

THE EFFECT OF RELATIONSHIP FILMS ON THE  
ATTITUDES OF HOMEMAKING GIRLS

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THE EFFECT OF RELATIONSHIP FILMS ON THE  
ATTITUDES OF HOMEMAKING GIRLS

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## INTRODUCTION

Of the many problems which the homemaking teacher encounters the ones which deal with family and group relationships are probably the most important. Viewed from the standpoint of improved home and family life they are basic to satisfying home living. From the standpoint of the secondary school program they constitute the framework of the life adjustment curriculum. Accordingly, homemaking fulfills its best function as a special subject or as a service course by its contribution to the improvement of personal and group relationships.

In general the approach to the improvement of human relationships--personal, family, school, and others--is through improved attitudes. Many individuals lack open-mindedness and objectivity which are essential to the acceptance of sound information and new ideas. Other attitudes conditioned by family and community cultural patterns combine with those already mentioned to interfere with the approach to and treatment of group relationships. By overcoming these undesirable attitudes and establishing desirable ones relationships may be improved. There is need for developing a technique by which attitudes can be changed so as to open the way for new and better relationships.

One method of dealing with relationships that is being used more and more is the sound film. By this method relationship problems, however personal in nature, can be presented to different ages or groups to whom they are common, in an impartial and unprejudiced manner. Seen in their larger setting they can be treated dispassionately and critically, and evaluated with reference to well-chosen goals. A procedure of this type might be used to improve human relationships and to better personal adjustment through the wise incorporation of films. If effectively used, this procedure will be a distinct contribution to homemaking education.

#### Review of Related Studies

Although a number of investigators have developed scales and questionnaires to measure attitudes, further research is needed regarding the attitudes which condition family relationships and regarding ways in which attitudes may be influenced.

As early as 1928, Thurstone<sup>1</sup> had developed an attitude continuum by which measurement of attitude is effected by indorsement or rejection of statements of opinion. Banks<sup>2</sup>

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<sup>1</sup>L.L. Thurstone, "Attitudes Can Be Measured," American Journal of Sociology, Vol. XXXIII (January, 1928), pp. 529-54.

<sup>2</sup>Anna K. Banks, "An Evaluation of Students' Attitudes Developed Through Homemaking Instruction in the Secondary Schools of Oklahoma," Journal Experimental Education, Vol. VIII, pp. 368-76.

developed an attitude continuum which she used in comparing the attitudes of students who had completed two years of homemaking instruction in high school with the attitudes of students who had received no instruction in homemaking in high school. Forest<sup>3</sup> constructed a scale containing fifty-one items for measuring attitudes toward successful living. Williamson<sup>4</sup> developed a questionnaire to obtain general information concerning high school students, their backgrounds, and their attitudes toward "preparation for marriage." Wright,<sup>5</sup> by the use of a questionnaire containing essay questions regarding values of home life and a check list for getting information regarding the background of students, obtained data and analyzed the attitudes of 504 high school students. Frese<sup>6</sup> developed two objective tests, one to be used as a pre-test and the other as a post test, to evaluate achievements of pupils enrolled in family relationship courses.

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<sup>3</sup>Irene Forest, "Construction and Validation of a Scale for the Measurement of Attitudes Toward Successful Family Living," (Unpublished Master's thesis, Virginia State College, 1947).

<sup>4</sup>Arlene Morris Williamson, "Attitudes of One Hundred High School Seniors Toward Preparation for Marriage" (Unpublished Master's thesis, University of Minnesota, 1938).

<sup>5</sup>Elizabeth Hughson Wright, "A Study of the Attitudes of Five Hundred Four High School Students Toward Home, and Family Life Situations" (Unpublished Master's thesis, Oregon State College, 1943).

<sup>6</sup>Georgia I. Frese, "Development and Refinement of a Test for Family Living" (Unpublished Master's thesis, Syracuse University, 1947).



In educating for family life much stress is placed on the development of right attitudes toward the home and family. Bank's<sup>7</sup> object was to discover if there are attitudes which are developed through homemaking instruction that are not developed through usual life experiences. Subjects for this study, which was done in the secondary schools of Oklahoma in 1939, were two groups of girls who were equivalent in average ages. They were also comparable in life and school experiences other than in instruction in homemaking. Data were tabulated from attitude scales constructed by Banks and administered to 1,241 students who had completed two years of homemaking instruction in high school and to 917 students of the same grade placement who had received no instruction in homemaking above the eighth grade. The difference between the means of the scores of the two groups provides statistically significant evidence that desirable attitudes were developed by the group having had homemaking in the first two years of high school that were not developed by the other group through usual life experiences.

Forest,<sup>8</sup> working at Virginia State College in the summer of 1946 and the regular session of 1946-1947, undertook to construct and validate a scale for measuring attitudes toward successful living. Opinions expressed by students and

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<sup>7</sup>Banks, op. cit., pp. 368-376.

<sup>8</sup>Forest, op. cit.

teachers in a course in family relationships were used as the basis of the items on the scale. Criteria for formulating the items were clarity, brevity, conciseness, and relevance. The entire scale contained fifty-one items expressing opinions on wholesome living, understanding of certain economic phases of family living, relationships with others, diversion of family members, health habits, education, religion, and racial identity. The sigma method of determining score differences was used. The reliability coefficient was found to be 0.842. According to the author the scale may be found helpful to persons interested in improving family relationships when attitudes toward successful family living are being studied.

The problem undertaken by Williamson<sup>9</sup> was to determine high school seniors' attitudes toward a few selected topics related to preparation for marriage and choice of a mate. The questionnaire used was designed to give general information concerning the high school students and their backgrounds, and specific information toward some economic and social factors, personality factors, marriage under a few special conditions, selected phases of preparation for marriage, and certain adjustments. The questionnaires were given during each senior study hall during one day at the Klamath Union High School in Klamath Falls, Oregon. Forty-five of the questionnaires returned by boys, and fifty-five returned by

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<sup>9</sup>Williamson, op. cit.

girls were used in the study. The findings are too numerous to list; however, it is of interest here to note that 92.7 per cent of the girls and 82.2 per cent of the boys thought that both sexes should study family relationships in high school in order to be better prepared for marriage and family life. Williamson concluded that her study might be used by others to help awaken in high school students an interest and realization of a need for "preparation for marriage."

Wright<sup>10</sup> made a study in which she inspected and analyzed the backgrounds and attitudes toward home and family life situations of 504 graduating seniors in three Portland, Oregon, high schools in which the pupils were from approximately equivalent socio-economic levels. The schools included a girls' vocational school, a boys' vocational school, and a co-educational high school. The questionnaire, given during each study hall period of one day, included three essay questions for students' estimated values of three phases of home life, and a check list of fifty-three parts for getting information regarding the backgrounds of students. The majority of the students indicated that the phase of family living they enjoyed most was doing things and going places together, as a family. Parental companionship and understanding was also deemed very important to students. The economic, the social, and the cultural areas were thought to be

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<sup>10</sup>Wright, op. cit.

important by a high percentage of the students. The author suggests to parents that happiness for members of the family results from a well integrated family which is not only co-operative and willing to attack and solve problems intelligently, but is also willing to work for the progress of the family, the community, and the nation.

In 1947 Frese<sup>11</sup> made a study in which she developed an objective test to be used by New York state teachers either as a pre-test for new pupils or as a final test to evaluate achievements of pupils enrolled in home economics courses. Dealing primarily with personal and family relationships, the test questions were limited to the content covered by the objectives in the introduction to the core curriculum for personal and family relationships. Two forms of the test were developed; a long one, Form V, to be used at the end of the course, and a short one, Form G, for use in forty-five minute classes in general home economics. The reliability of the test, determined by calculations based on the scores achieved by 116 pupils in nine schools in the central part of New York, was found to be 0.99.

The following studies seem to indicate that films are a teaching device suitable for all intelligence levels. They are also a generally used technique for changing attitudes in the field of relationships.

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<sup>11</sup>Frese, op. cit.

Rummell<sup>12</sup> used objective tests of factual items to determine the effect of motion pictures in the learning achievements of groups of various grades and intelligence levels. Twenty-one hundred children from grades three to twelve in the same school were given tests of mental ability which placed them in one of the three groups--normal, above normal, and below normal. Each grade was found to be almost equal in I.Q. Ten commercial sound films voted by a panel of educators as having educational value were selected. Ten objective tests, each based on a picture were constructed and used. The pre-test was administered followed immediately by the films and the post test. No comment or discussion was allowed other than the necessary minimum instructions and directions. The investigator concluded that the movies shown contributed to factual learning at all grade and intelligence levels.

One of the objectives of Anderson's<sup>13</sup> (1948), survey of 331 secondary schools in California was to study devices used in teaching family relationships. Of the 205 schools reporting relationship courses, 73 per cent used films as a device for teaching and 43 per cent used changes in attitude as a basis for evaluating student achievements.

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<sup>12</sup>Paul Rummell, "Theories of Grade Placement of Motion Picture Film Material," Education Screen, XX (September, 1941), 302.

<sup>13</sup>Irone Frances Anderson, "Trends in Teaching Family Relations in Secondary Schools in California" (Unpublished Master's thesis, Oregon State College, 1948).

Hirsch<sup>14</sup> conducted an eight weeks study with two classes of thirty pupils to determine how much a selected group of films might effect the attitudes of an English class toward Shakespearean plays. Both classes were taught Romeo and Juliet, and Macbeth by the same teacher and with the same teaching materials. In addition to the commonly used course content one group was shown the films, Romeo and Juliet, Julius Caesar, Macbeth, and Hamlet. The critical ratio of the difference between the means of the pre-test and post test for the experimental group was computed and found to be in excess of 5.0, a highly significant value. Seven of the thirty in the control group shifted from an earlier neutral attitude to an unfavorable attitude. It was concluded that motion pictures of Shakespeare's plays, when used in conjunction with good teaching methods, will significantly help students to develop a favorable attitude toward Shakespeare.

In 1942 Stovall<sup>15</sup> used the film, "Alice Adams" with nineteen eighth grade homemaking girls of the Judson High School to determine its effectiveness in teaching relationships. After a preliminary test the film was shown and the problems defined and discussed. A second showing of the film together with a panel discussion was followed by a final test.

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<sup>14</sup>Richard S. Hirsch, "Moving Attitudes with Moving Pictures," Educational Screen, XXVIII (1949), 446-7.

<sup>15</sup>Sarah Stovall, "Study of Influence of Motion Pictures on Development of the Student's Attitudes in Teaching Relationships," (Unpublished Master's thesis, Texas State College for Women, 1940).

The study showed that because of the film, "Alice Adams," the girls had a better understanding of the relationships developed within the family.

#### Statement of Problem

As shown by the previous reviews, films have been used with varying degrees of success to influence the attitudes of pupils of different ages and interests. Little has been done, however, to measure the attitudes of girls in high school homemaking classes. It is the purpose of this study to use films as an integral part of a group relationships unit and to determine what attitude changes, if any, are directly attributable to film content.

## PROCEDURE

The data for this study were obtained from the five homemaking classes of the Andrews High School, Andrews, Texas, during the schools year 1949-1950.

The following is a brief outline of the procedure.

1. Herrington's<sup>16</sup> Attitude Scale was given to the five homemaking classes to determine the attitudes of the students before the group relationships unit was begun.
2. Some selected films were shown to arouse interest in a group relationships unit.
3. Each of the five homemaking classes planned and carried out a unit in group relationships.
4. Additional films were shown and discussed by each class during the relationships unit.
5. Herrington's<sup>17</sup> Attitude Scale was given to the five homemaking classes to determine the attitudes of the students at the end of the unit.
6. The tests were analyzed to show whether measurable attitude changes occurred. The mean scores of the pre-test and post test were compared and an item analysis was made.

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<sup>16</sup>Evelyn M. Herrington, "Attitude Scales." <sup>17</sup>Ibid.



### Problems Encountered in Making the Study

During the summer of 1949, when planning for this study was begun, it was decided to carry out a group relationships unit with one of the two sections of both Home Economics I and II during the Fall semester, and to carry out the same unit with the remaining two sections registered for the first two years of homemaking during the Spring semester. Accordingly, schedule changes were made soon after registration for the first semester. The enrollment for the four sections of homemaking I and II follows:

Homemaking Class	Number of Students	Period
I	9	1
I	10	2
II	6	5
II	7	7

Although it was possible to divide the number enrolled in the two sections of Homemaking I and II fairly evenly, the small number of students enrolled in each class made it impractical to use two of the four sections as control groups. Even if numbers were large enough to warrant the arrangement, the control group would probably be informed of the general content of the unit being carried out with the experimental group by girls participating in the unit. Furthermore, considering the personnel of the third-year class it was decided to include this group in the study and to carry out

the group relationships unit for all five classes concurrently.

After considering all available tests for measuring attitudes, it was decided that the scale developed by Herrington<sup>18</sup> was the best selection for use in the present study. A copy of Herrington's scale may be found in the Appendix. Herrington and co-workers made and used an attitude continuum for measuring attitudes in five areas of group relationships. The five areas are: (a) use of leisure time, (b) understanding other people, (c) civic affairs, (d) choosing a life partner, and (e) standards for home life. The preliminary scales were tried out by ten home economics teachers. On the basis of their suggestions, the scales were revised and set up as Form A to be used as a pre-test and Form B to be used as a post test. Since Form B was not available, the same scale was used as both pre-test and post test in this study.

