman year so that they would know how to act in high school.

I think Human Relations has had too much to do with Child Guidance and we stay on one subject too long. Cover more in the allotted time.

I think the course is OK, but more boys should be encouraged to take it.

More about social customs.
Have at least two weeks on marriage.
Discuss Plans and Preparation for Marriage more thoroughly and Social Customs less.

Courses of study in homemaking returned with questionnaires indicate close attention to developmental needs in planning homemaking activities. The newer homemaking study guides set up needs and interests of boys and girls at different levels for the use of teachers in planning activities.

Denver, Colorado, does this by giving an illustrative homemaking experience to fit each need. Thus, teachers have a definite guide as to probable interests and activities that will provide functional and satisfying units of work for each group.

A general education, guidance or social living program
has been organized on junior high school levels to integrate from several subject matter fields, learning about life situations which are common experiences. Home and family living is one of these experiences. Boys and girls alike participate in required courses. Some schools include boys in one of the homemaking classes also. There are additional elective courses in foods and clothing.

Boys in senior high schools may have separate classes, or in the twelfth grade, a mixed class. Boys classes in senior high school are usually limited to one or two semesters.

Vermont has a special guide "Homemaking Education for Boys." It was prepared in 1943 as a sequel to the regular homemaking study guide, "Home and Family Living." It is the opinion of those who prepared the guide that it is essential that boys have some experience with all aspects of homemaking. They believe that attitudes and opinions of men and boys pertaining to family finance, house planning and decoration, child guidance, family recreation and relationships are vital factors in forming family policies and decisions. They think it advisable to study in joint classes those problems commonly handled jointly by men and women.

They believe it unnecessary for boys to attain the same degree of skill in clothing construction, food preparation, and house care as that desirable for girls. Therefore special units have been developed on these topics.

With the exception of classes in Cooperative Foods, or
pre-chef training, reports to teachers from Vermont indicated use of this guide in boys’ classes.

In Maine secondary schools there is a trend toward one year of Home and Family Living for all students. It is planned for ninth grade students. During the last few years a number of schools in Maine have been developing this program. It is usually under the guidance of the home economics teacher. It offers opportunity for correlation and integration with other departments in the school, such as vocational guidance, industrial arts, health education, science and agriculture. It is planned for use with girls and boys in segregated classes or mixed groups. Cape Elizabeth gives a very good example of this program in operation.

The study guide includes units on:

1. Orientation and School Life.
2. Personal Appearance and Good Grooming.
3. Living with Yourself and Others.
5. You and Your Spending Money.
6. Child Care and Guidance.
7. Vocational Opportunities.

Michigan has no Homemaking study guide for either boys or girls, except a brief bulletin entitled "Program Planning Suggestions for Homemaking Education." The work is planned at the beginning of the term by the students, teacher, and the homemaking department to fit the needs of the particular group. Whether or not boys are included in the program is determined by the number asking for it.

In Texas the work is cooperatively planned, the boys
helping develop their own course. They decide the amount of time spent on each unit. It may be selected or not, as the boys wish. Austin presents a very good example.

The Oklahoma Bulletin is called "A Guide for Planning," although some suggested programs are given. The bulletin includes some programs for boys as well as for mixed groups. They believe boys should have some work in all areas of home economics.

Teaching guides for Washington and Arizona are in the process of development.

No teaching materials were obtained from Massachusetts, but some teachers reports stated that text books were used. Much of their work was in foods.
# TABLE I

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<th>Michigan</th>
<th>no. of weeks</th>
<th>length period</th>
<th>no. of periods</th>
<th>school enroll.</th>
<th>no. of boys</th>
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<td>362</td>
<td>19</td>
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| Arizona (segregated) | Parker | 36 | 1 hr. | 5 | 147 | 27 | 9 |
|                     | Peoria | 3  | 1 hr. | 5 | --  | -- | 9 |

| (mixed) Prescott   | 36 | 1 hr. | 5 | 444 | 61 | 12 |
| Phoenix            |     |       |   |     |    |    |
| Union              | 18 | 1 hr. | 5 | 47  | 11 | 11,12 |
| North              | 18 | 1 hr. | 5 | 9   | 11 | 11,12 |
| West               | 18 | 1 hr. | 5 | 36  | 11 | 11,12 |

| Colorado (segregated) | Craig | 36 | 45 min. | 5 | 265 | 19 | 11,12 |
|                     | Primero | 36 | 1 hr. | 5 | 126 | 9 | 11,12 |
|                     | Golden  | 38 | 1 hr. | 5 | 350 | 19 | 11,12 |
|                     | Littleton | 18 | 1 hr. | 5 | 430 | 18 | 12   |

| (mixed) Aguilar    | 36 | 1 hr. | 5 | 125 | 16 | 12 |
| Loeveland          | 38 | 1 hr. | 5 | 538 | 30 | 12 |
| Simla              | 36 | 1 hr. | 5 | 82  | 7  | 12 |
| Walsenberg         | 36 | 1 hr. | 5 | --  | 17 | 12 |

| Washington (segregated) | Bremerton (seg. part time) | 36 | 1 hr. | 5 | -- | -- | 11,12 |
|                         | Acosta (mixed)             | 36 | 1 hr. | 5 | -- | -- | 11 |
|                         | Ferndale                  | 18 | 1 hr. | 5 | -- | -- | 11,12 |

*enrollment restricted
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<td>Fairhaven</td>
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<td>Yes</td>
<td>No</td>
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<td>no.</td>
<td>%</td>
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<td>15 100.0</td>
<td>32 100.0</td>
<td>38 95.0</td>
<td>2 5.0</td>
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<td>10 66.6</td>
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<td>4 12.5</td>
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<tr>
<td>Did you approve of this?</td>
<td>15 100.0</td>
<td>32 100.0</td>
<td>35 87.5</td>
<td>5 12.5</td>
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<td>In what year do you think the course should be offered:</td>
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<td></td>
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<tr>
<td>A. 9th grade</td>
<td>13 86.6</td>
<td>3 9.4</td>
<td>18 47.3</td>
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</tr>
<tr>
<td>B. 10th grade</td>
<td>4 26.6</td>
<td>10 31.2</td>
<td>24 63.4</td>
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<tr>
<td>C. 11th grade</td>
<td>2 13.3</td>
<td>18 56.2</td>
<td>29 76.3</td>
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<tr>
<td>D. 12th grade</td>
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<td>24 75.0</td>
<td>26 68.4</td>
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<tr>
<td>Washington*</td>
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Do you think this course has been worth while? | 30 100.0 | 44 100.0 | 19 100.0 |
| Were you in a class with girls? | 5 25** | 44 100.0 | 10 52.6 | 9 47.4 |
| Did you approve of this? | 25 100.0 | 20.0 | 36 81.9 | 8 18.1 | 13 84.8 | 2 15.2 |
| In what year do you think the course should be offered: | | | | |
| A. 9th grade   | 4 13.3  | 6 13.5  |
| B. 10th grade  | 12 40.0 | 20 45.4 | 8 42.1  |
| C. 11th grade  | 20 66.6 | 19 42.9 | 14 78.9 |
| D. 12th grade  | 18 60.0 | 22 50.0 | 14 78.9 |

* Because Colorado had only 5 questionnaires for boys, they are totaled with Washington
** 10 boys asked for one semester with girls
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<th>Washington</th>
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<td>Yes</td>
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<td>%</td>
<td>%</td>
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<td>b. self-respect</td>
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<td>b. understand influence of parents on children</td>
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<td>19</td>
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<td>c. appreciate children as individuals</td>
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<td>f. realize use of cooperative effort in establishing a home</td>
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* Maine course was exploratory 9th grade. Therefore these questions do not apply.
### TABLE 6

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<th><strong>Austin, Texas</strong></th>
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<tr>
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<td>2 (1.3%)</td>
<td>262 (96.7%)</td>
<td>3 (3.3%)</td>
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<td>B. 10th grade</td>
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<tr>
<th>Relationship Questions</th>
<th>Phoenix Union</th>
<th>West Phoenix</th>
<th>North Phoenix</th>
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<td><strong>Yes</strong></td>
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<td><strong>Yes</strong></td>
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**Relationship Questions (Total)**

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Relationships Total

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<td>141</td>
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* these totals signify content taught rather than attitude
### Table 13

Skill Content of Courses

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<td>Vermont</td>
<td>Washington*</td>
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* includes five from Colorado
CHAPTER IV

WAYS OF DEVELOPING HOME ECONOMICS FOR BOYS

Study guides made up for the use of girls or in girls' classes may be adapted to boys or to mixed groups. The following unit in Social Living shows how this may be done.

Social Development of the High School Girl

At the ninth grade level, or during early adolescence, girls are very much interested in themselves and their own problems. They wish social approval, to get along well with others, to be popular. They either magnify their own good points or their own shortcomings.

More social training and personal help is needed and desired by many girls.

Discussion among themselves of common social problems, with guidance of discussion, not advice, leads to better relationships and better personal adjustments.

Objectives:

1. Interest in advancing own social development.
2. Realization that most people would like to help on questions of social behavior.
3. Interest in finding problems of group interest.
4. Development of ability to adjust to social life of the school.
5. Realization of what it means to be a courteous member of the school.

Basic Understanding:
Social customs understood and well used make for pleasant associations.