In planning the film program it was necessary to make selections from the descriptions in the film catalogs. Time and facilities did not permit previewing films before selecting the ones to be used. Because of previous bookings, it was impossible to get some of the films. From the films that were available, some were selected to stimulate interest and others to develop content. The four which were used as

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<sup>18</sup>Ibid.

an interest approach and shown immediately following administration of pre-test were:

- "Are You Popular?"
- "You and Your Family"
- "You and Your Friends"
- "Shy Guy"

The following films, selected to develop content, were shown at planned intervals over a six week's period:

- "Alice Adams Dance Sequence"
- "Alice Adams Money Sequence"
- "Body Care and Grooming"
- "Boundary Lines"
- "Courtship to Courthouse"
- "Emotional Health"

After checking the inventories of both the high school and the homemaking libraries, and studying selected bibliographies, the following books were ordered:

- A. Bigelow, The Good Housekeeping Marriage Book
- B. Crawford, Cooley, and Trillingham, Living Your Life.
- C. Detjen and Detjen, Your High School Days
- D. Force, Family Relationships
- E. Harris, Tate, and Anders, Everyday Living
- F. Moore and Leahy, You and Your Family
- G. Pierce, Youth Comes of Age
- H. Shacter, How Personality Grows

### I. Wood, Living Together in the Family

During the preliminary planning for the relationships unit two principles were decided upon. The goal seeking method was to be used. The unit was to be planned cooperatively by pupils and teacher. The tentative plan which was used as a guide will be found in the following pages.

#### Administration of the Attitude Scales

Before the pre-tests were given, the girls were told that the first six weeks work of the second semester would be concerned with their personal privileges and their responsibilities to their families, friends, school and community groups. It was also explained that the group relationships unit was to provide data for this study and that an attitude scale would be administered before the unit and at the end of the unit.

Herrington's<sup>19</sup> Attitude Scales were explained to the various groups as being a series of statements representing varying degrees of favorable and unfavorable attitudes toward group relationships units. It was also pointed out that the statements were not of a true-false nature, but rather statements of opinion toward which each individual would either agree or disagree depending upon her own personal feelings regarding the statement. To encourage the marking of the

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<sup>19</sup>  
Ibid.

<p>January 16</p> <p>Schedule Classes</p>	<p>January 17</p> <p>Clothing Film: "Facts About Fabrics"</p>	<p>January 18</p> <p><u>Aim:</u> Stimulate interest in unit. <u>Activity:</u> Socio- drama on ques- tion box.</p>
<p>January 23</p> <p><u>Aim:</u> To set up a plan of work for carrying out the unit. <u>Activity:</u> List things that might be done (pupils) to reach the goals set up. Divide things to be done by mem- bers of group.</p>	<p>January 24</p> <p><u>Aim:</u> To set up a plan of work for carrying out the unit. <u>Activity:</u> List things that might be done (pupils) to reach the goals set up. Divide things to be done among members of group.</p>	<p>January 25</p> <p><u>Aim:</u> Set stage for film. <u>Activity:</u> Socio- drama on family budgeting, rec- reation for teen agers, and selec- tion of a voca- tion.</p>
<p>January 30</p> <p>Clothing Film: "Pattern Inter- pretation"</p>	<p>January 31</p> <p>Clothing Films: "Sewing Simple Seams" "Sewing Advanced Seams"</p>	<p>February 1</p> <p><u>Aim:</u> Better under- standing of respon- sibilities and privileges of fam- ily members. <u>Activity:</u> Discussion of examples of sharing in magazine articles, etc.</p>

Fig. 1--Block plan of group relationships unit.

<p style="text-align: center;">January 19</p> <p><u>Aim:</u> Set up goals of unit. <u>Activity:</u> Follow summary of previous day with examples of things the group seemed interested in. List things pupils want to learn.</p>	<p style="text-align: center;">January 20</p> <p><u>Aim:</u> To become familiar with the reference material available. <u>Activity:</u> Make a bibliography to be used during the unit.</p>
<p style="text-align: center;">January 26</p> <p><u>Films:</u> "Alice Adams," and "Educating Father."</p>	<p style="text-align: center;">January 27</p> <p><u>Aim:</u> Evaluation of films. <u>Activity:</u> Summaries of films by pupils and group discussion.</p>
<p style="text-align: center;">February 2</p> <p><u>Aim:</u> Better Understanding of responsibilities and privileges of family members. <u>Activity:</u> "I should expect Pay for Housekeeping Jobs," vs. "It is my Duty to Help do Housekeeping Jobs."</p>	<p style="text-align: center;">February 3</p> <p><u>Aim:</u> Plan better use of our leisure time. <u>Activity:</u> Panel (made up of pupils and others, such as parents, preachers, scout leader, banker, judge, and doctor).</p>

Fig. 1--Continued

<p>February 6</p> <p><u>Aim:</u> Further appreciation of valuable use of leisure .</p> <p><u>Activity:</u> Special reports from shows, fiction, etc.</p>	<p>February 7</p> <p><u>Aim:</u> Present characterizations of different personality traits.</p> <p><u>Activity:</u> Radio script.</p> <p><u>Outcome:</u> Self-evaluation.</p>	<p>February 8</p> <p><u>Aim:</u> Better understanding of boy and girl relationships.</p> <p><u>Activity:</u> Debate, "High School Girls Should vs. High School Girls should Not, go steady."</p>
<p>February 13</p> <p><u>Aim:</u> Better understanding of boy and girl relationships.</p> <p><u>Activity:</u> Discussion and summary of things learned about boy and girl relationships.</p>	<p>February 14</p> <p><u>Aim:</u> Better understanding of responsibilities and privileges of individuals and families in a community.</p> <p><u>Activity:</u> Special reports on available community recreation.</p>	<p>February 15</p> <p><u>Aim:</u> Better understanding of responsibilities and privileges of individuals and families in a community.</p> <p><u>Activity:</u> Pantomime of a telephone conversation in which a girl tells how to have more fun on dates.</p>
<p>February 20</p> <p><u>Aim:</u> Summarize and evaluate.</p> <p><u>Activities:</u> A. Administer attitude scale. B. Have discussion.</p>	<p>February 21</p> <p><u>Aim:</u> Summarize and evaluate.</p> <p><u>Activities:</u> A. Administer attitude scale. B. Have discussion.</p>	<p>February 22</p> <p><u>Aim:</u> Summarize and evaluate.</p> <p><u>Activities:</u> A. Administer attitude scale. B. Have discussion.</p>

Fig. 1--Continued

<p style="text-align: center;">February 9</p> <p><u>Aim:</u> Better understanding of boy and girl relationships.</p> <p><u>Activity:</u> Sociodramas on social customs concerned with dating.</p>	<p style="text-align: center;">February 10</p> <p><u>Aim:</u> Better understanding of boy and girl relationships.</p> <p><u>Activity:</u> Film: "Courtship to Courthouse" and discussion of film.</p>
<p style="text-align: center;">February 16</p> <p><u>Aim:</u> Better understanding of responsibilities and privileges of individuals and families in a community.</p> <p><u>Activity:</u> Special reports on the community's contribution to its citizens and the citizen's duty.</p>	<p style="text-align: center;">February 17</p> <p><u>Aim:</u> Better understanding of our neighbors.</p> <p><u>Activity:</u> Film: "Boundary Lines" followed by discussion.</p>
<p style="text-align: center;">February 23</p> <p><u>Aim:</u> Summarize and evaluate.</p> <p><u>Activity:</u> Six Weeks' Test.</p>	<p style="text-align: center;">February 24</p> <p><u>Aim:</u> Summarize and evaluate.</p> <p><u>Activity:</u> Six Weeks' Test.</p>

Fig. 1--Continued



scales on the basis of personal feelings, the girls were assured that neither the pre-test nor the post test would be analyzed until after the grades for the unit were on file in the office.

The following directions were given for taking the attitude scale:

- A. Mark the statements in three ways:
  1. Indicate that you agree with a statement by putting a plus, (+), to the left of the number of the statement.
  2. Indicate that you disagree with a statement by putting a minus, (-), to the left of the number of the statement.
  3. Circle the number of each statement that you would like discussed in class.
- B. Do not work for scores. Tests will be analyzed rather than scored.

Administration of the attitude scales prior to the class work on relationships was carried out November 21, 22, and 23. The films, "Shy Guy" and "Are You Popular?" were shown December 1, and discussed the following day. On December 5, several items on the attitude scale were discussed. During the next two days the films, "You and Your Family" and "You and Your Friends," were shown and discussed. In order to introduce questions of interest to them in an impersonal

way, the class dropped questions that were brought up by the attitude scale and by the films into a question box.

#### Description of the Relationships Unit

Pupil-teacher planning for the group relationships unit was begun January 17. The first period class made a list of the things they wanted to study. During the day each class added to the list of things that they were especially interested in studying. From the list of interests, the following outline was made to be used by each class in planning their unit:

#### Outline of Relationships Unit

##### I. Dating:

##### A. Who

1. Dating steady or otherwise.
2. How do you decide whether you want to date A or B?
3. How do you get to date the boy you really want to date?

##### B. Age

##### C. Where to go and what to do

1. How late to stay out.
2. How to act on dates.

##### D. What to wear.

##### E. Mother's role.

##### II. Personal grooming:

##### III. Personality:

##### IV. Courtship:

How to choose a life partner.

- V. Engagement:
- VI. Marriage:
  - A. Wedding
  - B. Honeymoon
  - C. Divorce
  - D. Laws related to family life.
  - E. Personal liberty.
  - F. Should women work after marriage?
- VII. Children in the home.
  - A. Sister--sister relationships
  - B. Brother--sister relationships
  - C. Mother--daughter relationships
  - D. Father--daughter relationships
  - E. Clothes and food for small children.
  - F. Furniture for children's room.
- VIII. Family finance:
- IX. Leisure time:
  - X. Entertaining in our home.
- XI. Living together in the family.

To become familiar with the reference material available concerning the above outline, the five classes worked cooperatively in making a bibliography, which is included in the Appendix of this study.

After the bibliography was finished the classes decided which of the topics included in the outline they wanted to

take up and approximately how much time they wanted to spend on each topic. The plans worked out by each of the five classes are given according to the classification of each group and the period of meetings.

#### Homemaking I--First Period

Topics	Time allowed	Discussion--Leaders
Dating	4 days	Mary and Maurina
Personality and Grooming	2 days	Gertrude and Julia
Courtship, Engagement, and Marriage	4 days	Frances and Janis
Children in the Home and Family Finance	3 days	Yvonne and Mary Price
Leisure, Entertaining in the Home, and Family Living.	2 days	Shirley and Faye

#### Homemaking I--Second Period

Dating Personality Personal Grooming	6 days	Shirley, Alfreda, Loretta and Betty
Courtship Engagement Marriage	5 days	Janis, Jo Fay, and Geraldine
Family Finance Leisure Time, Entertaining in the home	4 days	Jewell, Georgia, and Danna Faye
Living Together in the Family		

#### Homemaking II--Fifth Period

Dating Personal Grooming Personality Engagement Marriage	6 days	There were only three girls in the class; they decided to work together on all topics
Courtship	3 days	

Children in the Home  
Family Finance, and  
living together in the  
family 3 days

Leisure Time  
Entertaining in the  
home 3 days

#### Homemaking III--Sixth Period

The discussion topics for this group included:

- |                         |               |
|-------------------------|---------------|
| 1. Dating               | 4. Courtship  |
| 2. Personal Grooming    | 5. Engagement |
| 3. Personality          | 6. Marriage   |
| 7. Children in the Home |               |

The class planned to take the topics up in the order listed above with everyone in class taking equal responsibility for each topic.

#### Homemaking II--Seventh Period

The seventh period class decided to follow the plan made by the sixth period. This group however, did not want to include "Children in the Home."

After each class had planned the content of the unit, the first and second period classes worked in groups to decide how each topic could be presented to the class and to decide the responsibilities of each girl in leading the discussions for her group. As part of the planning the girls did considerable reading. While the first and second period classes were engaged in group planning, the other three classes began their discussion of dating.

During the unit films were used to give the discussion more objectivity and to stimulate student interest. The film program was the same for each of the five classes.

Additional methods of stimulating pupil interest and presenting information varied somewhat with each class. Each class made use of buzz sessions<sup>20</sup> as a means of broadening the scope of discussion. Questions from the student handbook, Family Relationships, by Force,<sup>21</sup> and chapters from the book, You and Your Family, by Moore and Leahy,<sup>22</sup> were used by three of the classes. Two classes made and displayed posters<sup>23</sup> to stress pertinent facts relating to dating, courtship and marriage, and family finance. After making a field trip to the courthouse, one class made a report to the four other classes of their findings concerning the laws of Texas related to getting and using marriage license. All five of the classes cooperated in planning and putting on an assembly program,<sup>24</sup> consisting of skits on some phase of group relationships and a panel discussion on dating.

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<sup>20</sup>Questions from the buzz sessions are given in the Appendix.

<sup>21</sup>Elizabeth Force, Family Relationships (See Appendix).

<sup>22</sup>Berniece Milburn Moore and Dorothy M. Leahy, You and Your Family.

<sup>23</sup>See Appendix for list of posters.

<sup>24</sup>See Appendix for a copy of the assembly program.

More complete information regarding the way each class carried out the group relationships unit may be found by referring to the block plans in the Appendix.

During the week following the group relationships unit, the post test was given. Thirty-three students, who had taken the pre-test, took the post test.

## TREATMENT OF DATA AND RESULTS

### Analysis of the Attitude Scale

In the instructions that accompany the attitude scale, the statements are referred to as favorable or unfavorable. A statement that expresses a desirable attitude is designated as favorable, and a statement that expresses an undesirable attitude is designated as unfavorable. Each statement on the scale has a value ranging from one to eleven indicating the degree of desirability of the attitude expressed by the statement, one representing a favorable attitude and eleven representing an unfavorable attitude.

To obtain a score which could be treated statistically, the value of each plus (+) answer on the scale was recorded. The sum of the plus values then constituted the score. A (+) plus answer indicated the student's agreement with the statement contained in the item. By finding the mean of the score for each scale, it was possible to know the degree of desirability of the average attitude of the students as related to a given scale.

The pre-test mean score for each scale was low, indicating that the group had desirable attitudes. Even though the need for attitude change was not great, the mean scores were high enough to indicate the need of some attitude changes within the group.



The range of the mean scores, which were developed in Tables III to VII,<sup>25</sup> was 2.74-3.83 as shown in Figure 1. This figure, "Status of Attitudes Before and After the Unit on Group Relationships," shows the relation of the mean scores of the pre-test and post test to the possible range of values from a completely favorable attitude to a completely unfavorable attitude. The highest mean score, 3.83, was from the scale, "Choosing a Life Partner." Within a range of values extending from one for a favorable attitude to eleven for an unfavorable attitude, 3.83 seems to represent a rather favorable attitude. The other mean pre-test scores for the scale, arranged from the highest to the lowest, were: "Standards for Home Life," 3.45, "Use of Leisure Time," 3.45, "Understanding Other People," 3.08, and "Civic Affairs," 2.74. Each of the above mean scores indicates the need for attitude changes to develop more highly desirable attitudes in relation to certain items in each scale.

The most desirable attitude of the group as shown by the mean scores on the pre-test is found in the scale "Civic Affairs." For the remaining four scales the student's attitude status has a value of between three and four. The highest value, indicating the greatest need for attitude change, is on the scale, "Choosing a Life Partner." Judging from the mean scores, the attitude status of the group is

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<sup>25</sup> See Appendix.

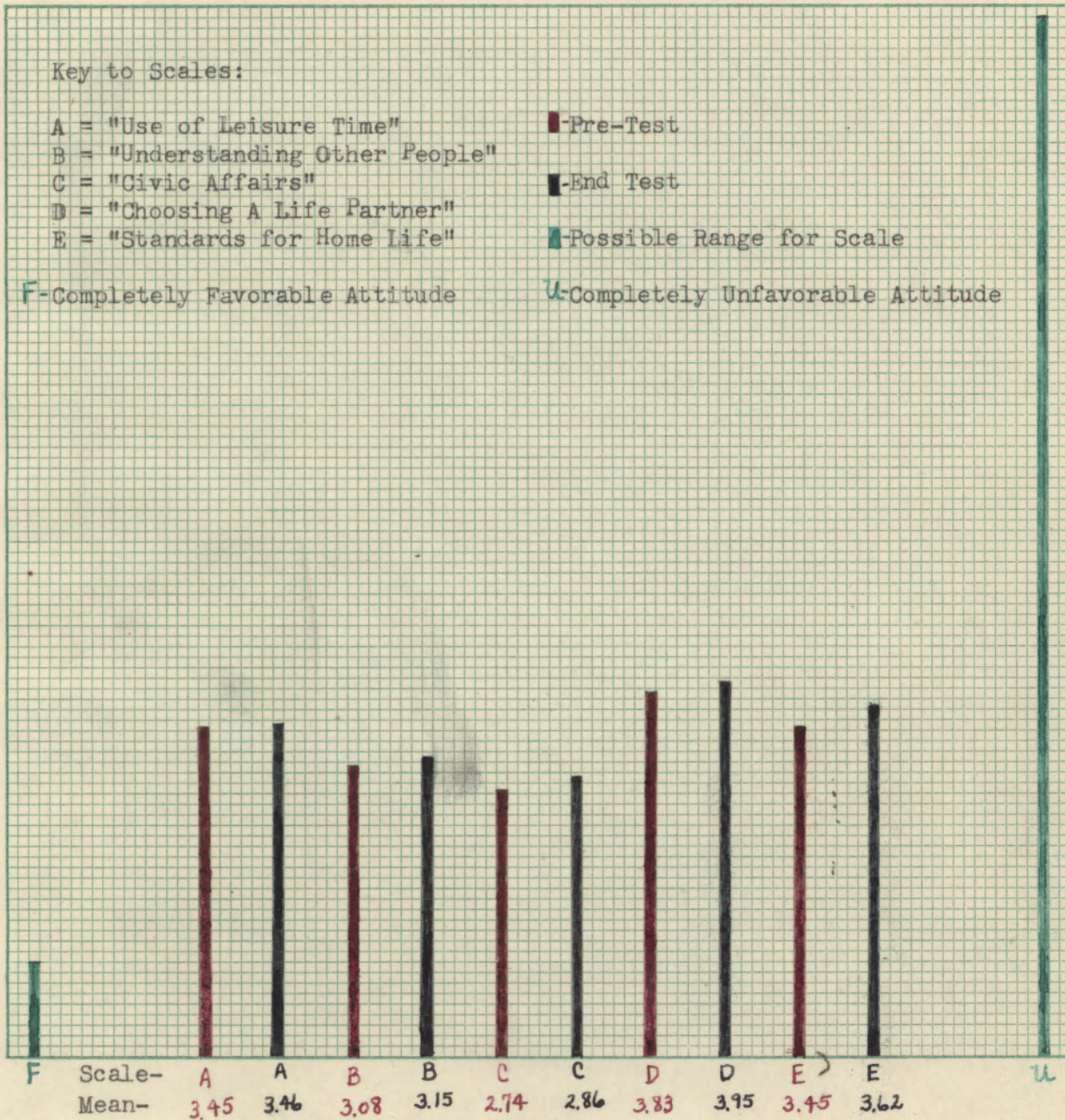


Fig. 2--Status of Attitudes Before and After the Unit on Group Relationships.

almost the same for the scales, "The Use of Leisure Time," and "Standards for Home Life." A slightly lower mean score, or more desirable attitude status, is shown for the scale, "Understanding Other People."

#### Statistical Treatment of Score Difference

After finding the mean scores, it was necessary to use statistical methods to determine the significance of the difference between the scores at the beginning and the end of the study. Although the instructions accompanying the attitude scales<sup>26</sup> suggested using the median score, the median cannot be used in determining a comparative measure of variability such as standard deviation. Therefore, for this study, the mean score was used.

After computing the mean scores on each of the five scales for each individual, the pre-test scores were arranged in numerical order and paired with the post test scores.<sup>27</sup> The score differences were then squared and averaged to determine the variance.

In order to determine whether the difference in scale scores indicates a real change in the attitude of the girls at the end of the unit on group relationships, the critical ratio was determined. This was done by dividing the mean

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<sup>26</sup>See Appendix.

<sup>27</sup>See Tables III-VII in the Appendix.

difference by the standard error of the difference. The formulas used for the statistical procedures were:

1. The mean or average  $M = \frac{\sum X}{N}$

$\sum$  = the total or sum

X = the score

N = the number of cases

The mean is found by adding the scores and dividing by the number of cases.

2. The mean difference, D, or the difference between the means of the two groups.

$$D = M_2 - M_1(Y-X)$$

$\bar{X}$  or  $M_1$  = mean for the pre-test, X

$\bar{Y}$  or  $M_2$  = mean for the post test, Y.

3. The standard error of the difference between the two means of the paired samples was computed from the variance of the differences between  $\bar{X}$  and  $\bar{Y}$ .

a.  $V_d = \frac{\sum (Y-X)^2}{N}$

where Y is the post test and X is the pre-test.

$V_d$  is the variance of the difference between the paired scores. The variance of the difference is computed by a summation of the squares of the differences between the paired scores. The total is then divided by the number of pairs.

- b. The standard error of the difference between two means is computed by extracting the square root

of twice the variance of the difference divided by the number of pairs.

$$S_d = \sqrt{2V_d/N}$$

c. The critical ratio, C R, or value of  $\underline{t}$ :

$$C R = \frac{D}{S_d} \quad \text{or} \quad \underline{t} = \frac{D}{S_d}$$

where  $D = M_2 - M_1$

The critical ratio or the  $\underline{t}$  value is determined by dividing the difference between the means of the pre-test and the post test by the standard error of the difference ( $S_d$ ).

In determining whether the difference between two means is large enough to be significant, Fisher's<sup>28</sup> Tables of F and t are used. If  $\frac{D}{S_d}$  for the number in the sample is as large as Fisher's 1 per cent value for  $\underline{t}$ , the difference between the pre-test and post test is considered highly significant; if it is as large as the 5 per cent value, it is considered significant; if it is less than 5 per cent the difference is questionable.

Fisher's<sup>29</sup> Tables of F and t show the following values for  $\frac{D}{S_d}$  when  $N = 30$ .

$\frac{D}{S_d}$  for 30 samples:

$\underline{t} = 2.845$  1 per cent. Highly significant. A  $\underline{t}$  value

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<sup>28</sup> R.A. Fisher, Statistical Methods for Research Workers, p. 89.

<sup>29</sup> Ibid.

this large may be expected to occur in only 1 per cent of the cases if there is no real difference between the pre-test and the post test.

$\underline{g} = 2.042$  5 per cent. Significant. A  $\underline{t}$  value this large may be expected to occur in only 5 per cent of the cases if there is no real difference between the pre-test and post test.

$\underline{t} = 0.687$  50 per cent. Probably not significant. A  $\underline{t}$  value this large may be expected to occur in 50 per cent of the cases if there is no real difference between the pre-test and post test.

#### Statistical Findings

Tables III, IV, V, VI, and VII<sup>30</sup> contain the pre-test and post test scores, the score differences, and the variance of the difference of attitude scores for each of the five attitude scales. By using the data contained in these five tables, and by applying the formulas explained above, statistics were obtained for the following summary table.

Table I, "The Mean Attitude Value of Pre-Tests and Post Tests, Standard Error of the Differences, Differences, and the  $\underline{t}$  Values," summarizes the findings for each of the five attitude scales.

For the scale, "The Use of Leisure Time," the mean score

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<sup>30</sup> See Appendix.

TABLE I

THE MEAN ATTITUDE VALUE OF PRE-TESTS AND  
POST TESTS, STANDARD ERROR OF THE  
DIFFERENCE, DIFFERENCE, AND  
 $t$  VALUE

Scale	Mean Post Test	Mean Pre-Test	$S_d$	D	$t = \frac{D}{S_d}$
Use of Leisure Time	3.4585	3.4500	.225	.0035	.0382
Understanding Other People	3.1515	3.0839	.131	.0676	.516
Civic Affairs	2.8600	2.7361	.196	.1239	.632
Choosing a Life Partner	3.9509	3.8273	.128	.1236	.996
Standards for Home Life	3.6227	3.4533	.105	.1694	1.613

on the pre-test is 3.45, whereas, for the post test it is 3.46. The  $t$  value .0382 for this scale is much lower than the value given by Fisher<sup>31</sup> for the 50 per cent level; therefore, the score difference for attitudes toward "The Use of Leisure Time," is not significant. The  $t$  value for the scale, "Understanding other People," is .516, and for the scale, "Civic Affairs," the  $t$  value is .632. Neither of these  $t$  values is significant. The mean score on the pre-test for the scale, "Understanding Other People," is 3.15, and for the post test is 3.08. For the scale "Civic Affairs,"

<sup>31</sup>Fisher, op. cit., p. 89.



the mean score on the pre-test is 2.96, and on the post test is 2.74. The  $t$  value for the scale, "Choosing a Life Partner," is .966, and for the Standards of Home Life," the  $t$  value is 1.613. The last two  $t$  values mentioned are slightly greater than the 50 per cent value given by Fisher<sup>32</sup>; however, they are not large enough to be considered significant.

#### Item Analysis

Even though the pre-test mean scores were relatively good, some of the students had unfavorable attitudes toward certain items on the scale. An item analysis of the scales showed that eighty-five items having a value above five were considered desirable attitudes by five or more of the students. For this study these eighty-five items were considered to be attitudes needing to be changed. Whereas items having a value of five or below five showed no need for attitude change.

Upon careful inspection, it was found that fifty-two of the 231 items on the scale were treated by the films. Two scales, "The Use of Leisure Time," containing twenty-six items, and "Civic Affairs," containing twenty-five items, had only two items each that were treated by films. Eighteen items of the seventy-five items on the scale, "Understanding Other People," fourteen of the fifty-five items on the scale, "Choosing a Life Partner," and sixteen of the one hundred items

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<sup>32</sup> Ibid.



on the scale, "Standards for Home Life," were treated by the films shown.

Of the 281 items which make up the attitude scale, the number treated by each of the nine films ranged from none for "Body Care and Grooming," to eighteen for "You and Your Family." The number of items treated by each of the other seven films were: "Are You Popular?" thirteen; "Shy Guy," eleven; "You and Your Friends," nine; "Alice Adams," six; "Courtship to Courthouse," five; "Emotional Health," three; and "Boundary Lines," three.

By adding the items treated by films as given above, the total is found to be sixty-eight; however, as previously stated, only fifty-two items were treated by films. The difference in these two numbers is due to the fact that some of the scale items were treated by more than one film. Three items were treated by three films, ten items were treated by two films, and thirty-nine items were treated by one film.

Having found the items needing attitude change and the items treated by films, the next step was to find which items showed an attitude change. For this study, an item was considered to show an attitude change if the number of students marking the item plus (+) on the post test was five greater or five less than the number who marked the same item plus (+) on the pre-test. On this basis, it was found that forty items showed attitude change. Twenty-one of these items showing an

attitude change were items that, as indicated by the pre-test, needed to be changed.

Further analysis showed that five items needing attitude change were treated by films. Table II, "Attitude Changes Attributable to Films," shows that four of these five, or 80 per cent, showed a desirable change attributable to films.

The number of students whose attitude changed on each of the four items, indicated range from five to twenty-five. The items, ranked according to the number of students whose attitude changed, are: item six on the scale, "Civic Affairs," five students or 15 per cent of the group used for the study; item forty-eight on the scale, "Standards for Home Life," seven students, or 21 per cent of the group; item four on the scale, "Standards for Home Life," eight students or 24 per cent of the group; and item thirty-six on the scale, "Choosing a Life Partner," twenty-four students or 73 per cent of the group.

Another purpose of the item analysis was to determine the score value which indicated a need for attitude change. Since a value of one indicates a completely favorable attitude and a value of eleven a completely unfavorable one, it may be assumed that five represents the mid-point. A review of the analysis relative to the distribution of score values shows that several items having a value below two were marked plus (+) by all thirty-three students. Although the smallest

TABLE II

## ATTITUDE CHANGES ATTRIBUTABLE TO FIMS

Scale	Statement	Value	Pre-Test No. of Subjects Marking Item "+"	Post Test No. of Subjects Marking Item "+"
Civic Affairs	6* The responsibility for government should be left to politicians	10.2	11	6
Choosing a Life Partner	14* Divorces should be easier to get in case one makes a mistake in choosing a life partner	10.2	10	7
	36* A family is more united if members find satisfaction for their inter- ests within the family group.	9.6	31	7
Standards for Home Life	4* A child should always obey his parents without question.	9.0	30	22
	48* There is likely to be more happiness at home if the father is the head of the house	6.6	27	20

\* = Attitude Changes.

number of students agreeing with any one of these items was twenty-one, the average number was thirty-one. Of the items valued between two and five there was only one item with which less than 33 per cent of the students agreed. Hence there seemed to be little need for attitude change toward items having a value of less than five.