Problems and Experiences:

A. Understanding Social Customs

1. List of pre-test questions. List of questions on etiquette, etc., to be checked or answered "yes" or "no," such as:

a. Do you know

   (1) What to wear to school parties?
   (2) What courtesies a girl should expect from a boy?
   (3) What courtesies a boy should expect from a girl?
   (4) When to offer to shake hands when introduced?
   (5) When an invitation requires a written response?

b. Which are you?

   (1) The one who always feels tongue-tied at parties?
   (2) The life of the party?
   (3) One who makes friends easily and keeps them?
   (4) Has few friends?
   (5) Always knows the correct thing to do?
   (6) Often wonders at social occasions what is expected of her, etc.?

c. Would you like to know

   (1) How to introduce people?
   (2) Who goes first, the boy or the girl, in restaurants or theaters, and in greeting a receiving line?
   (3) What is expected of you at a reception, at games, etc.?

You will find some of these answered for you in references at the end of the unit.

2. Group uses common problems for starting study of conventions and customs as:

a. Where the freshman reception is to be the next social event, discuss customs related to it:
(1) Do girls go with boys, with other girls?
(2) What is worn?
(3) How and when does one approach the receiving line? Why? Introducing persons with you.
(4) Courtesy to chaperone.
(5) Courtesy on the dance floor.

b. Discuss similar problems for later school events, in the classroom, at games, on the street, as a member of the school in public places. Emphasis on courtesy and enjoying life as a member of the school.

3. Give informally a play dealing with social life, such as "It's Nice to Know How."

4. Use cartoons, clippings, question box in room.

5. Have another set of questions at end of this period of discussion or at end of this unit.

B. Getting Along With Others:

1. A question box helps suggest discussion problems.

   a. Use questions girls ask or include typical questions and use accounts of similar cases, as question, "Why are girls self-conscious; would mixing with people help a person any?"

   Case:

   Mary says she does not like to go out with one of her friends because she never knows whether the girl will be stiff and unfriendly and not say a word or whether she will embarrass Mary by being noisy, by doing queer, impulsive things that attract attention.

2. Class discussion as to probable reasons for behavior.

   a. Shyness
   b. Feeling Inferiority
   c. Attempts to cover up shyness
   d. Failure to analyze own behavior in relations to satisfactions desired, as making and keeping friends.
3. Group suggestions which might help the shy, self-conscious person gain self-confidence, friendly relations with others, etc., as:

a. Particular attention beforehand to grooming and appearance.
b. Listing own assets.
c. Recalling behavior which has had favorable results, as:
   (1) going halfway
   (2) avoiding the hurried approach with new acquaintances
   (3) efforts to see that others have a good time
d. Reading the story of the "Talisman for Friendship."
e. Making concessions to society, instead of too great independence in dress and manners.
f. Finding interests of others, those with whom one has common interests.
g. Showing others you like them.
h. Being a good listener, genuinely interested in others.
i. Practicing for ease in conversing.
j. Every class member attend next school social function, taking part socially.


a. Discuss - If you are a good friend at home, friendships outside will develop easily.
b. Would you like Ellen for a friend? (See pictures of Family Life.)
c. Compare Jane and Mary; The Girl and Her Home.
d. Discuss difference between having friends and having acquaintances. ------- has many opportunities to meet people, but very few friends. She is very blunt and outspoken and says what she thinks, regardless of the feelings of others.
e. ------- is popular with other girls, but seems to be a different person when boys are around. Boys consider her affected and dislike her mannerisms.

(1) Discussions:

(a) Characteristics girls like in boys.
(b) Characteristics boys like in girls.
(c) What does popularity with boys and girls require in:
   Personal appearance
   Friendliness
   Natural manners
   Consideration and tolerance for
others.
Many others.

C. Understanding and Controlling Social Behavior.

Permit opportunity for class to ask questions.

Some asked in one Vermont school were:

1. Is there any way to cure a person of inferiority complex? She does not like to meet people; she feels that people laugh at her. She says that she cannot convince herself that she is as good as other people.

2. Should a girl wear lipstick and bright polish to school?

3. What is the best method for meeting boys?

4. What subjects are acceptable to talk about on a first date?

5. Should a girl skate with strange boys on a public rink?

6. Should a girl call up boys; go to their home?

7. How should a girl act when she is with a boy?

8. How old should a girl be before she goes out with a boy?

D. Adjusting to Social Life of School.

1. Arrange for actual social participation.

   a. Give a boy and girl a party, have a tea, have after-school dancing class, social hour.

      (1) Consider:
      (a) Duties of host or hostess and guests.
      (b) Introduction--have practice beforehand.
      (c) Invitations
      (d) Seeing that others have a good time.
      (e) Suitable refreshments and entertainment.

E. Understanding of Customs and Mores Away from Home.

1. Girls plan to attend the Homemaking Conference.

2. Find help in reference books on:

   a. Being a hotel guest.
      (1) Conventions and courtesies of the hotel staff.
      (2) Eating at a restaurant.
      (3) Attending a banquet.
      (4) Receiving-line courtesy.

3. Dramatize arriving at the hotel, registering, taking responsibility for room and key.

4. Report on the desirable hotel guest. What is she like?
5. Estimate probable costs of conference.
   a. Returns for money expended.
   b. Compare with usual hotel stay, costs, etc.
   c. List conveniences which may be used where considered important for such expenditures.
6. Discuss compromises and courtesies necessary when large group is to be housed and fed at low rates.
7. Girls share responsibilities during trip; report to other members of class groups on return from Conference.

F. Evaluation.

1. Evidence of increased poise, happiness, contentment, sociability, of altered tendencies towards being unsocial.
2. Better cooperation in school and school activities.
3. Improved appearance.
4. Greater dependability.

References

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Fedder, A Girl Grows Up.
Laiten and Miller, Personal Problems of the High School Girl.
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Rockwood, Pictures of Family Life.
Trilling and Williams, The Girl and Her Home.
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Briggs, Behave Yourself.
Films:

Are You Popular?
You and Your Friends
Social Development Unit for Boys

While high school boys are perhaps not as much interested in themselves and their own social problems as ninth grade girls, they wish social approval, to get along well with others, and to be popular. They, too, may be inclined to magnify their own good points or shortcomings. Many of them are still going through the awkward years between fourteen and seventeen years.

More social training and personal help is needed by many boys than can be given them by their families. Lessons in social development help eliminate the embarrassment and uncertainty which is so common among adolescents concerning matters of etiquette.

Discussions among themselves of common social problems, with guidance of discussion, not advice, leads to better relationships and better personal adjustments. To young people the opinion of those their own age is more important than opinions of adults.

"We are beginning to realize that what we call social adjustment is primarily and basically adjustment of the individual to himself, especially to his childhood experiences."

Objectives:

1. Interest in advancing own social development.
2. Interest in finding group problems.
3. Development of some ability to adjust to social life of school.

1. Goodykoontz, Bess, Family Living and Our Schools, Chap. XVI, p. 163.
4. Realization of what it means to be a courteous member of the school.
5. Interest in understanding and controlling social behavior.

Basic Understanding:

Social Customs understood and well used make for pleasant associations.

Problems and Experiences:

A. Learning about Social Customs.

1. List of pre-test questions on etiquette, etc., to be checked or answered "yes" or "no," such as:

a. Do you know

(1) What are considered good manners on the dance floor?
(2) What to wear to school parties?
(3) What courtesies a girl should expect from a boy?
(4) What courtesies a boy should expect from a girl?
(5) When to offer to shake hands when introduced.
(6) When an invitation requires a written response.

b. Would you like to know

(1) How to introduce people?
(2) Who goes first in restaurants or theaters, or in greeting a receiving line--the boy or the girl?
(3) What is expected of you at the reception, at games, etc.

2. Groups use their common problems for starting study of conventions and customs, as:

a. When the freshman reception is to be the next social event, discuss customs related to it:

(1) Do girls expect to go with boys or with other girls? What courtesies do they expect?
(2) Courtesy to chaperone.
(3) Courtesy on the dance floor.

b. Discuss similar problems for later school events, in the classroom, at games, on the street, as a member of the school in public places, at F.F.A. Meetings, etc. Emphasize courtesy and enjoying life as a member of the school.

3. Find answers to etiquette questions which the group ask. Group consult etiquette books and people who might know. One group of Vermont high school boys were asked what they would like to know, and they listed the following items:

a. About clothes
   (1) What should one wear to dances, to school, for sports.

b. Concerning the girl friend
   (1) How should one ask for a date?
   (2) What about taking a girl home, meeting her family?
   (3) At dances and parties how should one ask for dances? What should you do at the end of a dance.
   (4) What should you do when "she" is late and you have to wait and wait?
   (5) How should you talk to people so they are interested, and show your own interest?
   (6) At the movies, who should choose the seats?
   (7) How should one manage telephone use?
   (8) At the restaurant, who orders?

4. Give informally a play dealing with social life, such as "It's Nice to Know How" or the one described in "Here's How Say the Seniors."

5. Use cartoons, clippings.

B. Getting Along With the Family.

1. The family is the group with whom one first learns the rules of the game.

   a. Find suggestions, as in "The Boy Grows Up," for getting along with other members of the family.
b. List together a few ways of playing the game right at home.

c. Dan found that going off along and tinkering with his radio made him understand his family and get along with them better.

(1) Read the story of Dan—discuss self-control gained through becoming quietly absorbed in one's hobbies versus hot-headed clashes.

(2) Suggest other interests and hobbies.

d. No one else can entirely work things out for anyone.

(1) Read about how others have solved their own difficulties in autobiographies and biographies.