#### Anecdotal Records

The anecdotal records made during the group relationships unit indicate that the girls enjoyed the unit and that as a result the scope of their thinking regarding relationships problems was broadened. Some typical comments are given below:

A. In regard to the films:

"The film, 'Alice Adams,' was very good. It showed how selfish it is for girls to be ashamed of their homes."

"I liked the film, 'You and Your Family,' as I liked the way it was set up with different solutions for each problem."

"The film, 'Boundary Lines,' was very unusual; however, it showed the true facts of the line that separates the different countries and the different races."

"I thought the film, 'Body Care and Grooming,' was very interesting and very realistic."

"I thought the film, 'Emotional Health,' was pretty good, but sometimes when you are sick it is not your imagination."

"The film, 'Courtship to Courthouse,' was very human and brought out many interesting points."

B. In regard to topics discussed in class:

"I liked the discussion on personality; it helped me to find a way to improve my personality."

"What we learned about environment and heredity was very helpful to me; it made me know a few more things about myself and other people."

"I got a lot out of the discussion on personal grooming. In addition to what I learned about make-up, hair styles, and posture, I learned what kind of plaids, checks, and flowers are suitable for different size figures."

"In our study of courtship I learned some very interesting things that I had never thought of before."

"Of all the discussions, I think the most useful was that on marriage and engagement. It was especially interesting because of the points it brought out about engagement being a period of planning and getting acquainted with your future marriage partner."

"I liked discussing dating because everybody in the

class seemed interested in discussing it, and because almost everybody dates and should know something about it."

"I really got a lot out of the discussions on dating. I learned a lot I didn't know, and it showed me some things I had been doing wrong that I have corrected."

"I got a good deal from our discussion on children in the home, but we didn't cover it as well as I would have liked."

"All should know more about living together, because we have to live with the family. If we can't get along with brothers and sisters, we usually can't get along with others outside the home.

C. Miscellaneous remarks:

"Daddy said he thought the whole family should come up here and take this family relationships course."

"I'll bring the book on personality back tomorrow; Mother is reading it now."

"The book, Teen Days, is really good for senior girls to read. It tells you a lot you need to know."

"We have fun at church. We have socials every Sunday night, and usually we do something every Friday night. Tonight the young people from our church are going skating. Also, on Wednesday night our minister is giving us a course that is about like what we are doing in this class."

## SUMMARY

Statistical treatment of data showed no significant difference in attitude scores for the homemaking group before and after the group relationships unit. Since the  $t$  value of each of the two scales, "Choosing a Life Partner," and "Standards for Home Life," is slightly greater than Fisher's<sup>33</sup> 50 per cent value, it is probably not a real attitude change. The  $t$  value for each of the remaining scales, "Use of Leisure Time," "Understanding Other People," and "Civic Affairs," is below the 50 per cent value, therefore, it is definitely not significant.

Of the 281 items which make up the attitude scale<sup>34</sup> used, only eighty-five were checked as undesirable on the pre-test. Of the fifty-two items treated by film content only five were among those classified as undesirable. Only four of the five attitudes which needed change and which were treated by film content showed a change. Apparently four of the eighty-five attitudes classed as undesirable are too small a number to change the attitude score appreciably.

Certain factors account for the lack of more extensive attitude change. They are:

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<sup>33</sup>Ibid.      <sup>34</sup>Herrington, op. cit.

A relatively small number of attitudes needing change were treated by films. Even the attitudes for which film content was supplied were treated indirectly and inadequately.

The items which represent attitude changes in an unfavorable direction balance those which were changed in a favorable direction; thus, score differences were minimized.

Because the attitude scale<sup>35</sup> which was used in this study has not been standardized the reliability of the scale has not been determined.

Attitude changes occurred for thirty-six items that were not treated by film content. Whether these attitude changes are attributable to class discussion, posters, buzz sessions, or some other factor is not known.

Further study is needed to determine the needs and interests of students, as well as their attitudes. Additional analysis might reveal changes not shown by this study.

The fact that attitude changes occurred for four of the five possible items in the present study indicate that a better selection and schedule of films would be effective in changing more attitudes.

Although no conclusive evidence is available, anecdotal records, student behavior, and class attitude indicate that the relationships unit was effective. Cooperative planning

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<sup>35</sup>Herrington, op. cit.



between teacher and pupil seem to stimulate pupil understanding and interest. Buzz sessions, posters, and an assembly program seem to have made the class work more realistic and more enjoyable to the students.

Another factor closely related to the problem of attitude change is the rate at which change normally takes place. If attitudes toward group relationships are molded from infancy to adolescence, it seems unlikely that considerable change could be effected in as short a period of time as six weeks. Considering the important role of group relationships in the secondary curriculum, the schools should make more provision for relationships courses. These courses might be carried on with the same group for an entire school year.

## APPENDIX

### Syracuse University Tests in Home Economics

#### Attitude Scales

by

Evelyn M. Herrington  
Syracuse University

#### Constructing the Scales

Several hundred statements expressing beliefs in respect to personal, family, and community relationships were submitted by home economics teachers participating in a Curriculum Workshop at Syracuse University in 1944. These were supplemented by some items contributed by members of the college faculty. The statements were typed on 3x5 cards and were separated into five sets; (1) those having to do with home life; (2) with relationships with others; (3) selection of a life partner; (4) relationships with the community; and (5) use of leisure time. The cards were examined and repetitious statements discarded, ambiguous statements clarified, and wordings simplified. Forty-four judges were then asked to take each of these sets and place the cards in one of eleven piles, according to the desirability of the beliefs expressed. Distribution of rankings for each statement was represented by a point on either side of which was ranked by 50 per cent of the judges. If the range of rankings on any statement was evenly scattered by the judges, that statement was discarded as ambiguous.

The preliminary scales were tried out by ten home economics teachers, and on the basis of their suggestions, were revised. The reports of all of these teachers considered the service rendered by the use of the scale, with particular reference to the value of the time consumed in using it. They reported that the topics were well distributed in each area; that the statements were easy for high school students to understand; and that pupils showed

no hesitancy in expressing opinions. They were unanimous in stating that the use of the scales were challenging to pupils and served to focus attention in a short time on the status of their own attitudes. They felt that discussion of problems was made more objective. In spite of the fact that each of the teachers had to have the scales duplicated in their schools, they felt that the use was worthwhile, and they reported that pupils agreed with them. At the same time they all recognized that the construction of such scales is too much of a task for one classroom teacher.

### Suggested Use of the Attitude Scale

Each division of the attitude scale is a series of statements regarding certain beliefs relating to Standards for Home Life, Understanding Other People, Participation in Some Civic Affairs, Choosing a Life Partner, or Use of Leisure Time. Each statement has a value ranging from 1-11, depending on how 44 judges felt the statement represented a favorable (1) or an unfavorable (11) attitude toward the activity.

The following procedure has proved helpful to some home economics teachers who have experimented with the scales. They find that the scales challenge pupils as to the scope of the course as well as indicating the status of the group.

#### Beginning the Course

Meeting I Discussion led by the teacher: The Quality of Family Living.

Questions: Are there any evidences that the quality of family living is of national importance?

Definitions: evidence, quality, family life, home, concerns

Are there any real concerns of high school boys and girls which are of national importance?

Summary would be around standards of home life, leisure-time activities, sympathetic understanding of all ages, civic participation, choosing a life partner.

Meeting II Give the attitude scale to find the status of the class. Pupils can use the key to determine their own scores. Either the teacher or the pupils can assemble the scores and calculate the median.

### Conclusions of the Course

During the last week of the course the attitude scales should be presented to the pupils as in the earlier meeting. Attitude Scale B would provide a suggested way of summarizing the course and directing the pupil to independent reading and activity for lacks which may be evident to the teacher and the pupils at this time.

The questions should be discussed in class: Can any significance be attached to the change in attitudes of the individuals in this group? Are there any guides for further action in these records?

### How Pupils Find Their Scores

1. Place the key along the appropriate page of the attitude scale. Write the score value of each plus (-) answer marked on your paper above the plus (-) sign.
2. Transfer your scores to the corresponding scale on Record Sheet for Attitude Scales. Indicate with a check ( ) the value of each plus score. When a score falls at the same spot on the scale, put the second mark above the first, etc. ( )
3. Calculate the mid-score on the Scale; Count the total number of check marks (the plus-es) and divide by 2; count this number from either end of the scale and make a plus mark, the mid-score.
4. Write the value of this mid-score in the box at the right of the Record Sheet.
5. Share in finding the mid-score for the entire class.
6. Write the value of the class mid-score in the box at the right of the Record Sheet. Plot the class mid-score on the Scale (XX).
7. As attitude scales are used, continue to transfer your scores to the Record Sheet.

Connect mid-score on Scales, using

Straight line \_\_\_\_\_ for first scores

Dotted line . . . . . for second scores\*

Dash-dotted line \_ . \_ . \_ . \_ . \_ for first class scores

Long dash-two dots \_ . \_ . \_ . \_ . \_ for second class scores

\*If you prefer, use four different colored pencils,  
but if you do this, write a key at the bottom of the  
sheet explaining what each color means.

Syracuse University Tests in Home Economics

USE OF LEISURE TIME

An Attitude Scale

By

Evelyn M. Herrington

Department of Home Economics

Directions

Read carefully each of the directions on the following pages. On the line before each statement with which you agree, write a plus sign (+). Write a minus sign (-) before each statement with which you do not agree.

Name.....

Score.....

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Syracuse University Press

Value	Item Number	Statement
1.0	1.	Every person has a responsibility to himself and to his community to keep informed about world happenings.
10.2	2.	Hobbies are a waste of time and should not be encouraged in the home.
3.8	3.	Most people need some guidance in how to use their leisure time wisely.
4.0	4.	People choose their leisure-time activities according to what their friends' activities are.
2.2	5.	Everyone should pursue only a few hobbies and carry on those well.
1.0	6.	It is a good idea for a young person to develop a hobby which he can carry on even when middle aged.
10.0	7.	Some people are definitely leaders; others are definitely followers. No attempt should be made to help the group of followers take responsibility.
1.8	8.	A good time and place to develop leisure-time activities is in the school.
6.2	9.	Persons who repeatedly attend meetings and make no suggestions at those meetings are not participating.
1.0	10.	Every person who belongs to a club should at some time during the year be responsible for some phase of the club work so that he feels that he is participating.
2.2	11.	To belong to some club or organization is essential for everyone because of the exchange of ideas it affords.
6.2	12.	Children should belong to many organizations.
7.6	13.	People in clubs usually form cliques.

Value	Item Number	Statement
9.6	14.	Club meetings should not be held during any part of the school day because they are a waste of time.
1.4	15.	A good way to overcome feelings of inferiority is to participate in club activities.
2.6	16.	Courtesy and good manners can be developed through social activities.
6.4	17.	The trend is toward encouraging people to engage in too many activities outside the home.
9.0	18.	Cooperation is developed through club work.
1.4	19.	A mother neglects the family when she divides her interests between the family and outside interests.
4.6	20.	Being late to meetings is merely a habit.
8.2	21.	Men are much better group leaders than women.
1.8	22.	Poise is developed in an individual who participates in club activities.
7.6	23.	People are not so neighborly and friendly as they used to be.
1.8	24.	Hidden talents quite often show up in club work, whereas they might not otherwise be recognized.
4.4	25.	There should be some kind of enforced neighborhood regulations so that people will keep up the appearance of their houses and grounds; thereby keeping up the standard of the neighborhood.
8.0	26.	If a boy or girl is not interested in club work or attending school activities, it is usually because his family is not interested in outside social activities.



Syracuse University Tests in Home Economics

UNDERSTANDING OTHER PEOPLE

An Attitude Scale

By

Evelyn M. Herrington

Department of Home Economics

Syracuse University

Directions

Read carefully each of the directions on the following pages. On the line before each statement with which you agree write a plus sign (+). Write a minus sign (-) before each statement with which you do not agree.

Name.....

Score.....

Copyright 1948

Syracuse University Press

Value	Item Number	Statement
1.2	1.	Manners for the good of the group.
11.0	2.	If anyone doesn't care for a person he has the right to circulate "dirt" about him.
10.4	3.	My home is really just a place to hang my hat.
1.2	4.	It is partly my responsibility to bring him into my home.
10.4	5.	When a person once gets the floor in a group discussion, he should keep it.
2.0	6.	Small brothers and sisters add to the happiness of a family.
1.2	7.	To have friends one must really like people.
8.6	8.	Others are always interested in hearing about what I have done.
2.0	9.	We only realize our capacity for consideration of others when we cooperate with others.
10.4	10.	It is only right that children should "tattle."
5.4	11.	Girls and boys should not "go steady" while in high school.
1.0	12.	One can refuse a drink gracefully and not seem to be a prude.
10.4	13.	Smoking is an aid to charm.
9.6	14.	A person should have only one good friend.
10.2	15.	High school boys and girls should date every night if they wish.
2.2	16.	Everyone should look at life with an optimistic viewpoint.
10.2	17.	Physical attractiveness is one of the best guides in selecting a husband or wife.