Lincoln Steffens had his difficulties. As a boy he said, "A boy's life is pestered with problems—hard ones, as hard as any adult's." His gay impetuous boyhood on horseback had its moments of humiliation and trouble. He learned to control himself through training his colt.

Louis Agassiz knew that he must become a naturalist. His family expected him to be a physician and thought that was what he was studying to be from the time he was fifteen. One of his handicaps as a young man struggling in Paris was his lack of a presentable coat, but it did not keep him from becoming one of the greatest naturalists. He was an outgoing friendly boy who became an outgoing friendly man. This won him many true friends. Always he shared with others his enthusiasms and the adventure life was to him.

(2) Bring in cartoons.

(3) Trace the progress of Ed and Dan and Jim through difference in incidents told in "A Boy Grows Up."

(a) Discuss methods used.

(b) Draw some conclusions.

e. Boys' and Girls' attempts to show they are growing up are not always understood.

(1) Jack used loud socks and ties and rolled up his trousers, and Mary used her lipstick and nail polish as a protest against continued family supervision of their time, clothing, and activities.
(2) Social behavior may be very uneven—at one moment Joe feels completely grown up and capable of anything, and he resents what he calls interference, answering questions in particular, an hour later when he feels a little uncertain and confused about things he considers himself neglected and friendless. He does not realize that his changes in behavior and unevenness are hard for others to understand and cope with.

(3) Have class discussions. List some ways boys can show at home that they are becoming socially responsible individuals, as:

(a) Getting themselves up in the morning—the alarm clock habit.
(b) Getting others out of the habit of reminding them by doing, unreminded, such things as looking after own belongings and grooming.
(c) Assuming more responsibility for social welfare of younger brothers and sisters instead of quarreling with them or finding fault.

f. Getting along means the cooperation and effort of each member of the group.

(1) Recall ways in which different family members do extras for their share, as:

(a) Mother
Keeps the cookie jar filled.
Fixes between-meal snacks.
Has late supper after baseball or early supper on basketball nights.
Lets one spread out with hobbies or in entertaining and feel free from too much supervision.
Shows she is not hurt by one's present need to give first place to the fellows and girls one's own age and to care most about their approval.

(b) Father shares his tools and work bench, his chosen sports, sometimes his place of work.

(c) Recall how Kate cooperated with Dan when he brought home his radio.

2. Suggest some ways boys might score higher as family members.
a. Doing an extra now and then to see that someone gets a little fairer share of leisure time.

b. Taking the initiative in making a companion of father. Read about Jim Greene and his father.

c. Leaving the coast clear when sisters and brothers have their crowds in, or getting the fellows to come over for a joint get-together.

3. Recall instances when a younger sister or girl acquaintance seemed particularly pleased because of some courtesy shown her.

4. Courtesies to girls outside the home are easier when one has a mother and sisters to practice them on.

a. Find suggestions for courtesies girls like and expect.

b. Compare them with those suggested for the family. Notice which ones seem to please most.

c. Read about Mary and John Field and Jane and Jim Abell.

5. Consider Mathew H. Buckham's definition of a gentleman. "A gentleman is one who thinks more of other people's than of his own rights and more of other people's right than his own feelings." Mathew H. Buckham was at one time president of the University of Vermont.

C. Getting Along With Others Outside the Home.

Case:

Jim and George always stood around on the outskirts of a party. Sometimes Paul would be there, too. Jim thought parties a bore and could not see what the rest found to talk about or why they seemed to have so much fun. When any one tried to talk to George he was rather gruff and sometimes almost surly in responding but otherwise took in part in what the rest were doing. Paul was noisy and loud-voiced and made the others uncomfortable by his rough manners and showing off. It was not long before these boys were staying away from the parties altogether.

1. Class discuss the probable reasons for behavior.
a. Shyness.
b. Feeling of inferiority.
c. Attempts to cover up shyness.
d. Failure to analyze own behavior in relation to satisfactions desired, as making and keeping friends.

2. Group suggest what might help the shy, self-conscious person gain self-confidence, friendly relations with others, etc., as:

a. Particular attention beforehand to grooming and appearance.
b. Listing own assets.
c. Recalling behavior which has had favorable results, as:
   (1) Going half-way.
   (2) Avoiding the hurried approach with new acquaintances.
   (3) Efforts to see that others have a good time.

d. Finding one's special place in the school world. Read about how Andy found his in "A Boy Grows Up."
e. Making concessions to society, instead of too great independence in dress and manners.
f. Finding interests of others, those whom one shares common interests with.
g. Showing others that they are liked.
h. Being a good listener, genuinely interested in others.
i. Practicing for ease in conversing.
j. Every class member attend next school social function, taking part socially.

3. Forming Friendships.

a. Discuss "If you are a good friend at home, friendships outside will develop easily."

The Hawley family were all good friends. Would you like Jim Hawley for a chum? Why were John and Frank Sell not very companionable?

b. Discuss differences between having friends and having acquaintances. ----has many opportunities to meet people, but very few friends. He is very blunt and outspoken and says what he thinks, regardless of the
feelings of others. --- is popular with other boys, but seems to be a different person when girls are around. Girls consider him rather stiff and hard to talk to.

Discuss:

1. Characteristics girls like in boys.
2. Characteristics boys like in girls.
3. What does popularity with both boys and girls require in
   Personal appearance
   Friendliness
   Natural manners
   Consideration and tolerance of others
   Many interests.

D. Developing Self-confidence and Poise.

1. Find in biographies and autobiographies of great men, incidents concerning awkwardness and tell the class about them. Read Booth Tarkington's humorous account of his own teen-age problems that ranged from having to wear knee britches until he was thirteen to the trial of being an awkward boy at dancing school. Discuss these from standpoint of:
   a. How much more interesting the incident makes the men seem.
   b. How little the awkwardness really mattered.
   c. How they bring some understanding of one's self.

2. Find natural reasons for this temporary awkwardness.
   a. Uneven development.
   b. Rapid growth.

3. Recall and compare with it awkwardness in girls.

4. Read some passages from Booth Tarkington's "Seventeen."

5. John was at ease on the basketball floor and clever in handling the ball, but he did not know just how to handle dishes and things when refreshment time came.
   Joe felt all hands and feet at parties until he got interested in looking after other people and helping them to enter into the fun of games, etc.
a. Group suggest ways one learns muscular control in basketball.

(1) Much practice
(2) Knowing correct way
(3) Good posture
(4) Losing oneself in game

b. Group list the ways John and Joe might try for better muscular control.

(1) Practice at home—helping clear the table, carving and serving at the family table.
(2) Offering to help with serving at school affairs.
(3) Finding more ways to try to give others a good time.
(4) Finding rules for correct use of silver.

6. Good posture means to others, self-confidence and the right sort of pride in added inches.

1. Dick was so conscious of suddenly being taller than the boys he went around with that he hunched and slouched continually.

2. Tom did not realize that those years of being a fat little boy were over. They had served their purpose in helping to build a big strong body, and he no longer should feel he needed to shrink inside himself.

3. One reason Ned was so often asked to preside at meetings was that he held himself so well and looked like the right one to be there presiding.

4. Jack was always conscious of his lack of inches and did not realize as others did what good control of his muscles he had, how deft he was with his hands, and how well he carried himself.

Tell of other instances where posture and appearance changes made a difference in adjusting to other people.

Read article on grooming, Woman's Home Companion, September 1941, "Advance and be Recognized."

E. Ability to Behave Well in Social Situations Requires Practice.

Arrange for actual social participation.

1. This should be a joint class with the girls or invite the girls to class to help plan get-togethers and for practice beforehand.
2. Have a joint PHA and FFA meeting with a social hour.
3. Give a boy and girl party, have a tea, have after-school dancing class, social hour.

a. Consider:
   (1) Duties of host, of hostess, and guests.
   (2) Introductions—practice them in advance.
   (3) Invitations.
   (4) Seeing that others have a good time.
   (5) Suitable refreshments and entertainments.

b. Divide the group into special committees.

c. After each social activity, talk over:
   (1) Why it was a success.
   (2) What each one especially enjoyed.
   (3) What they learned.
   (4) What they plan to do next time.
      (a) Changes
      (b) New ideas
      (c) What they will repeat

F. Evaluation.

1. Evidences of increased poise, happiness, contentment, sociability, of altered tendencies towards being unsocial.

2. Better cooperation in school and school activities.

3. Improved appearance.

4. Greater dependability.

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Teachers in planning a course for boys alone usually provide some time for each area in homemaking. No set course of study should be used. The boys should have a part in determining problems and learning experience.

Some problems that will probably arise in planning home economics for boys are:

1. **Content**—If work is new, boys will select food. This interest is valid and can be used. Interest in other phases is easily aroused. Older boys are more interested in manners, conduct, boy-girl relationships, grooming and establishing a home. Younger boys are interested in their own problems and adjustments to their families.

2. **Method**—Young adolescents like activity.

3. **Segregation**—Shall the class be mixed or segregated? This is best decided at the particular time. Age level will help determine this. Some reasons for segregation in early high school years are:

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a. Difference in maturity level.
b. Clothing problems differ.
c. More interested in etiquette than they will admit to girls.

4. Need for boys and girls to talk over situations and problems together to see point of view of members of other sex.

5. Problems of:
a. Interesting more boys.
b. Interesting administrators and others; getting them to see benefit to boys.
c. Breaking down tradition.
d. Teachers own viewpoint may be narrow.
e. Teacher does not have time.
f. Not enough teachers.
g. Length of period, size of class.

One Oklahoma teacher and a group of boys planned their program for a year's work in the following way:

Information was obtained by the teacher through: home visits, conferences with parents, boys, administrators, other teachers, community records, school records, observations, and surveys. Based on the facts obtained, class discussion resulted in setting up the following problems in areas of personal, home, and community living:

1. How can I develop a pleasing personality?
2. What rules of social etiquette should I learn in order to become a good member of society?
3. In what way does food affect my health?
4. What food facts do I need to know in order to plan, prepare and serve simple meals.
5. What health habits do I need to practice in order to have good health?
6. What can I do to help in family emergencies and assist in rendering first aid?
7. How can I select and care for my clothes?
8. What housing problems do I need to know how to solve?
9. How can I be a better home member as well as a better citizen?

Social Customs

The boys then decided how they would apportion the thirty-six weeks for study. After they had made careful plans, they decided to study social behavior first, which included these questions:

1. What social customs do I need to observe so that I can be at ease and be accepted by other people?
2. What are some of the personal qualities needed in order to get along with other people?
3. In what way may I improve my personality?
4. What is the importance of friends in my life?
5. How can I make the most of my opportunities to entertain?
6. What characteristics make one a welcome guest?
7. What courtesies should I show my family and friends?
8. How should I conduct myself with a date?
9. How should I conduct myself at various social functions?
10. What rules of etiquette should I observe that will help me feel at ease in all places?

The parents and other teachers suggested other problems and questions.

The following activities and experiences were planned and carried out by the class.

1. They planned, prepared, and presented mimeographed material on all types of etiquette to the student body. (Material was obtained from good manner books, practical experience, and social usage charts.)
2. Posters and display charts were made and posted in each room, and every hall in the school buildings. (Slogans were used, as "Others watch your manners, do you?")
3. An original play was planned and presented to the class, and in assembly on "Do This, Not This."
4. Talks were presented over the school's radio broadcast using topics such as "Things to Consider in Tuesday's Assembly," "Hospitality for Visiting Teams and Patrons."
The boys worked in groups on these activities according to their own personal interests and needs. In their own evaluations of these problems they found:

1. A better school spirit developed.
2. More cooperative attitudes among students and faculty members were developed.
3. Parents became more aware of social problems in the home and school.
4. Local Club asked the boys to present a program on good manners.
5. Boys showed remarkable improvements in home and school attitudes.
6. More respect was given to classmates, teachers and parents.
7. Others in school were helped to realize their needs.

The study of social etiquette and good manners naturally led the boys to consider boy and girl relationships. All were concerned with the question, "Why do girls like or dislike boys?" They approached this study by making questionnaires for the girls. These are samples of some questions they asked:

1. Which do you consider the most valuable qualities in a boy you would choose for a husband? Looks, personality, ability to support, good business ability, etc?
2. List the outstanding qualities you expect a young man to have.
3. What is your opinion of steady dating in high school?
4. What occupation do you prefer your husband to follow?
5. What responsibilities do you think the men in the house should be prepared to do?
6. List ten rules of etiquette you would expect a young man to know.
7. What would you like to know about a young man's family?
8. Do boys enjoy being entertained in the girl's home?
9. Are you in favor of Dutch dates?

This stimulated so much interest among the girls that they made similar questionnaires to give the boys. The boys
spent several days in checking and informally evaluating the answers. Many interesting problems concerned with getting along together both in the home and school were solved.

Foods

One of the major reasons why boys enroll in homemaking classes is because they are so fond of food, and many of the pupils felt a need to learn how to plan, prepare, and serve family meals. Poor complexion, listlessness, poor grades, and over and under weight conditions were recognized as evidences for need of proper food. Some of the foods and nutrition problems agreed upon for the class work were:

1. What foods do I need for good health?
2. How can I learn to select the foods essential to good health?
3. How to plan, prepare, and serve simple meals.
4. What are some of the things I should know when eating in public places?

After setting up the objectives, several days were spent as follows:

1. Reading articles on the foods a football boy should eat.
2. Studying the charts and pictures which were displayed, showing the differences between the well-nourished boy and the under-nourished boy.
3. Charts on the daily dietary needs were studied.
4. Books, magazines, pamphlets, and newspaper articles concerning principles of cookery were studied a short time so the boys would know where to go for their information.
5. Each boy kept a record of the food he ate for three days, and these were handed in without signatures. They were then handed out to other members, and each boy evaluated the menus he was given by using the Vitamin-Go game. A count was made of the number of
times the essential foods appeared on these menus. They were all surprised to find how few of them had enough milk, vegetables, fruits, or whole grain cereals.

6. The boys checked their weight, height, and chest expansion.

7. Health rules were stressed in class discussion.

Activities for this unit:

1. Making inventory of staple foods in department.
2. Making a field trip to town to study food prices. Listed foods in season and bought the foods (staple) needed in the department.
3. Cleaning the cupboards and drawers, cut clean paper for lining them and in this way the boys learned cleanliness and the proper places for equipment.
4. Reviewing daily food needs by using charts and pictures.
5. Discussion of meals in relation to each other, giving attention to calories needed by the active boy.
6. Collecting pictures of food in season and made menus from these suggestions.
7. Making other suggestions for the improvement of kitchen arrangements.
8. Planning and preparing simple meals including:
   a. Making menus and writing them correctly.
   b. Figuring costs.
   c. Selecting recipes.
   d. Cleaning up when through.

During Christmas week, the boys decorated the department for a faculty party. On Wednesday before Christmas, as they wanted to prepare a dinner and all eat together, they divided into groups, each doing his share of the activity. Their table was beautifully decorated and the Christmas tree was lovely. They invited the superintendent of the school as a guest. Flashlight pictures of the table, room, and group were taken after they were seated. The boys were very proud of their accomplishment.

Clothing

The boys felt that good grooming and clothing should
next be given emphasis. The teacher was able to help them
provide for the needs that she and others saw, which inclu-
ded:

1. Selecting clothing.
2. Selecting suitable colors and color combination
   for myself.
3. Identifying various fibers and fabrics, and knowing
   for what each should be used.
4. Recognizing the qualities of clothing.
5. Knowing how to purchase clothing as to:
   a. Cost.
   b. Style and fashion.
   c. Brands.
   d. Becomingness.
6. Being well groomed, in relation to:
   a. Cleanliness.
   b. Health.
   c. Care of the hair.
   d. Care of the teeth.
   e. Care of the ears.
7. Caring for clothing properly
   a. Hanging correctly,
   b. Cleaning, washing, and pressing.
   c. Removing spots and stains.
   d. Mending.

Housing
The boys spent a few days reading and looking at hous-
ing magazines and books. Then they worked together as a
group and set up the following objectives:

1. To learn types of architecture.
2. To consider proper locations for homes.
3. To observe landscaping and possible improvements.
4. To study exterior and interior construction of
   houses.
5. To learn the type of furnishings for the various
   types of homes.
6. To arrange furniture and equipment for convenience.
7. To improve the appearance of the yards.
8. To study housing budgets.
9. To improve the sanitary conditions of the home.
10. To accept home responsibilities.

The next day the boys had a round table discussion on all types of architecture and how yards should be landscaped. They looked at illustrative material to identify the type of architecture. Following this they went on a field trip to see the different types of architecture and landscaping in the town. They considered the homes from the standpoints of location, cost, architecture, landscaping, sanitation, and conveniences.

The boys next set up the improvements they could make at home. Discussions were held about convenient work centers, exterior decoration, gardening, sanitation, repairs, care for the yard and their rooms. Many boys worked on home improvement projects.

Drawings of floor plans and landscapes were made in class. Special emphasis was given to furniture arrangement, equipment, interior decoration, heating, lighting, and plumbing.

The boys were interested in studying the modern theories of child training in order to determine what influence they as adults would have on a child. This gave them an opportunity to study the qualities of the men and women who have homes. The class then grouped themselves to study the factors involved. They studied the desirable qualities required in friendships which would influence their selection of a
mation. The major emphasis was placed on good health, heredity, environment, education, religion, and culture.

Some of the older boys contemplating immediate marriage spent extra time reading available material about courtship and marriage. One boy who had recently married explained the procedure of obtaining a marriage license and the ceremony. Many questions arose concerning proper legal procedure, weddings, and honeymoons.

Questions on family and community relationships developed from these questions. The boys listed qualifications of good family members and citizens. Ideals and standards of the local community were compared with those of other communities. The boys decided their community offered many advantages to young men and women establishing a home. Other vocations and careers for young men were listed and discussed. Home experiences were encouraged to help improve family and community relationships.

After three weeks the boys were able to summarize this study with the following outcomes and understandings:

1. Careful planning by all family members is necessary in the home.
2. Family cooperation and mutual understanding on the part of all members of the family may make it more possible for the woman to work outside the home.
3. The man in the home may be considered as the provider, but he must understand that the spending and saving of this income is a cooperative procedure for the entire family.
4. The boys realized that sex need not be the factor which determines the division of work in the house.
5. Common family and community standards and laws, such as marriage contracts, etc., should be understood.
6. The boys realized that even though a woman may not actually contribute toward the family income in dollars and cents, she is able through producing, conserving, and saving to extend greatly the income.

7. That homemaking is an occupation which requires the best preparation possible.

The final evaluation made by the boys was a challenge to the better homemakers. They concluded that personal, family, and community relations all play a vital part in developing a well-rounded personality.