Value	Item Number	Statement
1.0	18.	A good family is one in which there is co-operation, a sense of duty, and responsibility.
10.4	19.	It is alright for a high school girl to spend the week end unchaperoned at her boy friend's camp.
8.2	20.	It is alright for a girl to ask a boy to take her on a date.
6.6	21.	Girls should marry men older than themselves.
10.4	22.	If a girl wants to be popular she must pay for her popularity by petting.
1.0	23.	Fathers and mothers should make it easy for sons and daughters to confide in them.
2.4	24.	A person who brings gossip to me will be apt to talk about me behind my back.
4.9	25.	Bad conduct is catching; if I go around with people who go to the wrong places, I will pick up their habits.
9.8	26.	A high school girl should be able to go out on a date without telling her mother where she is going.
2.0	27.	The school can do much to teach respect for elders.
3.8	28.	Children should show no more respect for one parent than the other.
10.4	29.	When I am a guest in a home, I can come to meals whenever I want to.
1.0	30.	Loyalty is an important part of friendship.
3.2	31.	A high school boy or girl should go only to places that are properly managed.
8.0	32.	If a parent smokes he or she should not censor his child's smoking.

Value	Item Number	Statement
10.2	33.	When one is invited to a party and does not like to do what everyone else is doing, he should say so.
1.0	34.	A friend is a person who respects your opinion even though he does not agree with it.
8.8	35.	The present-day school invites disrespect for elders.
1.0	36.	A well-mannered person is always considerate, honest, and courteous.
10.4	37.	The younger generation is going to the dogs.
10.2	38.	It is alright for me to borrow any of my sister's personal belongings without asking her.
9.8	39.	School is not a good place to learn the social arts; there is plenty of time for that later.
3.4	40.	A girl should consult her mother and father about her dates.
1.0	41.	Adulthood and independence require self-control.
1.6	42.	Children should respect the opinions of the adults in the household.
10.2	43.	In these modern times, it is courteous for a boy to honk his horn and wait in the car when calling on a girl.
4.4	44.	Foster fathers and mothers do love children very much when they ask them to join their family.
10.2	45.	Tobacco will protect my throat and give me a lift.
3.4	46.	Families enjoy each other's company by having picnics together.

Value	Item Number	Statement
4.0	47.	I could never hate a person if I really know him.
9.8	48.	A person should accept without question a friend's way of thinking.
10.2	49.	People think I am lacking in nerve and daring if I refuse to take a drink.
1.0	50.	Being interested in what others do will make me more popular with my friends.
4.0	51.	Parents should try to appreciate and understand the high school student's point of view.
4.0	52.	High school boys and girls should date only on week end nights.
2.2	53.	A person who is fair never repeats unkind remarks he has heard about another.
1.4	54.	Family relationships are reflected outside the home.
2.2	55.	Parents are largely responsible for the way their children act outside the home.
9.4	56.	It is alright for boys and girls to remain seated when an older person comes into the room.
5.4	57.	Parents should try to adjust the home to meet the standards children learn at home.
1.4	58.	A person should have a few close friends and many other acquaintances.
5.4	59.	When I earn a little money, I should be able to spend it any way I choose.
2.8	60.	The Army and Navy provide better medical care than most of us can afford.
9.8	61.	The father should choose the radio program for his family.
2.6	62.	One seldom knows himself (or herself) completely.

Value	Item Number	Statement
7.6	63.	We do not have as much respect for our parents as they have for our grandparents.
9.8	64.	Teasing my parents is a good way to get what I want.
1.4	65.	If I want to be liked by the opposite sex, I must be in good standing with my own.
9.6	66.	A boy should dance all the dances with the girl he brings to the dance.
8.6	67.	The father should prevent his children from having dates until they are at least sixteen.
1.6	68.	The family should be good listeners for the members of the family to try out their ideas.
9.2	69.	Children should not be allowed to have driver's license until they have money enough to have a car of their own.
2.6	70.	The age at which girls date should depend on their record of responsibility.
9.6	71.	A girl should go with only one boy at a time.
2.6	72.	I believe suppression breeds bad attitudes.
1.6	73.	Getting a job and earning some of my own money would help me to become independent.
9.4	74.	A high school girl should not be allowed to use cosmetics.
9.4	75.	A girl should offer to pay her own way on a date if she is earning her own money.

Syracuse University Tests in Home Economics

CIVIC AFFAIRS  
An Attitude Scale

By

Evelyn M. Herrington  
Department of Home Economics  
Syracuse University

Directions

Read carefully each of the directions on the following pages. On the line before each statement with which you agree, write a plus sign (+). Write a minus sign (-) before each statement with which you do not agree.

Name .....

Score .....

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Value	Item Number	Statement
5.0	1.	If I am polite in asking questions of the butcher, he will be equally considerate in dealing with me.
10.4	2.	The expense of living in a community is unnecessarily increased by having city garbage collection.
1.0	3.	Young people should assume responsibility and share in decisions when they are old enough.
3.6	4.	One should vote only when he knows something about the issue.
1.0	5.	Home need the protection of quarantines against communicable diseases.
10.2	6.	The responsibility for government should be left to politicians.
9.0	7.	A person loses social standing if he or she joins a labor union.
2.0	8.	People in our community may be well read even though they spend very little for books and magazines.
1.0	9.	The effectiveness of a community depends upon the interest and participation of its members in community organizations.
10.2	10.	Traffic controls restrict the actions of people too much.
2.0	11.	The mother and father contribute a great deal to the family when they participate in civic activities.
10.2	12.	The taxpayer's money is wasted when it is used for cleaning streets.
1.0	13.	Every family should have enough civic pride to keep their homes and grounds in good condition.



Value	Item Number	Statement
1.2	14.	I should wait my turn at the grocery store.
1.6	15.	Men and women in civic life must be good morally as well as be able to hold the job.
10.2	16.	The legal requirement that children attending school must be vaccinated for small-pox is a violation of individual rights.
7.0	17.	It is none of the neighbors' business if my little brother or sister digs up our lawn.
4.2	18.	Milk that is not pasteurized should not be sold even in small communities.
9.0	19.	It is unnecessary to require declaration of fiber content of ready-to-wear clothes.
1.0	20.	Low-cost clinics and hospital service or socialized medicine are necessary for our national welfare.
10.0	21.	Women should stay out of politics.
1.0	22.	Everyone should strive to consider the rights of others.
9.0	23.	The food and drug laws relieve me of all responsibility in selecting healthful foods.
1.2	24.	Expenditures for public parks and playgrounds represent a wise use of taxpayers' money.
1.0	25.	Weights and measures inspections are essential for both consumer and merchant.

Syracuse University Tests in Home Economics

CHOOSING A LIFE PARTNER

An Attitude Scale

By

Evelyn M. Herrington

Department of Home Economics

Syracuse University

Directions

Read carefully each of the directions on the following pages. On the line before each statement with which you agree, write a plus sign (+). Write a minus sign (-) before each statement with which you do not agree.

Name.....

Score.....

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Value	Item Number	Statement
4.2	1.	Every couple, before marriage should be required to take a course in home management and family relations.
2.8	2.	A short courtship is one of the causes of divorce.
10.4	3.	I believe that all marriages are unhappy ones.
9.2	4.	Girls should have dates only with boys they might be willing to marry.
2.4	5.	Boys enjoy dating popular girls.
1.0	6.	The man and woman should have similar interests if the marriage is to be successful.
9.0	7.	People who do not enjoy the companionship of members of their own family usually find it easy to enjoy persons outside the family.
6.6	8.	All interests must be common interests between life partners.
1.1	9.	Every couple planning to be married should have a physical examination.
8.4	10.	Although a boy has bad habits, he will reform if he loves a girl enough.
4.6	11.	Every man should have at least \$500 in the bank before getting married.
2.6	12.	If a boy has taken a girl on expensive outings, she should find some way to entertain him, such as a picnic or dinner at home.
1.0	13.	Many states have laws against child marriages; all states should have such laws.
10.2	14.	Divorces should be easier to get in case one makes a mistake in choosing a life partner.

Value	Item Number	Statement
9.0	15.	If a girl's family won't let her have dates, she should meet boys somewhere away from home.
2.2	16.	A person should be able to get along with his in-laws.
6.6	17.	Inter-faith marriages should be avoided.
1.8	18.	A boy should know what a desirable home is before he marries.
1.0	19.	Married couples are happiest when they do not live with their in-laws.
7.4	20.	A girl often selects a husband because he is a willing spender.
2.4	21.	A girl should always be sure that her family meets her men friends.
1.0	22.	A girl should be home at the time she is expected after a date; and her boy friend should respect her wishes in this.
10.2	23.	It is necessary to "neck" to be popular with the opposite sex.
6.6	24.	It is too late to teach a girl how to choose a life partner when she is in high school; this training should be started at an early age.
1.0	25.	Boys and girls should know something about managing finances before they marry.
6.6	26.	Boys won't ask a girl for dates if she is prudish.
10.2	27.	Expensive dates are always more fun than those with boys who cannot spend much.
5.8	28.	I believe that the opposite sex enjoy hearing about what I do.

Value	Item Number	Statement
8.6	29.	A young person should consider all members of the opposite sex as possible husbands or wives.
10.2	30.	It is alright for a girl to get engaged to several different men.
1.0	31.	Good family relations, efficient home management, and a pleasant atmosphere are essential in a happy home.
2.4	32.	Being interested in what others do will make me even more popular with the opposite sex.
4.6	33.	A boy should have the consent of the girl's family before marrying her.
5.6	34.	It is difficult for a girl to get into circulation again after going "steady."
4.6	35.	Every girl and every boy can make up his or her own mind unaided as to whom he or she will select for a life partner.
9.6	36.	A family is more united if members find satisfaction for their interests within the family group.
10.2	37.	"Love at first sight" is the most dependable way of selecting a life partner.
8.4	38.	A girl should accept dates with men she doesn't care about so she can be seen in the right places.
1.6	39.	Parents should expect in our changing world their children will have interests different from those that the parents had in their youth.
10.0	40.	If a girl likes a boy well enough, she would be willing to pay his date expenses.
8.2	41.	People of different religions certainly should not marry.

Value	Item Number	Statement
2.0	42.	All states should have laws providing for at least three days between applying for a marriage license and the marriage ceremony.
10.0	43.	My choice of a life partner would depend on his being good looking, dancing well, and having a good job.
2.0	44.	Marriages are happiest when both partners are of the same social status.
1.8	45.	A girl should not "go steady" until she has had dates with several boys.
4.6	46.	Parents should not try to influence their children's choices of life partners.
7.6	47.	A husband should be better educated than his wife.
2.0	48.	Parents should invite the daughter's boy friends to their homes.
9.8	49.	There should be no discrimination between races in choosing a life partner.
9.8	50.	A girl should ask her date how to act; you can't learn manners from books.
3.4	51.	In the world of today it is all right for children to evaluate their parents' suggestions.
6.8	52.	The way to a man's heart is through his stomach.
7.6	53.	A girl should give up her job as soon as she marries.
4.4	54.	A girl's family should permit a boy who is calling to choose whether or not they will join the family circle.
7.2	55.	If a person is popular, he or she will make a good life partner.

Syracuse University Tests in Home Economics

STANDARDS FOR HOME LIFE

An Attitude Scale

By

Evelyn M. Herrington

Department of Home Economics

Syracuse University

Directions

Read carefully each of the directions on the following pages. On the line before each statement with which you agree, write a plus sign (+). Write a minus sign (-) before each statement with which you do not agree.

Name.....

Score.....

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Value	Item Number	Statement
10.4	1.	Jealousy among family members is stimulating.
1.0	2.	Everyone in the family should try to make the home a place the family and its friends will enjoy.
4.8	3.	Sharing a bedroom with another member of the family is good for me.
9.0	4.	A child should always obey his parents without question.
10.8	5.	Parents should be kept in the background, and not introduced to one's friends.
1.2	6.	Every member of the family is entitled to a certain amount of privacy.
1.0	7.	Everyone should have the opportunity of being by himself sometime during the day.
1.0	8.	Members of the family, even the nursery-school child, can help make some decisions in the family council.
9.2	9.	Family traditions and customs which set the family apart from the neighbors should be left for the older folks,
1.0	10.	Family life is better for children than institutional care.
6.0	11.	Food fancies of each member of the family should be satisfied.
6.0	12.	Children should be made to show how they spend money given them.
1.0	13.	Religion should be part of one's daily living.
10.0	14.	Aesthetic satisfactions in the home are unimportant in personality building.
10.4	15.	It is alright for a colored girl to go with a white boy.



Value	Item Number	Statement
6.0	16.	Older people in the family are too free with their advice to the younger members.
10.4	17.	When you cannot win an argument it is alright to resort to sarcasm and ridicule.
2.4	18.	A person's room tells a lot about his personality.
1.0	19.	It is better for parents to let children bring their friends home than to wonder where they are and what they are doing.
7.6	20.	A young child should always obey older members of the family.
1.0	21.	Children should be made to feel that they are a part of the family group by having certain home responsibilities.
3.8	22.	Children who become delinquent come from unhappy and broken homes.
5.0	23.	There is much wrong in my home; but I feel that it is my duty to help improve it.
10.6	24.	The only reasons for maintenance of the home in society is economic.
10.8	25.	The mother should have complete charge of the discipline of the children.
7.6	26.	It is unfair to provide costly musical training for a gifted child through sacrifices of all the other members of the family.
1.4	27.	Managing the family finances is a joint undertaking in a democratic family.
10.0	28.	Parents should tell their children what to do and when to do it as long as they are under the home roof.
1.0	29.	A home should provide a sense of security for its members.

Value	Item Number	Statement
8.4	30.	Hobbies such as stamp collecting are often expensive and should be discouraged by the family.
10.2	31.	Children should be seen and not heard.
1.0	32.	It is important for children to have a sense of belonging in their family circle.
7.8	33.	The mother is the one responsible for the way the house looks.
9.8	34.	The father should decide all major issues in a child's life.
1.0	35.	One way to be popular is to be mindful of the interests of others.
9.6	36.	Showing off little brother or sister is a good way to amuse one's friends.
10.2	37.	Children have enough to do without helping with the work at home.
1.8	38.	Something should be done to increase the attractiveness of the home so that children will want to stay at home.
7.4	39.	Children can feel secure in their homes even if the parents are either sleeping or working most of the time.
1.4	40.	Planning for the things one wants in the future should be a very important part of home life.
5.0	41.	A family which is self-supporting, law-abiding, and friendly with neighbors, is a united family.
9.6	42.	It is most fun to just rush from one thing to another; then one never has a chance to get bored.
10.2	43.	Confusion in the home is an indication that everyone is having a good time.