The Home Economics Department, Austin High School, Austin, Texas, reported four Home Living classes with approximately twenty-five boys each, with boys also scattered throughout the Foods, Clothing, and Design classes. Content of letters from boys describing the course are reproduced below:

"...At the beginning of the term the first thing the class does is elect officers. After the election we divide the class into different groups where each carries the responsibility of getting information concerning Home Living.

One group might study about Child Development, another might do some research on how to dress or how to cook. At the end of the time allowed in the preparation of this information, each group will give a lecture or demonstration to the class. That is a little about how the class organizes at the beginning of the term.

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4. Data supplied by Jessie McIlroy Smith, Chairman of Home-making Department, Austin High School, Austin, Texas.
Around the last five weeks of school, the FHA chapter of Austin Public Schools sponsors an FHA trip to San Antonio so that some of the students of the Home Living classes may attend the state convention held there every year.

The purpose of this course is to work together for a better and happier home life for everyone. I feel that the time to prepare for the future is now.

(s)
John Ray,
Class President

Note from the teacher: "He is to give the invocation at the State FHA Meeting, using the guidance of a minister, and receiving credit for it from his speech teacher."

"Since I am Secretary, perhaps you would like to have an outline of most of the work we covered.

I. Child Development: Train children, care for children, dug flower beds at the nursery, cleaned the yard, put sand in sand box, prepared food for children, gave an Easter party for them, study the children's activities and personalities, reports to instructors, conferred with the director of the nursery.

II. The Host: Grooming

Selection of Clothes

1. Department stores and personnel brought exhibits to school during our class periods.
2. PTA style show to interest parents in mens' fashions.
3. Suitable and harmonizing colors for clothes. We had movies on this.

III. Becoming a husband and father:

Books: "In Training" - How to keep fit, physically and morally.
Films: "Care of the Infant and the Mother" which included how to teach husband and father for parenthood.
IV. Personality - Citizenship
   Honor system (Self Discipline and self-evaluation)
   Films: "Shy Guy"
       "Personality and You"

V. Food for the Family
   Books: "Everyday Foods" (Text)
   Arrangement of center pieces on dinner table.
   Films: "Romance and Meat"
   Dining Out: Breakfast at better class restaurant. (Field Trip)
   Family Meals: Prepared and served in the laboratory.

VI. Managing the family income:
   Film: "The Family Budget" (Family expenditures and income.)

VII. Family Tree:
   Research for true dates of birth, death, and marriages of my family and ancestors.
   (We made a chart on this)

   (s)
   Waid Robison,
   Member of Student Council

"I am in a group of boys that goes over to the nursery. We help clean up the grounds and then we observe children. The children like the nursery very much. They have all kinds of toys to play with. They have a cook to cook their meals for them. The children's mothers pay twenty-five dollars a month to leave their children there. The children go home about 4:30 P.M."

   (s)
   Walter Swan

"The subject that interested me most and that I feel will help me later on in life is 'Becoming a Husband and Father.' This teaches you how to keep fit physically and morally. It tells you how to care for infant and mother. It also tells you how to train and feed the baby. It helps you to become a better husband and father."

   (s)
   David Garcia
"In our first six weeks we went to a restaurant and practiced our table manners, and how to order from the menu."

(s)  
Rudy Flores

"Some of the topics most educational and interesting to me were grooming of well-dressed persons, and what colors blend and do not clash. This helps one feel more at ease because he is dressed correctly. People admire someone having good taste in clothes."

(s)  
Dan Ellis

"Some of our achievements are: learning every little detail that concerns children, good grooming, which has to do with selection of clothes, plus style and harmonizing color combinations; and selecting proper dress for every occasion. Another achievement that every boy in our class enjoys is the preparation of and eating of a good buffet meal."

(s)  
Oland Harris

"Our Home Living class consists of fourteen boys. One of the topics I liked most is learning color combinations in clothes. My reasons for liking this are:

1. I try my best to look sharp, feel sharp, and be sharp.
2. When I go hunting for a job, I may make a good impression on the employer if I am dressed right.
3. Better judgment in combining expensive and inexpensive clothes."

(s)  
Lee Mendez

"I think our unit on personality was very interesting and very important. My reasons for believing this are:
1. Personality is the important thing about you.
2. Personality breaks you or makes you.
3. We learned how to better our personality.
4. We learned about etiquette.
5. We learned about self-control.
6. We learned how to act around older people."

(Walter Leonard)

"I am most interested in child development, because I feel that I am getting experience that may come in handy later in life. I believe it takes more than the mother to know how to handle the child. They are interesting and lots of fun. Also, it is mostly outdoor work."

(Norman Palmer)

"I consider the Child Development unit in which we spent five weeks at the nursery and observed the children very important. Some of the reasons for the importance of this are: teaches ability to get along with children, teaches habits of children at different ages, teaches improved and scientific methods of caring for children, and gives some background for becoming a father.

Also very important is the unit on managing the family income. In studying this unit, we read books, had class discussion, saw films, and prepared a budget for each member of the class. The reasons for the importance of this unit are obvious.

We also studied the essentials of being a host; this will help us in future life when need for such experiences may arise."

(Jack Thomason)

"One of the most important principles in our home living class is cooperation; cooperation between students and teachers, and between students alone. When you are in a class that is made up of all boys you have to learn to get along with them. If you take Home Living you will learn to cooperate whether you want to or not;
it just comes as class goes along.

I also enjoy grooming, cooking, home life, etc."

(s)

Tommy Fuller

Teaching Relationships to Mixed Groups

Relationship courses used to be concerned with manners and customs, but they are now getting into real problems of human behavior.

They usually begin by helping the student understand himself better. He may need help with a family relationship problem, or he may be unable to accept a situation in which he finds himself without severe emotional disturbance. Class discussions help many students solve their difficulties. Knowing others have problems, perhaps the same ones, is a help. The average high school student will gain much insight into his own nature through talking things over with class members and teachers.

There is no better way to help a student understand himself than through guided observation of small children. Nursery schools or play schools are used for this in many places.

If he understands why children act as they do, it helps him gain an insight into his own behavior.

Social experiences are a teaching aid. It is very important to the young adolescent that he be accepted by his
peers. Social activities such as school dances provide a wholesome setting for the growing-up process. They also provide a source for interesting discussions on boy-girl behavior.

A recent development in teaching about behavior is sociodrama. It may be planned ahead of time, or it may be used briefly at the immediate time a problem comes up for discussion.

The "Personal Relations" course as it exists today in the Tulsa Public Schools, had its origin in courses that began some twenty-five or thirty years ago. They were called "Home Crafts for Girls" and "Home Crafts for Boys." The course for girls was required and preceded the course for boys by some six or seven years. The boy's course was inaugurated by Dr. P. P. Claxton, then Superintendent of Schools, and formerly U. S. Commissioner of Education, in September 1925. The annual Office of Education Report has the following to say about the inauguration of this course for boys: "Dr. P. P. Claxton, Superintendent of Public Schools, of Tulsa, Oklahoma, was quick to see the physical, aesthetic, ethical, and social values of home economics education for boys."

A questionnaire was prepared and sent to the parents of all boys in the junior year of the Tulsa Central High School.

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The parents were invited to express their opinions as to the desirability of including home economics instruction in the high school education of their sons. Practically one hundred per cent of the parents endorsed the idea.

The experiment proved successful and after the second year of teaching, the course became a permanent part of the general education curriculum.

Within three or four years, as the boys group got into a discussion of the relational problems involved in these areas of personal and family living, they began to ask for the girls' viewpoint on these subjects. This brought about an exchange of students with the girls' "Home Craft" classes. The discussion generally centered around the relational aspects of boy and girl friendships and family relationships. The exchange of ideas proved so helpful to the students that they next asked for an occasional combining of classes so that all students might have the benefit of joining discussion. Finally, they asked that all classes be combined. A two year trial period proved that the coeducational method was sound. It won unanimous support of administrators, teachers and students.

The launching of the coeducational plan, together with the change in point of view from teaching subject matter to the personal development of the individual, gave opportunity to promote an idea, which, up to this time, had been merely a vision. That was the use of a child development laboratory for the study of the behavior of pre-school children which
could serve as the core of the "Home Living" course and, in fact for the entire homemaking program.

As the boys and girls in this course came to understand that the pre-school period in the life of the child is the most important period for the development of personality, they became interested in children of this age, and in observing and reporting their day-to-day contacts with them.

The launching of this child development program as the core of the secondary program of Home and Family Life education in the secondary schools was an achievement which has been given national recognition.

To those who know the traditional pattern of teacher training in home economics, it is obvious that much had to be done to orient and train teachers on the job for the teaching of coeducational groups in home and family life education. It has taken years of study, evaluating and re-evaluating the technique, materials, and experiences in professional meetings and workshops.

The "Home Living" course of study has been revised from time to time as the needs and interests of the students seem to indicate. The students have determined in large part the nature of the course.

Use of the Child Development Laboratory

Each high school has a nursery school nearby for the use of students "Personal Relationships" in that particular high school. It provides opportunity to observe why children
from three to five years of age behave as they do. It also helps high school boys and girls understand themselves. Students are scheduled for observation when they understand the underlying philosophy and the laboratory set-up. They are expected to know the names and ages of the children and something of the homes and families from which they come. Students use a guide for observing the behavior of children as individuals and in their relationships to others, including their parents, the teacher, and the high school students. The students report their observations to their classmates and discuss them, not only in relation to the growth of the young child, but in relation to their own behavior. Here the question box sometimes proves a valuable aid to discussion.

Students are trained to assist in any of the following ways:

1. Helping with morning inspection.
2. Greeting parents and children as they arrive in the morning and come for the children at the close of the parent-teacher conferences.
3. Helping in the locker room.
4. Helping in the bathroom, girls only.
5. Helping in play experiences.
6. Helping in the rest and nap periods.
7. Helping with dressing and undressing the children.
8. Helping during the lunch periods.

All of this experience gives the students understanding
and appreciation of children of this age group. It also helps the students to adjust to the needs of younger children in the home in which the students now live and prepares them for parenthood in their own homes in the future.

General Purposes and Organization of the Course

I. Purposes

A. To help the student understand his own growth and development and to use this understanding in achieving better physical, mental, and emotional health.

B. To help the student learn how to establish more satisfying relationships with age mates.

C. To help students achieve more satisfactory relationships with their own families.

D. To help the student develop some attitudes and understandings about marriage and parenthood that will likely help him later in his relationships.

E. To help each student develop a system of ethical and spiritual concepts and values which will guide his behavior in all of his relationships.

F. To help each student to feel his responsibility for attaining maximum personal development in order that he may be capable of greater achievement for the improvement of the world of his day.

Learning experiences to fulfill these purposes are organized around the following centers of interest:

I. Understanding Ourselves

II. You and Your Family

III. Boy and Girl Friendships

IV. Looking Toward Marriage

It is interesting to compare content of the course now with content twenty years earlier.
Relationships Course in Phoenix

The course in Human Relationships for junior and senior Phoenix boys and girls is as follows:

I. Social Living
   A. Understanding ourselves and others.
      a. attitudes and practices which help human relationships
      b. why we behave as we do
      c. helps to solving human relationship problems
      d. ways of getting along in the family
   B. Personality.
   C. Seeing ourselves (Play School).
   D. Social customs.
   E. Boy and girl interests.
   F. Choosing a life companion.

II. Planning For the Future.
   A. Approaching marriage.
   B. Some problems faced in marriage.
   C. Making marriage a success.

III. Child Guidance.
   A. Why children differ.
   B. Gaining the child's cooperation
   C. Attitudes helpful in guiding children.
   D. Guiding children to acceptable behavior.
   E. How children try to meet their basic needs.
   F. Eating behavior of children
G. Toilet behavior learnings.
H. Getting adequate sleep and rest.
I. Helps to children's behavior.
J. What children learn through play.
K. Overcoming children's fears.
L. Honesty must be learned.
M. Putting imagination to good use.
N. Helping the shy or aggressive child.
O. Learning through curiosity.

In Phoenix, as in Tulsa, the Relationships courses are child-centered. Understanding of children and their behavior helps bring about self-understanding. Phoenix high schools have a ninth grade course in Orientation that takes care of problems that belong to the homemaking department in some places.
CHAPTER V

CONCLUSION

Trends

Comparing results of this study with the study of Rhyan, 1928, brings to light growth and changes in the home economics movement. Rhyan reports organized courses for boys in only twenty-nine schools in the United States, whereas in this investigation, one state alone, Texas, listed sixty-eight schools as teaching homemaking to boys. Rhyan's questionnaires show a preoccupation with subject matter rather than with the students themselves, which reflects home economics educational practice at this time. The report of the committee on work for boys also emphasizes subject matter. Investigations made in this study reveal a shifting of emphasis from subject matter and student activity to the student himself as a personality.

Dunn, 1931, indicates a departure from emphasis on skills in her account of a boys' class at Long Beach, California. This class also provides an early example of integration of home economics with social science, illustrating two of the current trends in present day practice. Courses reported from all states reveal a growing tendency to integrate homemaking education with other fields, giving the class the benefit of experiences with more than one teacher,
and teachers of both sexes. This is in accordance with requests of students in relationship classes, as made in this study.

Accounts by Whitcomb, Burnham, and others, of boys' homemaking in Denver, Colorado, trace the development of boys' home economics classes there from 1923 to the present. Provision is made for boys' homemaking as a part of their general education. Special classes may be formed for boys alone, but no pre-planned units for boys only are set up in the new 1949 study guide. This is in line with present day trends as revealed to this investigation.

Reports from Spafford, 1940, on courses for boys and girls together at Phoenix, Arizona, and Kalamazoo, Michigan, and that of Binkley and Firth on Tulsa, Oklahoma, bring us to the present day practice of teaching relationships to mixed groups with little or no difference in content for boys or girls. The success of such courses at Phoenix, and other schools investigated, is revealed by questionnaire results.

Phoenix, Denver, and Tulsa are all excellent illustrations of the development of the nursery, or play, school in connection with relationship courses and the study of preschool children as an aid to promoting understanding of human behavior. Austin, Texas, makes use of the nursery school in classes for boys alone.

In Rhyeh's study she reports boys as showing least interest in caring for young children. Sprong, teacher of the
class at Los Angeles, California, says the boys did not seem interested in child welfare. Starrak states that he does not believe boys are much interested in young children. This indicates desirability of promoting an understanding and appreciation of children. Results of this investigation show boys from Austin and Phoenix High Schools as generally appreciating and enjoying their study of children, although some did say they believed the time should have been spent on their personal problems rather than on the study of children. Phoenix girls showed a higher percentage of appreciation of child study than boys, which may have been due to developmental differences in maturity level of boys and girls.

There is a definite tendency to extend and expand homemaking education vertically in the program of the school. With this extension of the program has come a shifting of emphasis in goals from skills as ends in themselves to the social development of the individual as a person and as a member of a family.

In many states courses are being planned by students themselves. Michigan, Texas, Denver, and Oklahoma, particularly, indicated student-teacher planning of homemaking for both boys and girls.

Opinion is divided as to the wisdom of giving the same content to boys and girls. Many believe that not much difference should be made in subject matter for boys and girls. Both groups can set up similar goals on their own initiative with different experiences for individual members.
One of the trends in education today is to view the home as a unit in which all members participate. The theory that only girls are home makers is changing to the realization that not only is homemaking education important for boys, but that they enjoy it. In many schools there is a problem of obtaining adequate space, equipment, and instructors. Teachers report turning away boys asking for admittance to the homemaking department because of lack of room.

The interest of boys in home life education is increasing. Most parents approve of it and school people, generally speaking, believe it has value. From the point of view of the individual and society, home life education seems important for both sexes. Training for living in a democracy makes it important that all family members take part in making decisions and in carrying out responsibilities concerning the family. Programs with courses designed to fit adolescent boys and girls for some of their responsibilities as members of a home and as parents of children are gaining popularity. The United States Office of Education, is currently preparing a bulletin for the use of teachers in Family Relationship Classes.

Certain vocational aspects of home economics education are of interest to many boys. Vermont and Massachusetts

schools have classes of boys training for chefs or other work with food. One Massachusetts school reported a course in tailoring.

Boys' chief interest in homemaking education will probably be in a man's place in making a success or marriage and family life. Selecting a mate, family goals, adjustment in marriage and family life, problems of housing, financing the family, rearing of children, and recreation are some of the things around which study will center. Individual students should be led to set their own goals for home living, to recognize their own assets and liabilities, and to try to achieve the needed learning for attaining their purposes.

Recent trends reported by some supervisors and teachers to this study show much experimental work going on in regard to content, methods of planning and teaching, and with segregated and mixed classes.

Corpus Christi, Texas, does not have a study guide for either boys or girls classes. The teachers and students plan together for the work in all phases of homemaking for each year. They have homemaking for boys in high school and also have mixed classes in personal development and family relationships in senior high schools and in some junior schools. They have exchange classes, home economics girls taking shop and boys a unit in homemaking for a two week period.

Homemaking work is not compulsory at any level. The students entering homemaking class in the fall in junior and elementary schools stay with the same teacher for the entire
year. This gives the teacher an opportunity to get to know her students much better. They feel it gives the student a sense of security that is lacking if teachers are changed at the close of each semester. Too, they like to have the teachers feel the interest in a well rounded year of home-making for each student.

They are planning to carry out this plan in the senior high schools this year.  

St. Paul, Minnesota, has both segregated and mixed classes, depending upon course taken. Humboldt High School has a class for boys that is especially successful. They have a course in social and family problems which is open to boys and girls in eleventh and twelfth grades. They have approximately an equal number of boys and girls enrolled.

They have a course of study in social and family problems as well as a course for the regular home economics classes. Both courses are used for boys as well as girls.

Minneapolis, Minnesota Home Economics Department has a variety of ways of reaching boys in the Minneapolis schools. Three of the ten junior high schools had boys Home Economics classes second semester, 1950. The teachers feel that it

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2. Data supplied by Mrs. Marion Underwood, Coordinator, Home and Family Life Education, Corpus Christi, Texas, April, 1950.

works better to have them separate from the girls in junior high schools.

In senior high schools, they find that they work better in mixed groups. Four of the ten senior high schools have twelfth grade boys in Home and Family Living Classes and a fifth grade will start next fall. Five of the ten have boys in the senior high school Foods and Meal Preparation classes, (in one school, twenty out of sixty-four are boys).

Tulsa, Oklahoma no longer carries segregated courses for boys in homemaking education. They were discontinued after an experimental period with coeducational courses.