Value	Item Number	Statement
10.2	44.	The more cluttered one's room looks, the more cozy it is.
4.6	45.	When I get married I would like to celebrate Christmas just as we do now at home.
3.8	46.	Every mother should stay home and take care of her children.
1.2	47.	Brothers and sisters should try to understand each other.
6.6	48.	There is likely to be more happiness at home if the father is head of the family.
10.2	49.	I am loyal to the home, but I believe its influence is on the decline.
1.0	50.	Discussion of one's feelings about friends, opinions and aims in life with the family is one of the essential parts of family life.
2.4	51.	Brother and sister quarrels are to be expected sometimes, but should not be too frequent or too prolonged.
7.2	52.	Children will ask for advice when they want it.
1.8	53.	Children should make an effort to see their parents' viewpoint.
9.2	54.	One should wait until he feels a strong desire before planning the future.
2.8	55.	When a girl starts to earn money, she should pay board if living at home.
8.0	56.	A person should keep his ideas about politics to himself.
1.0	57.	Every child should be taught good manners at home so he will know how to act away from home.

Value	Item Number	Statement
4.0	58.	Children should try to adjust themselves to the ideas and attitudes of grandparents in the home.
10.2	59.	It is alright to read during the family meal.
1.6	60.	The family should share the use of the radio, taking turns hearing their family programs.
9.0	61.	Children should be made to adopt the church of their parents.
2.8	62.	Brothers and sisters should go places together; it helps them to be more understanding of one another.
5.8	63.	When families are adequately fed they get on well together.
1.0	64.	It is fine that I can talk over my interests with my family and get their comments.
4.0	65.	There should be certain family customs which should be carried on from one generation to another.
9.2	66.	People are selfish who want a place to call their own.
1.0	67.	There is no substitute for a good mother, but a woman needs interests outside the home.
3.0	68.	The older brothers and sisters should feel responsible for the younger members of the family.
1.0	69.	Mothers and fathers should share in the teachings of sex education in the home.
9.6	70.	The opinions of older people such as grandparents should be ignored.
1.0	71.	Better homes mean a better society.

Value	Item Number	Statement
2.2	72.	Religion should not be forced upon a child.
4.0	73.	A boy should decide for himself what type of girl he dates.
9.8	74.	Children should not bother their parents by bringing school friends to play in the house.
2.4	75.	A family council should make all possible family decisions.
1.0	76.	Encouragement and interest on the part of the parents is a great help to their children in attaining their goals.
4.0	77.	A mother of young children should not take a job outside the home.
9.6	78.	The home is losing ground as education advances.
1.6	79.	The home is the primary guiding influence in life.
6.4	80.	Every child should have the advantage of a nursery school.
1.4	81.	A well-organized family has certain definite family objectives for which they are willing to work.
2.0	82.	Day dreaming as an inspiration is a fine thing, but day dreaming used in place of effort is harmful.
5.0	83.	When parents are worried over money matters, there are likely to be quarrels in the family.
9.8	84.	Parents can best make their children secure by planning their life for them step by step.
1.4	85.	It is more satisfactory for life partners to share equally rather than for one to lead, the other to follow.

Value	Item Number	Statement
2.0	86.	Family celebrations are fun.
9.8	87.	The best time to ask a favor of Dad is when he first gets home from work.
5.6	88.	Parents should stand back of their children no matter what they do.
2.0	89.	Each boy and girl should take care of his or her own room.
8.0	90.	It is alright on occasions for brothers or sisters to "tell on" one another.
2.2	91.	Boys and girls should have a chance to acquaint themselves with the viewpoints of others before setting up their personal goals.
7.0	92.	Children should learn to accept the judgment of parents rather than to depend on their own in vital matters.
3.0	93.	Realizing the difference between necessities and luxuries can tip the scales between uncertainty and economic security.
1.2	94.	Since mothers have limits to their endurance, they need to choose what matters most to themselves and family.
2.6	95.	A girl should decide for herself what type of boy she wants to date.
4.4	96.	The children's play room should be separate from the living room.
3.4	97.	Children should be taught early the importance of scheduling time.
2.4	98.	Children are not to be expected to tell the truth if the mothers tell lies.
3.0	99.	Families should set aside part of every week to have a religious hour together.
3.0	100.	Happiness of the family is more important than standards of housekeeping.

TABLE III

SCORES, SCORE DIFFERENCES, AND VARIANCE OF THE DIFFERENCE  
OF ATTITUDE SCORES ON THE SCALE, "USE OF LEISURE TIME,"  
OF HOMEMAKING GIRLS ACCORDING TO PRE-TESTS AND  
POST TESTS

Sample	Pre-Test (X)	Post Test (Y)	(Y-X)	(Y-X) <sup>2</sup>
1	4.33	4.09	0.22	.0484
2	4.25	3.53	0.72	.5184
3	4.06	4.12	0.06	.0036
4	3.95	4.27	0.32	.1024
5	3.92	4.03	0.11	.0121
6	3.87	3.53	0.34	.1156
7.	3.75	3.97	0.22	.0484
8	3.70	3.39	0.31	.0961
9	3.68	3.25	0.43	.1849
10	3.67	3.64	0.03	.0009
11	3.67	3.47	0.20	.0400
12	3.65	3.32	0.33	.1089
13	3.61	3.87	0.26	.0676
14	3.60	3.63	0.03	.0009
15	3.55	3.85	0.30	.0900
16	3.55	3.10	0.45	.2025
17	3.50	2.95	0.45	.2025
18	3.48	3.41	0.07	.0049
19	3.46	3.63	0.17	.0289
20	3.45	3.46	0.01	.0001

TABLE III--Continued

Sample	Pre-Test (X)	Post Test (Y)	(Y-X)	(Y-X) <sup>2</sup>
21	3.43	3.01	0.42	.1764
22	3.41	3.39	0.02	.0004
23	3.32	3.35	0.03	.0009
24	3.31	3.53	0.22	.0484
25	3.12	3.21	0.09	.0081
26	3.11	3.11	0.00	.0000
27	3.11	3.11	0.00	.0000
28	3.06	3.76	0.70	.4900
29	2.90	2.85	0.05	.0025
30	2.89	2.69	0.20	.0400
31	2.88	3.81	0.07	.0049
32	2.33	2.51	0.18	.0324
33	2.28	3.29	0.01	.0001
Total	113.85	114.13	7.02	2.6812
Average	3.4500	3.4585	.2127	.0812

$$D = M_2 - M_1 = 3.4585 - 3.4500 = .0085$$

$$s_d = \sqrt{\frac{2V_d}{N}} = \sqrt{\frac{2 \times .0812}{32}} = \sqrt{\frac{.1624}{32}} = \sqrt{.0507} = .225$$

$$t = \frac{D}{s_d} = \frac{.0085}{.225} = .0382$$



TABLE IV

SCORES, SCORE DIFFERENCES, AND VARIANCE OF THE DIFFERENCE  
OF ATTITUDE SCORES ON THE SCALE, "UNDERSTANDING  
OTHER PEOPLE," OF HOME MAKING GIRLS ACCORD-  
ING TO PRE-TESTS AND POST TESTS

Sample	Pre-Test (X)	Post Test (Y)	Y-X	(Y-X) <sup>2</sup>
1	2.32	2.82	.50	.2500
2	2.39	3.23	.85	.7225
3	2.43	3.09	.66	.4356
4	2.47	2.91	.44	.1936
5	2.47	3.57	1.10	1.2100
6	2.61	3.62	1.01	1.0201
7.	2.74	3.12	.38	.1444
8	2.76	2.87	.11	.0121
9	2.81	3.02	.21	.0441
10	2.82	2.99	.17	.0289
11	2.84	3.73	.89	.7921
12	2.86	3.05	.19	.0361
13	2.87	2.55	.32	.1024
14	2.91	3.00	.09	.0081
15	3.00	3.22	.22	.0484
16	3.01	3.73	.72	.5184
17	3.04	2.61	.43	.1849
18	3.06	2.86	.20	.0400
19	3.09	2.48	.61	.3721
20	3.16	3.40	.24	.0576

TABLE IV--Continued

Sample	Pre-Test (X)	Post Test (Y)	X-Y	(Y-X) <sup>2</sup>
21	3.26	2.89	.37	.1369
22	3.28	3.42	.14	.0196
23	3.29	3.60	.31	.0961
24	3.30	2.55	.75	.5625
25	3.46	3.56	.10	.0100
26	3.53	3.46	.07	.0049
27	3.57	3.53	.04	.0016
28	3.61	2.93	.68	.4624
29	3.69	3.29	.40	.1600
30	3.71	3.00	.71	.5041
31	3.73	3.60	.13	.0169
32	3.77	3.36	.41	.1681
33	3.91	3.06	.85	.7225
Total	101.77	104.00	13.80	9.0870
Average	3.0839	3.1515	.4181	.2754

$$D = M_2 - M_1 = 3.1515 - 3.0839 = .0676$$

$$S_d = \sqrt{\frac{2V_d}{N}} = \sqrt{\frac{2 \times .2754}{32}} = \sqrt{\frac{.5508}{32}} = \sqrt{.0172} = .131$$

$$t = \frac{D}{S_d} = \frac{.0676}{.131} = .516$$

TABLE V

SCORES, SCORE DIFFERENCES, AND VARIANCE OF THE DIFFERENCE OF ATTITUDE SCORES ON THE SCALE, "CIVIC AFFAIRS" OF HOME MAKING GIRLS ACCORDING TO PRE-TESTS AND POST TESTS

Sample	Pre-Test (X)	Post Test (Y)	Y-X	(Y-X) <sup>2</sup>
1	1.95	1.69	.16	.0256
2	1.35	1.84	.01	.0001
3	1.85	2.17	.32	.1024
4	1.85	2.30	.45	.2025
5	1.35	4.45	2.60	6.7600
6	2.16	2.67	.51	.2601
7	2.17	2.17	.00	.0000
8	2.17	3.17	1.00	1.0000
9	2.17	3.34	1.17	1.3689
10	2.17	3.50	1.33	1.7689
11	2.25	1.85	.40	.1600
12	2.30	2.93	.63	.3969
13	2.37	2.47	.10	.0100
14	2.55	2.17	.38	.1444
15	2.57	3.31	.74	.5476
16	2.65	2.17	.48	.2304
17	2.65	2.47	.18	.0324
18	2.93	2.65	.28	.0784
19	3.00	2.39	.11	.0121
20	3.01	3.00	.01	.0001

TABLE V--Continued

Sample	Pre-Test (X)	Post Test (Y)	Y-X	(Y-X) <sup>2</sup>
21	3.07	2.04	1.03	1.0609
22	3.11	2.76	.35	.1225
23	3.18	2.81	.37	.1369
24	3.28	2.71	.57	.3249
25	3.28	3.96	.68	.4624
26	3.33	3.29	.04	.0016
27	3.34	3.71	.37	.1369
28	3.36	4.53	1.19	1.4161
29	3.44	3.29	.15	.0225
30	3.44	2.17	1.27	1.4161
31	3.45	2.93	.52	.2704
32	3.69	2.65	1.04	1.0816
33	3.95	4.26	.79	.6241
Total	90.29	94.38	19.23	20.3745
Average	2.7361	2.8600	.5827	.6174

$$D = M_2 - M_1 = 2.8600 - 2.7361 = .1239$$

$$S_d = \sqrt{\frac{2V_d}{N}} = \sqrt{\frac{2 \times .6174}{32}} = \sqrt{\frac{1.2348}{32}} = \sqrt{.0386} = .196$$

$$t = \frac{D}{S_d} = \frac{.1239}{.196} = .632$$

TABLE VI

SCORES, SCORE DIFFERENCES, AND VARIANCE OF THE DIFFERENCE OF ATTITUDE SCORES ON THE SCALE, "CHOOSING A LIFE PARTNER," OF HOMEMAKING GIRLS ACCORDING TO PRE-TESTS AND POST TESTS

Sample	Pre-Test (X)	Post Test (Y)	Y-X	(Y-X) <sup>2</sup>
1	2.90	3.20	.30	.0900
2	2.94	3.79	.85	.7225
3	2.96	3.54	.58	.3364
4	3.13	3.53	.40	.1600
5	3.16	4.04	.88	.7921
6	3.34	2.97	.37	.1369
7	3.41	3.66	.15	.0225
8	3.49	4.00	.51	.2601
9	3.55	3.20	.35	.1225
10	3.57	4.38	.81	.6561
11	3.61	3.31	.30	.0900
12	3.63	4.02	.39	.1521
13	3.69	3.80	.11	.0121
14	3.71	4.22	.51	.2601
15	3.76	4.26	.50	.2500
16	3.78	4.23	.45	.2025
17	3.79	3.91	.12	.0144
18	3.83	3.71	.12	.0144
19	3.83	4.21	.38	.1444
20	3.85	4.20	.35	.1225

TABLE VI--Continued

Sample	Pre-Test (X)	Post Test (Y)	Y-X	(Y-X) <sup>2</sup>
21	3.91	4.14	.23	.0529
22	3.91	4.40	.49	.2401
23	3.93	4.05	.12	.0144
24	3.94	3.78	.16	.0256
25	4.02	4.06	.04	.0016
26	4.06	3.24	.82	.6724
27	4.06	4.77	.71	.5041
28	4.11	4.27	.16	.0256
29	4.15	3.90	.24	.0576
30	4.17	4.36	.19	.0361
31	4.23	5.50	1.27	1.6129
32	4.40	4.19	.21	.0441
33	4.48	3.54	.94	.8836
Total	126.30	130.38	14.13	8.7326
Average	3.8273	3.9509	.4288	.2646

$$D = M_2 - M_1 = 3.9509 - 3.8273 = 0.1236$$

$$S_d = \sqrt{\frac{2V_d}{N}} = \sqrt{\frac{2 \times .2646}{32}} = \sqrt{\frac{.5292}{32}} = \sqrt{.0166} = .128$$

$$t = \frac{D}{S_d} = \frac{.1236}{.128} = .966$$

TABLE VII

SCORES, SCORE DIFFERENCES, AND VARIANCE OF THE DIFFERENCE OF ATTITUDE SCORES ON THE SCALE, "STANDARDS FOR HOME LIFE," OF HOMEMAKING GIRLS ACCORDING TO PRE-TESTS AND POST TESTS

Sample	Pre-Test (X)	Post Test (Y)	Y-X	(Y-X) <sup>2</sup>
1	2.65	3.40	.25	.0625
2	2.79	2.98	.19	.0361
3	2.94	2.80	.14	.0196
4	2.96	2.98	.02	.0004
5	3.08	3.02	.06	.0036
6	3.09	3.14	.05	.0025
7	3.09	3.22	.13	.0169
8	3.11	3.06	.05	.0025
9	3.11	3.33	.22	.0484
10	3.11	4.24	.13	.0169
11	3.12	3.15	.03	.0009
12	3.20	3.06	.14	.0784
13	3.34	3.91	.57	.3249
14	3.38	3.35	.03	.0009
15	3.39	3.11	.28	.0784
16	3.43	3.73	.30	.0900
17	3.43	3.86	.43	.1849
18	3.44	3.30	.14	.0196
19	3.45	2.60	.85	.7225
20	3.45	2.79	.66	.4356

TABLE VII--Continued

Sample	Pre-Test (X)	Post Test (Y)	Y-X	(Y-X) <sup>2</sup>
21	3.50	2.81	.69	.4761
22	3.52	3.65	.13	.0169
23	3.53	2.78	.75	.5776
24	3.57	3.74	.17	.0289
25	3.57	4.10	.53	.2809
26	3.71	3.29	.42	.1764
27	3.77	3.40	.37	.1369
28	3.83	3.27	.56	.3136
29	3.94	3.66	.28	.0784
30	4.05	3.62	.43	.1849
31	4.26	3.31	.95	.9025
32	4.39	2.78	.60	.3600
33	4.77	4.21	.56	.3136
Total	113.96	119.65	11.32	5.9334
Average	3.4533	3.6227	.3433	.1798

$$D = M_2 - M_1 = 3.6227 - 3.4533 = .1694$$

$$S_d = \sqrt{\frac{2V_d}{N}} = \sqrt{\frac{2 \times .1798}{32}} = \sqrt{\frac{.3596}{32}} = \sqrt{.0112} = .105$$

$$t = \frac{D}{S_d} = \frac{.1694}{.105} = 1.613$$



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Buzz Session Questions

## Dating

1. Should you go steady?
2. If A asks you for a date first but you had rather go with B, should you wait for B to ask you?
3. What type of boy should a girl date.
4. Should you go with several boys at one time?
5. Should you go with a boy that comes at the last minute?
6. How should a boy ask a girl for a date?
7. How should a girl accept a date?
8. How can you meet a boy? ( be introduced to him).
9. What should you do to get boys to notice you?
10. How old should you be before you start dating?
11. How much older should the boy you date be than you?
12. How many times a week should you go out?
13. How late should you stay out?
14. Where should you go on dates?
15. What are some interesting things to do on dates?
16. Should you "neck" or "pet" or kiss?
17. Should you park?
18. Should you kiss a boy on your first date?
19. How much familiarity should there be when dating?
20. How can you become "at ease" when talking to boys?

21. What does one need to know to become a good conversationalist?
22. How should you act on dates?
23. How should a boy call for a girl?
24. Should a boy come to the door every time?
25. Should you take sister or brother with you?
26. Who should suggest going home--boy or girl?
27. Should the boy you date meet your parents?
28. How should you act when you and your date are invited to a friend's home for dinner?
29. What should you wear on dates?
30. How should you apply make-up when dressing for a date?
31. What do boys like girls to wear on dates?
32. How should you dress for dates for different occasions?
33. Should your mother and father know where you are going on a date?
34. Should your mother and father sit up and wait for you to come home?

#### Personal Grooming

1. Should you wear nail polish to school all the time?
2. What kind of clothes should you wear?
3. Should you wear hose to school?
4. How should you fix your hair?

5. Should you wear jewelry to school?
6. Should you wash your hair once or twice a week?
7. Should your hair style fit the occasion?
8. Do your clothes effect personal grooming?
9. What are some good exercises to reduce your ankles?
10. How should you walk in high heels?
11. How should high school girls wear make-up?
12. How can you get rid of pimples on your face?

#### Personality

1. What does personality consist of?
2. Does necking help your personality?
3. What are some good ways to improve your personality?
4. How can you be a good friend?
5. How can you be a good listener and a good conversationalist?
6. How should you act in the presence of someone you do not know?
7. Should you be the center of attention always?

#### Courtship

1. How long should courtship last?
2. At what age should courtship begin?
3. What is the purpose of courtship?
4. Should courtship be done through mail?
5. Is courtship the same as courting?

## Engagement

1. How do you accept an engagement ring?
2. How much familiarity should there be during an engagement?
3. How long should you go with a boy before the engagement is made?
4. How old should you be before becoming engaged?
5. How long should a boy and girl know each other before being engaged?
6. Are you considered engaged if you don't have a ring?
7. Should you get engaged to a boy four years older than you?
8. Should you drift in and out of engagements until you are ready to marry?
9. When you are buying the rings for a double ring ceremony, who buys the boy's ring, the girl or the boy?
10. How should you accept a proposal?
11. How would you refuse a proposal?
12. How long should engagement last before marriage?
13. Do you consider engagement a bond as strong as marriage, or do you want to show off a ring just as showing off?

## Marriage

1. What kind of wedding should you have, church or otherwise?

2. How should you choose a life partner?
3. What qualities do you desire in the man you marry?
4. Do you think two people who are completely different would be completely happy in marriage?
5. Should a man and wife and the same likes and dislikes?
6. Should they attend the same church?
7. Do you think it is alright for people to get married at fifteen or sixteen?
8. How old should you be before getting married?
9. Do you think it is right to get married when you have gone together only a short time?
10. How long should your honeymoon last and what should you do?
11. How soon after marriage should you have children?
12. Should your mother-in-law move in after marriage?
13. Should the wife work after marriage?

#### Children in the Home

1. How do you break a child from marking on the wall-paper?
2. Should you punish a child every time he misbehaves?
3. Should an older sister be allowed to boss a bunch of younger children?
4. Why is childhood considered such an important period in life?
5. Do children like to work?

6. Why is the twentieth century called "the century of the child?"
7. How should the home prepare for a baby?
8. Should you pet a child that is ill?
9. What is meant by "prenatal care?"
10. How can the husband help with the child?
11. How can the baby's routine be used to further his development?
12. When is the baby weaned?
13. At what age should you let the child have responsibility of his own?
14. What is the best way to punish children?
15. How do little children learn desirable behavior?
16. How is the best way to get children over their shyness?
17. Who is responsible for the habits of small children?
18. How can you get a little child to eat when he refuses?
19. Should a mother try to fight a child's battles for him?
20. Should you have your neighbor keep your children while you work?

#### Family Finance

1. Should a family wait until they have enough money to pay for a car in full, or should they go ahead and buy it and then pay it out in payments?

2. Should your family give you pay for chores around the house?
3. Should high school girls get a job?
4. If you have a job should the parents get the money?
5. How should we spend our money?
6. Should children have an allowance? If so how much?
7. When buying groceries, should you buy more than you need at one time?
8. Should you buy your own clothes if you are working?
9. Should each member of the family have an allowance?
10. Is it better to have an allowance or to be given money as you need it?

#### Leisure Time

1. In the past how did people use their leisure time?
2. Do you think that people a long time ago had more leisure than people do now?
3. What should you do in your leisure time?
4. Should hobbies be encouraged?
5. Do you think a person with a hobby is likely to become a more interesting personality because of the hobby?
6. Should leisure time activities include a variety of interests?



## Entertaining in the Home

1. What are some of the ways of entertaining in the home?
2. Should entertaining in the home be very expensive?
3. What are some things you can do to make entertaining in the home especially interesting?
4. When giving a party for a club, should everyone bring something or should just the one giving the party furnish everything?
5. How often should you entertain in the home?

## Living Together in the Family

1. Should the father have all the authority of making the children behave?
2. What should you do if your mother will not let you go on a date that you have already accepted?
3. Should the larger sister make the smaller sister obey her?
4. Should sisters wear the same clothes?
5. If two sisters are about the same age, should the parents let one go on a date and not let the other one go?
6. If two sisters have to share the same room, should they have to share personal belongings?

Discussion Questions Taken from

Family Relationships

By

Elizabeth Force

"Will You Marry Me?"

1. "My grandparents and my parents never studied anything about marriage and family life, and they reared children successfully in a happy home." Are statements like this universally true? Can you think of any reasons why you should learn anything about marriage and family life?
2. Bring to class for discussion news items, magazines articles, radio program listings, motion picture reports, pictures and other materials that deal with marriage and the family.
3. Do you think it more or less difficult to establish and keep a home strong and happy today than in former years? In what respects?
4. Approximately how much and what type of training is required of an individual who plans to be any of these:

	Years beyond grade school	Type of Training
registered nurse	_____	_____
stenographer	_____	_____
doctor	_____	_____

teacher	_____	_____
mechanic	_____	_____
wife	_____	_____
husband	_____	_____
parent	_____	_____

What conclusions can you draw from the information above?

5. For all sorts of professions and jobs, screening is done either by regulations or laws of one kind or another. The unfit, the unprepared, the likely failures are eliminated. What barriers or obstacles are erected by most colleges for the purpose of barring such probable failures? What barriers are created by the laws in your state for the purpose of screening candidates for marriage and parenthood? Fill in this table.

	Candidates for college; type of hurdle presented	Candidates for Parenthood; type of hurdle presented
Age limit	_____	_____
Physical standards	_____	_____
Financial require- ments	_____	_____
Mental require- ments	_____	_____
Moral require- ments	_____	_____
Racial require- ments	_____	_____
Religious require- ments	_____	_____

Social require-  
ments

\_\_\_\_\_

Educational Re-  
quirements

\_\_\_\_\_

Other require-  
ments

\_\_\_\_\_

What conclusions do you draw from the contrast above?

6. Marriage and the rearing of children is a job, not a joy ride. What, in your judgment, should be the minimum requirements for such an important job?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

7. What do you consider to be the ideal requirements for persons who aspire to be husbands, wives, fathers, mothers?

8. Henry Bowman writes in his book, Marriage for Moderns, "Successful marriage is not something that comes full-blown to every young person who has a romantic impulse. It is not a gift of nature offered free to anyone who will pluck it lazily from an uncultivated vine. It is a creative achievement. As such it demands effort, requires sound knowledge and healthy attitudes, and is

grounded on solid realism." In the movies and in fiction very often young people get married and live "happily ever after" without any apparent effort. Which do you think more true to life, the ideas expressed above by Henry Bowman, or the ideas commonly presented in the movies and fiction.

9. Find out what you must do in your state to secure a driver's license; that is, how old you must be, what tests you must pass, etc. Contrast this with the state's requirements for issuing a marriage license.
10. From time to time list movies in which the marriages seem true to life. Keep another list of films in which the marriages seem unreal to you.

#### Happiness versus Hokum

1. "Get your man!" shout the advertisements. How? Use this cold cream, that nail polish, this soap. Collect several advertisements from the magazines in which romantic love scenes are used as the basis for selling a product. According to the picture and advertising copy, the romances pictured were aided and promoted by the use of what products?

a. _____	e. _____
b. _____	f. _____
c. _____	g. _____
d. _____	h. _____

2. Copy from these advertisements statements about love and marriage that you consider misleading, untrue, or inaccurate.
3. Do you believe that real affection is based on physical beauty? Good grooming? Attractive dress? Discuss.
4. Upon what do you think it is based?
5. According to the glamorized versions of romance, what can you expect of your marriage partner with regard to looks, behavior, dress, and disposition? Which of these is stressed most? \_\_\_\_\_ Least? \_\_\_\_\_
6. From what you have observed in real life, does married life appear attractive to you? \_\_\_\_\_ In what ways?
7. Do you have the feeling that your marriage will be different from the marriages you know of? If so, how?
8. Do the movies you have seen make married life seem something to look forward to with pleasure or to avoid if possible?
9. List, if you can, the names of motion pictures which illustrate any of the following types of marriage.
  - a. Blissfully happy
  - b. Tragically unhappy
  - c. Mixed happiness and sorrow
  - d. Just like real life
10. What kind of married life do you think you can reasonably expect?

11. Do you have in mind a special type of husband or wife that you'd like to have? What kind?

Age

Appearance

Character

Financial status

Religion

Occupation

12. What type of home do you dream of? Describe it.

13. Do you think it wise to have fixed ideas on matters like those above? Why, or why not?

14. Collect and bring to class many ads in which the American family group is used as the center of interest. For example, grouped around a radio, ice box, automobile. What kind of family is pictured by most of the advertisements?

Husband: Age \_\_\_\_\_ Appearance? \_\_\_\_\_

Wife: Age? \_\_\_\_\_ Appearance? \_\_\_\_\_

Children: Number? \_\_\_\_\_ Ages? \_\_\_\_\_

Appearance? \_\_\_\_\_

Behavior? \_\_\_\_\_

House: Type? \_\_\_\_\_

Furnishings? \_\_\_\_\_

Luxuries? \_\_\_\_\_

Evidence of education? \_\_\_\_\_

Evidence of culture? \_\_\_\_\_

15. Do you think the picture presents a realistic view of the average family as you know it? Why?
16. "I can dream, can't I?" demands the youth: Is it all right to dream? In what respects is it safe? What is the danger of too much dreaming about marriage and love?
17. Through wishful thinking and dreaming can you add solid planks to the platform on which you will build your married life? How much should you live in the clouds? How much on solid earth? Discuss.

"What On Earth Does He See in Her?"