They feel that it would be difficult to segregate their enrollment. The last semester, 1949, they had seven hundred twenty boys and girls together enrolled in all three major senior high schools. They no longer advocate segregation. They feel that they proved the need of a coeducational course through teaching segregated courses for a period of six years.

Teachers in Indiana are encouraged to follow the practice of pupil-teacher planning in developing the units to be taught in each school situation. While many classes begin with a unit in foods (boys big interest in the beginning),

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5. Data supplied by Maude Firth Bawden, Director of Family Life Education, Tulsa, Oklahoma, April, 1950.
they soon are working on other equally important interests and needs.

Of the five hundred boys enrolled in home economics in Indiana during the 1949-50 school year, about two-thirds of this number were in segregated classes. They are encouraging more non-segregated groups in Home and Family Living.

Orange, Texas, at the present time offers a course in Family Living that is open to all junior and senior boys and girls. This course starts the students where they are in their families and social relations and takes them on toward marriage. Such problems as getting along with family members, choosing friends, dating, going steady, engagement, marriage, responsibilities of marriage, and child care are considered. Such topics as renting or buying a home, installment buying, selection of furniture and equipment, and money management are also included. It is a one semester course, but too few boys elect the course to give a balance of the sexes.

They plan to open Homemaking I (at the ninth grade level) to boys next year. Indications are that a fairly good percentage will participate.

Florida has one year of home economics required of all girls for graduation and elective for boys. It is a compre-
hensive course including all phases of homemaking and home living. In addition to this they have a suggested guide to teachers in the application of Homemaking I to boys, making such supplementary suggestions, particularly in the area of food and clothing from Homemaking I and II, which would make the course more suited to boys.

They also have a fourth year homemaking course offered only to senior boys and girls without any pre-requisite in high school homemaking education.

In addition to this they have a course called Everyday Living, which is an integrated course in Science, Health, and Home Living, for seventh and eighth grades for boys and girls in mixed classes.

Place of homemaking teacher and homemaking department in family life education

Family relationships and personality development are not exclusively in the fields of home economics and homemaking. Every subject offered in the curriculum can enrich family living if it helps develop individuals who understand the values which are important for happy, satisfying home life and who have skills which are needed to attain these values. Music, art, literature, psychology, the sciences—all may promote deeper understanding of human nature and relationships.

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Since home economics courses usually are elective in senior high school, some aspects may become problems of general education classes in which all pupils, girls and boys alike, will have opportunity to consider them. Typical units from various schools are: Consumer Problems, Personal Problems, Social Living.

While family living may be considered one of the major objectives of every point in the curriculum, there are specific courses for which the homemaking department and the homemaking teacher are especially adapted. Home and family life education divisions, or home economics departments seem the place for semester or full year courses in family and personal relationships in high school. Since teaching can best be done in life-like situations the activity centered homemaking department offers opportunity for development of programs concerning home and family.

A single course cannot prepare any student for satisfying relationships. A period of years is required to develop proper attitudes, philosophy, and skills, but it can summarize general principles and clarify their application to everyday problems. Proper emphasis cannot be secured by incorporating a course, but progress can be made.

Many different teachers may contribute to the developing of such a program. Home economics, psychology, and human biology provide especially good background for such teaching. Each school should work out its own program in home life education and determine for itself the teacher to whom major
responsibility will be assigned. At present the home economics teacher will have to do most, if not all, that is done in many schools.

Home economics teachers in general, especially at the secondary level, have handicaps to overcome if they are to make a significant contribution in the area of home life education including boys and young men, handicaps which have caused some administrators to hesitate to develop home economics for boys. Such teachers have been educated in feminine atmospheres; the college work which they think of as most important has been taught almost entirely by women, in classes of women from the woman's point of view, even when family problems have been the subject of discussion. In their teaching of boys they frequently overlook differences in needs, interests, and backgrounds from those of girls. In mixed classes they may talk largely to the girls, considering problems or using illustrations of greatest interest to the girls. A request often repeated on student questionnaires was for a male teacher.

The assignment of an instructor in personal and family relationships should be taken very seriously. It obligates the person to become unusually well-informed concerning it, to obtain best instructional material available for pupils'
use, to study and re-study experiences of pupils that best possible results be achieved. Instruction for parents parallel-}

ing that of the children is highly desirable.

The teacher should be a friendly, warm, mature, and well-adjusted person, with an understanding of human nature. Much needs to be done to orient and train teachers on the job for the teaching of coeducational groups in home and family life education. It would perhaps be wise for the teacher new at the job, or where the idea of boys in home-making is new, to start with segregated groups, bringing them together for special occasions. As skill and familiarity with subject and procedures develop, segregation can be done away with.

It takes hard, intensive work to change emotional habits. The teacher should be able to supplement her class work with some personal counseling, but for the average teacher it should remain in the area of everyday problems of normal people. Serious maladjustments should be referred to trained guidance personnel.

No one has the right to decide what other adults should do, not even parents for their own children, or teachers for students. If the teacher needs to dominate or be depended on, if she is hungry for affection, she may be a dangerous teacher of family life.
Danger also lies in stirring people up and not providing the help needed. Some students may be under great strain, or mentally ill, and need more help than a teacher can give. Subject matter and language in a class in family life is emotionally toned and not like ordinary subject matter. A dress can be altered or a cake thrown out with no harm done, but the effect of unfortunate experiences with a teacher in these emotional areas may be the last straw in a series of tragic events and may be disastrous to the individual.

The safeguards to good teaching are: first, and most important, the adjustment of the teacher herself; second, training in and knowledge of the field and its dangers; third, knowledge of sources of help in the school and community and wise use of them.

**Recommendations**

1. That Boy-girl Friendships and Social Living be taught in the ninth grade, content and length of time determined by whether there are other courses such as Orientation in other departments. This should be a part of regular curriculum.

2. That boys be admitted to classes in homemaking when they so desire. That work be planned to fit their needs and be made interesting and profitable to them. Everyone in the class does not need to be doing the same thing. Project work can be used when necessary.
3. That each group or class be allowed to help plan their own course so that it will help fill their immediate as well as future needs. A few units planned and carried out by the students themselves will be worth more than many planned by someone else for them.

4. That other teachers in the school, administrators, and the community, as well as the students, be oriented to the idea of family life education for all. The homemaking teacher will probably be the one who will have to start this.

5. That the interest of boys in food be used to introduce them to work in the homemaking department. This is a legitimate interest and skills developed in preparing and serving food brings self-confidence and poise. They are easily led into other phases from this. They may well begin with social living and party foods as this is probably where their greatest interest lies. We cannot benefit either boys or girls unless we get them into the department.

6. That homemaking teachers be given special training in the area of personal and family relationships, both preservice and in-service, so that they may do a satisfactory job of teaching it.

7. That only such teachers be chosen to teach it as have had such training, whether they are in the field of homemaking or some other, and that it be approved by school and community before it is begun.

8. That, if possible, an adult education program be
carried on in the community at the same time. (Not necessarily by the homemaking teacher.)

9. That boy's homemaking training in general be given a more important place in the curriculum and that study guides for teachers include some instructions as to how this may be done.

10. That for beginning teachers or for schools where the idea is new, it may be well to use some segregation. As skill and familiarity develop, more work may be done with boys and girls together.

11. That the secondary school make specific and adequate provision for present and future needs of adolescent boys and girls as members of families.
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APPENDIX

List of States with number of schools supplied by state supervisors of Vocational Homemaking Education.

Oklahoma ............... 22 schools
Colorado ............... 12 schools
Vermont ............... 8 schools
Massachusetts .......... 30 schools
Texas .................... 68 schools
Maine ................... 13 schools
Michigan ................ 13 schools
Arizona ................ 6 schools
Washington ............ 3 schools
Springfield, Vermont  
April 1, 1950

Mrs. Mayme Hood,  
Phoenix, Arizona

Dear Mrs. Hood:

Mrs. Eleanor Porritt handed me your letter of inquiry regarding the course in Cooperative Foods.

This course is a Trade Course conducted in the regular public high school. Credit is given towards graduation, and certain academic courses are required of all except some special students. It is a two year course at present, with plans in the making for a third year to be introduced as soon as we have room in the building to include more advanced work. It is for both boys and girls, those in their Junior year having preference, and the quota is filled with special students. In fact, we have one or two special students each year, these being youngsters who have not been able to make the necessary adjustment to High School life, and are greatly in need of more individual attention and understanding. Because the group is small it is possible for us to give them more time, and we get to know them and their problems much more intimately, hence, are often able to help them find an interest in school, and help them to make better adjustment to their surroundings. Note, however, that these students are only a small part of the group.

As a prerequisite, the students are required to take Home Economics 1, which is the vocational course with 10 periods per week. The whole year is required of girls, and they may take it either Freshman or Sophomore year. Only the half on foods is required of boys and that comes during their Sophomore year. This course is taken under the regular Home Economics Department, and their instructors work with me on the basic material which will be included in that year.

During the Junior year, the students enter the Cooperative Foods Course which consists of half a year of production and half a year of related training. The Organization is as follows: The class is divided into two teams; one team works on production in the High School Cafeteria, where we prepare hot lunches for an average of about 550 per day during the whole school year; the other team is having related training at the same time. Here, theory is taught, reviewing and re-applying the basic material which was
covered during the prerequisite course. Here, too, meal planning, buying, field trips, and similar and related activities are an integral part of the work. This part of the work is conducted with a combination of class discussion and laboratory, basic material being handled in small quantities, using measure instead of weight in cooking. Emphasis is on activity as a tool of learning and on practical application. These two groups work on two week shifts, the net result being a half year each of production and related training.

During the Senior year, all students who elect to remain with the course, and have established a record justifying being placed in a job, work as part-time employees in bakeries, restaurants, and other food establishments. An effort is made to place these students in work of their choice as much as possible. This employment is a cooperative educational experience between the school and the employer.

I serve as instructor and coordinator for the course, and have had a regular home economics training, plus seven summers and two full years of experience in quantity food production and management, plus the T. & I. courses given for the shop teachers and supervisors. These latter courses have been very helpful, more so than the methods courses in the regular Home Economics Department. I have an assistant in the cafeteria who keeps records and is really the production manager. She has the supervision of the students during the weeks when they are on production. We try to prepare them for employment by this experience which is actually between the usual class set-up and a real work situation.

To date I have had few boys, but next year we are expecting the class to be about half boys. I find that they are usually more interested, and that if they do stay with it, and work out satisfactorily, it is even more easy to place them than it is with the girls. Placement has not been a problem to date.

(s)

Helen I. Seeley,
Instructor-Coordinator
Cooperative Foods Course
Tucson, Arizona
July 7, 1948

State Supervisor,
Vocational Home Economics Education

Dear

I am making a survey of secondary schools to find out what has been done toward teaching homemaking to boys, either in classes by themselves or with the girls.

If you will send me a list of the high schools in your state in which boys have participated in the home-making program, I shall appreciate it very much.

Sincerely yours,

Mayme Hood
Superintendent,

High School

Dear Sir:

I am making a study of Homemaking for Boys under the direction of Dr. Glenn H. Nelson, University of Arizona, and would like to have your school take part.

Participation will consist of having the enclosed questionnaires answered and returned.

Any criticism or additional information you can give will be appreciated. Full credit will be given any contribution made.

You may have a summary of results obtained, if you wish.

I want to complete the study by June 15, and would like to have the papers returned as soon as possible.

Sincerely yours,

Mayme Hood
2053 E. McDowell Rd.,
Phoenix, Arizona
February 3, 1950

Homemaking Department,
______________ High School,

Dear,

I am making a study of homemaking for boys under the direction of Dr. Glenn H. Nelson, University of Arizona. Your state supervisor, ________________ listed your school as an example.

Will you please check the enclosed questionnaire and ask five of your boys to check the ones for boys. I want to complete my study by June 15, and will appreciate having them returned as soon as possible.

Sincerely yours,

Mayme Hood
QUESTIONNAIRE TO BE FILLED OUT BY HOMEMAKING TEACHERS

TITLE OF STUDY BEING MADE—"HOMEMAKING FOR BOYS IN SOME AMERICAN HIGH SCHOOLS"

DIRECTIONS: PLEASE READ CAREFULLY AND CHECK ALL QUESTIONS ONCE EITHER YES OR NO BEFORE EACH QUESTION.

NAME OF TEACHER _____________________________

NAME OF SCHOOL _____________________________

NAME OF STATE Arizona, Colorado, Maine, Massachusetts, Michigan, Oklahoma, Texas, Washington, Vermont

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YES  No  YES  No

1. IS THIS THE FIRST TIME BOYS HAVE BEEN ADMITTED TO THE HOMEMAKING DEPARTMENT? (49) ( )  (46) ( )  (46) ( )  (46) ( )  G. HEALTH  H. CLOTHING CARE  I. CLOTHING SELECTION

2. WAS THE CLASS COEDUCATIONAL? (53) ( )  (20) ( )  (20) ( )  (20) ( )  J. PERSONALITY DEVELOPMENT  K. RELATED ART  L. HOUSING  M. ANY OTHER TOPIC

3. WAS IT AN EXCHANGE CLASS? (40) ( )  ( )

4. A. WITH AGRICULTURE TEACHER? ( ) ( )

B. WITH INDUSTRIAL ARTS? ( ) ( )

5. WAS CLASS OFFERED FOR ( ) ( )

A. JR. ( ) ( )

B. SR. ( ) ( )

C. JR. AND SR. ( ) ( )

D. FRESHMEN ( ) ( )

E. SOPHOMORES ( ) ( )

F. FRESHMAN AND SOPHOMORES ( ) ( )

6. WAS NAME OF COURSE ( ) ( )

A. HUMAN RELATIONSHIPS ( ) ( )

B. SOCIAL LIVING ( ) ( )

C. SENIOR PROBLEMS ( ) ( )

D. FAMILY RELATIONSHIPS ( ) ( )

E. FAMILY LIVING ( ) ( )

F. PREPARATION FOR MARRIAGE ( ) ( )

G. LIST OTHERS ( ) ( )

7. WAS COURSE TAUGHT BY ( ) ( )

A. SOCIAL SCIENCE TEACHER ( ) ( )

B. HOMEMAKING TEACHER ( ) ( )

C. GUIDANCE DIRECTOR ( ) ( )

D. INDUSTRIAL ( ) ( )

E. COMBINATION ( ) ( )

8. WILL IT BE POSSIBLE TO SECURE COPY OF MATERIAL DEVELOPED IN THIS COURSE? ( ) ( )

9. DID YOUR COURSE OF STUDY INCLUDE ( ) ( )

A. FOOD SELECTION AND PREPARATION ( ) ( )

B. NUTRITION ( ) ( )

C. SEWING ( ) ( )

D. HOME MAINTENANCE ( ) ( )

E. FAMILY RELATIONSHIP ( ) ( )

F. CONSUMER BUYING ( ) ( )

10. WHO DECIDED WHAT WAS TO BE TAUGHT? ( ) ( )

A. THE BOYS ( ) ( )

B. THE ADMINISTRATOR ( ) ( )

C. THE PARENTS ( ) ( )

D. THE TEACHER ( ) ( )

E. THE HOMEMAKING DEPARTMENT ( ) ( )

F. A COMBINATION OF THESE ( ) ( )

11. WILL THE COURSE BE REPEATED? (61) ( )

12. WILL IT BECOME A PART OF THE REGULAR CURRICULUM?

13. DO YOU HAVE ANY OF THE FOLLOWING EVIDENCE THAT THE BOYS HAVE BENEFITED FROM THE COURSE? ( ) ( )

A. BOYS COMMENTS ( ) ( )

B. PARENTS COMMENTS ( ) ( )

C. WRITTEN STATEMENTS ( ) ( )

D. CHANGES IN BEHAVIOR ( ) ( )

E. INCREASED ENROLLMENT ( ) ( )

14. WHAT IS THE ATTITUDE OF THE STUDENT BODY TOWARD IT? ( ) ( )

A. DO THEY TAKE IT SERIOUSLY ( ) ( )

B. DO THEY THINK THE BOYS ARE Sissy ( ) ( )

C. DO THEY THINK, IT IS A SNAP COURSE ( ) ( )

15. WOULD YOU LIKE TO KNOW THE RESULTS OF THIS STUDY WHEN IT HAS BEEN COMPLETED? ( ) ( )

16. ANY ADDITIONAL INFORMATION WILL BE APPRECIATED.
QUESTIONNAIRE TO BE FILLED OUT BY BOYS TAKING HOMEMAKING

TITLE OF STUDY BEING MADE — "HOMEMAKING FOR BOYS IN SOME AMERICAN HIGH SCHOOLS"

DIRECTIONS: PLEASE READ CAREFULLY AND CHECK ALL QUESTIONS ONCE EITHER YES OR NO BEFORE EACH QUESTION.

YOUR ANSWERS WILL BE USED IN MAKING A COURSE OF STUDY FOR BOYS TAKING HOMEMAKING.

YOU NEED NOT SIGN YOUR NAME.

NAME OF SCHOOL ____________________________

NAME OF COURSE ____________________________

GRADE: 9TH _ 10TH _ 11TH _ 12TH

YES NO

1. Do you think this course has been worthwhile? ( ) ( )

2. Were you in a class with girls? ( ) ( )

3. If answer to No. 2 is yes, did you approve of this? ( ) ( )

4. Do you think it would have been better to be in a class for boys alone? ( ) ( )

5. Has it helped you in any of the following ways—
   A. Ability to adjust to social life of school.
   B. Ability to overcome traits, such as shyness or lack of self-confidence.
   C. Development of self-respect.
   D. Development of poise.
   E. Understanding of common customs of courtesy.
   F. Understanding of why people act as they do.

6. Has it helped you to a better relationship with your family? ( ) ( )

7. Has it given you understanding of influence parents have on children? ( ) ( )

8. Has it helped you to appreciate small children as individuals? ( ) ( )

9. Has it helped you to select food for health? ( ) ( )

10. Have you learned to prepare and serve some food? ( ) ( )

11. Has it helped you in wise selection of clothing? ( ) ( )

12. Has it helped you in care of clothing? ( ) ( )

13. Have you learned simple repair of clothing? ( ) ( )

14. Has it helped you to spend your money more wisely? ( ) ( )

15. Has it given you a deeper appreciation of homemaking as a profession? ( ) ( )

16. Do you think it will help you to make a wise choice of a mate? ( ) ( )

17. Have you learned something of housing or home maintenance? ( ) ( )

18. Has it helped you realize need of cooperative effort in building a home? ( ) ( )

19. In what year should the course be offered
   A. 9TH GRADE
   B. 10TH GRADE
   C. 11TH GRADE
   D. 12TH GRADE

20. List other benefits from the course.

21. What constructive advice can you give for improving the course.