1. "It is more important to be the right one than to find the right one." Explain what this means to you.
2. How early in life do you start being the right one?
3. How many "right ones" do you suppose there are for you?
4. What are you really like? Answer in terms of:
  - a. What I am like:
  - b. What I'd like to be like:
5. How did you become what you are? What have you consciously done to improve yourself? What external forces have worked upon you?
6. Quietly observe the behavior of several married couples toward one another. What attitudes or habits of behavior do you see that appear objectionable, because they are causing friction or trouble of some kind?



7. What habits of courtesy and consideration do you notice that seem to make for harmonious relationships between married couples?
8. Do you think it is likely that these habits, traits, and attitudes were developed after marriage, or do you believe that they were already present at marriage? Explain your answer.
9. A friend, it is said, is one who loves you in spite of your faults. Probably to a great extent husbands and wives love each other in spite of their shortcomings, also. Why, then, bother to develop admirable, lovable characteristics if you may be loved with your objectionable ones?
10. You no doubt have heard the old song, "Look for the Silver Lining." Why is it a sound, sensible practice to look at the good points of an individual rather than at the bad points?
11. Someone has said that in married life one needs a mate who will "wear well." What do you understand by the term?
12. When a man buys a car, furniture, house, or a suit, he usually shops for certain qualities that he thinks important. Perhaps he considers such qualities as durability, suitability, price, upkeep, appearance. List similar considerations which might well be kept in mind

when selecting a partner for life, and say why they are important.

13. What traits do you think you will appreciate most in your wife or husband? Why?
14. Inquire of several married couples what traits in their partners they have learned to appreciate most. Compare or contrast this list with the list you made.

#### What Kind of a Mate are You Becoming?

1. Living in a family is a decided advantage in several ways, although often you may not think so. What advantages are there in being a member of a family group?
2. What disadvantages are there, if any? Do you ever feel that your family "cramps your style?" How?
3. "The rough and tumble of family living is the best preparation for life." Explain this statement in terms of your own experience.
4. In a home each member has certain rights as well as responsibilities. Make a list of the rights you think you are entitled to. Then list your responsibilities.
5. What rights have the other members of the family?
6. The members of a family are bound to have disagreements and disputes over the dozens of matters that come up daily. This is natural and inevitable. However, it is wise to keep the conflict and friction at a minimum because irritations and arguments contribute to a

discordant home life. Have several good lively class discussions on the items that concern you most. Try to learn from them how you can contribute to a peaceful solution of such disputes. List points which should be helpful.

7. a. What things can you be expected to sacrifice for the sake of keeping your home life harmonious?
- b. How much sacrifice can you fairly expect other members of the family to make?
8. "Why should I be polite to her? She's just my sister!"  
What is your reaction to the attitude revealed by that remark?
9. How is it possible for you to love your family members and yet not quite "like" them?
10. How much effect will your behavior and attitudes in your present home life have on your future home life?

"She's Lovely! She's Engaged! She Uses ??"

1. Mary Smith informed her friends with pride that she had been "engaged to four different fellows in two years!"  
What is your reaction to her statement?
2. What, in your judgment, is an engagement? When are you engaged?
3. Is there any real difference between an informal engagement and a formal engagement? If so, what?
4. Years ago in our country, and in many lands, today,

custom demanded that the young man consult with the young lady's father before he took the initiative of courting the girl of his choice. He was required to "declare his intentions" and "ask for her hand." Why do you suppose this was done? Do you see any value in reviving such a custom? Is there any possibility that it will be revived?

5. Do you believe that young people in our country are capable of making such an important decision as the selection of a life mate without parental or other adult counsel? Justify your answer.
6. Is a ring necessary to bind an engagement? Give reasons for your reply.
7. What dangers are there in over-emphasizing the social life--showers, parties, dances--that usually accompanies engagements?
8. What is the danger of over-stressing love making during this period?
9. Why should the engaged couple keep in touch with their friends instead of withdrawing from their usual circle and devoting themselves to each other exclusively?

From very careful investigation it has been learned that many marriages crack because of misunderstandings that never should have arisen. The next questions deal with a few of these.

10. Religious issues. Are mixed marriages wise? Do they have a chance for success? Under what conditions? Talk with your minister, priest, babbi, about this. He will give you accurate, first-hand information concerning the church's opinion. What conclusions do you draw?
11. Shall the wife work for wages? Will it be desirable? Necessary? How long shall she work? For what goal? If the wife works, how are home duties to be shared? For what is the extra income to be used? Is there a danger in starting with two incomes? If you can't have everything you want--and that will probably be the case--which things are to have priority? Savings? Housekeeping equipment? Luxuries, such as a car, television set, unnecessary clothes, babies, each other? fun? Will "things" become more desirable than "family?" Will two incomes influence this trend in either direction?
12. Housing. Where are you to live? Do you agree about this? With his parents? With hers? In an apartment? In the country? What about rental costs?
13. Knowing each other. How well do you know each other? How does he (she) react in an emergency? Under trying conditions? Have I seen him (her) attitude toward things that really matter to me? What things really do matter to me? Smoking, drinking, cards, dancing, church, movies, books, music, money?

14. Relatives and friends. What do I know about his (her) relatives? How do they react toward me? How do my relatives react toward him (her)? How does he (she) behave toward his (her) relatives? How is he (she) likely to behave toward me? What of our friends? Is all of this important? Why?
15. "Do I really love this person?" That's a question you will find yourself asking yourself once in a while. How do you think you can judge? "Genuine love," said one husband, "is an out-going emotion, not an in-coming one." Try to explain what you think he meant by that.
16. "In sickness or in health." Ask your family doctor why he recommends thorough physical examination of the couple during the engagement period. List his reasons. No one is a perfect physical specimen. Are the defects of your future partner likely to be the cause of unhappiness? What adjustments must you make because of your mate's physical condition?
18. Specific preparations. Boys, what specific preparation for marriage can you make during the engagement period?
- |  |          |
|--|----------|
| a. Save money                              | e. _____ |
| b. Take out additional insurance           | f. _____ |
| c. Read some books on marriage preparation | g. _____ |
| d. _____                                   | h. _____ |

Girls,

- |  |          |
|--|----------|
| a. Collect items for your home             | e. _____ |
| b. Practice cooking                        | f. _____ |
| c. Read some books on marriage preparation | g. _____ |
| d. _____                                   | h. _____ |

"For Better, for Worse: for  
Richer, for Poorer"

1. Does society have any right to be concerned about your marriage or is it "nobody's business" but yours? Justify your answer.
2. You have already looked up the legal steps you must take to get married in your state. Does your church require any additional preparation? What?
3. Send a committee to the proper local authorities to get copies of the documents that must be filled in before the marriage license is issued. Discuss these documents in class.
4. It is becoming increasingly usual for clergymen to counsel the young couples whom they plan to marry, either singly or together. They discuss such things as children, budgets, personal fitness. Try to have a clergyman visit the class and demonstrate such a counseling session.
5. In such marriage counseling, are there any pre-marital interviews available in your community? Investigate and report.

6. Do you think a clergyman has the right to refuse to marry a couple who have not demonstrated maturity, earnestness, and proper preparation for marriage? Why?
7. "This is my wedding," declared the bride-to-be firmly. "I shall have it as I like; not as Aunt Tilly likes, or as Grandma likes, or my in-laws like." Is she right? In error? Discuss your attitude toward her statement.
8. Your wedding day--one of the most important days of your life. It, and the marriage ceremony, deserve careful planning. The ceremony should have dignity, beauty, reverence. How can these be achieved?
9. Do you think these qualities are more easily obtained in a civil ceremony or a church ceremony? Why?
10. What would you want your own wedding to be like if you could have it just as you chose?
11. The picture of a young man with a ladder propped up under his beloved's window is a familiar one, outmoded perhaps. Elopements sound romantic; the movies make them appear thrilling and exciting. Why might a couple decide to elope?
12. Is an elopement wise, or unwise? Justified, or unjustified? Desirable, or undesirable? State your position.
13. Have you ever attended a wedding? How did it impress you? How did you feel inside? Some people cry at weddings; others laugh; others just yawn!



14. The etiquette of the wedding changes with the times. Where can you go to find out about proper apparel, fees, decorations, gifts, invitations?
15. Refer to an up-to-date etiquette book for information concerning the respective responsibilities of the bride and groom in regard to the ceremony.

#### And Then There Were Three!

1. Even very young girls are interested in dolls and babies. Were you? Boys usually reveal less interest in children. Is this because girls have a "maternal instinct," and boys lack a paternal instinct? How would you explain this apparent difference?
2. Are children necessary to a completely happy marriage? Why, or why not?
3. Every child has a right to be "well born." In your opinion, what is included in the expression?
4. Every child has the right to be wanted. In what respects has the wanted child a better start in life than the unwanted one?
5. You may have considered the "ideal" family you will someday have. What it is like? How many boys? Girls? How far apart?
6. Some folks take large families of children in their stride. Others find one or two a great burden. To which group do you think you belong? For what reasons?

7. The only child may be a lonely child. Check with several only children. Discuss their attitudes about being "only" children. List briefly their reactions.
8. Contemptuously the young mother tossed aside the book on child care. "I don't need a book to bring up my baby," she said. What is your reaction to her opinion?
9. "Bill is a better mother to his children than is his wife." What is meant by that remark?
10. What part, if any, should the father play in caring for the physical needs of his young child?
11. "Men and women, in order to be good parents, must first be sound, well-rounded people." Do you agree? List below the names of four or five parents who, in your judgment, are "well-rounded."
12. Review your own qualifications for parenthood. For example: I am strong and well. I love children. What weaknesses are you aware of? For example: I dislike children generally. I am in poor health.
13. Unconditional love--that your child needs above all else. You must love him without reservation.
  - a. How can you convince your child that you love him, when it is necessary to discipline him, to deny him things he wants?
  - b. "After punishing a child, be sure to take the sting out." Explain what this means and how it can be done.

c. "I love you, but I detest what you have done."

What does this mean in connection with child discipline?

14. We hear a lot about "emotional security" as well as of "physical security." What is meant by each?
15. Are church, Sunday School, or other forms of religious training to be a part of your child's education? Why, or why not?
16. Consistent discipline and fair treatment by both parents are important, if the children are to have a fair chance for happy, normal lives. How should the mother and father handle situations about which they disagree? What is meant by being consistent in child discipline?

#### Fosters Made for Relationships Unit

- I. Girl holding balances (boy balanced by his personal qualities).
  - A. Girl likes a boy for a date who:
    1. Has good manners.
    2. Is neat and clean in appearance.
    3. Is easy to talk to and can take part in conversations.
    4. Treats her with respect and is thoughtful and kind.
    5. Can by a lot of fun.

- II. Boy holding balances (girl balanced by her personal qualities).
- A. Boy likes a girl for a date who:
1. Is a lot of fun, lively, and enters into things.
  2. Is neat in appearance and shows good taste in dress.
  3. Is good looking and has a good figure.
  4. Is a good conversationalist.
  5. Is easy to get along with.
- III. From courtship to a new family, scenes include:
- A. Boy shows girl diamond.
  - B. Wedding.
  - C. Dish washing (aprons have embroidery with "His" on one, and "Hers" on the other).
  - D. Husband and wife each carrying a baby (twins).
- IV. From courtship to courthouse, scenes include:
- A. Boy placing diamond on girl's finger.
  - B. Wedding.
  - C. Wife crying as she packs her suitcase.
  - D. Couple standing before judge in court.
- V. The buying babes in blunderland,
- VI. The buying babes wait their turn.
- VII. Which are you?  
Well dressed boy? Poorly dressed boy?
- VIII. Which are you?  
Well dressed girl? Poorly dressed girl?

## Assembly Program

Announcer: "The program this morning consists of skits on family life and a panel on dating, sponsored by the homemaking girls who are now studying family relationships. The first scene we have is a telephone conversation. In this scene, notice how the boy puts the girl on the spot."

(The telephones were placed on tables, one on the left side and one on the right side, in front of the curtain. The telephone rings; Kathy enters and answers it).

Kathy: "Hello."

Don: "Hi, Kathy, what cha' doing tonight?"

Kathy: "Well, ah----"

Don: "Ah! Come on, let's paint the town red tonight!"

Kathy: "I'm sorry, but-uh-I don't recognize your voice."

Don: "Oh, this is Don."

Kathy: "Oh? Yes, Don--uh--Don Miller."

Don: "No, Don Jones."

Announcer: "I would like to point out the ease of both boy and girl in this scene."

(Telephone rings and Debbie enters).

Debbie: "Hello."

Steve: "Hello, Debbie?"

Debbie: "Yes."

Steve: "This is Steve Reynolds. I have two tickets to

the basketball game Friday night and wondered if you would like to go."

Debbie: "Why yes, I'd love to."

Announcer: "Notice in this scene how the girl insists on the expensive type of flower even when she found out that he couldn't afford it."

Girl: "Oh, guess what! I was just talking to Mary; and Bob is going to get her an orchid for the prom. Imagine--a real live orchid! I just love orchids, don't you? Oh, I just know an orchid would look scrumptious on my new formal, but poor lil ole me. I don't guess I'll get one."

Boy: "Uh, yow--they sure are pretty but I heard they were kind of expensive."

Girl: "Oh, yes, but just think how pretty they are! You know I've never had an orchid and I've always said that if I ever had my choice of a flower for the prom, I'd choose an orchid."

Boy: "But I thought carnations or a gardenia would be just as pretty on your dress, don't you?"

Girl: "Oh, you boys! That's all you know about girls and what they like."

Announcer: "In this scene the boy asked what color of flower the girl wanted and he indicated the price range of the flower he could afford."

Boy: "Mary, what color is your formal? The reason I'm asking is that I'd like to have some idea about what color of corsage to get you."

Mary: "My formal is white, so I can wear almost any color of corsage except white. I was thinking that red would look pretty but then, I guess any color would be alright."

Boy: "Well, which would you prefer, red carnations, roses, or perhaps an iris?"

Mary: "I believe I'd like the red carnations best."

Announcer: "The next two scenes are on family life. Which scene is the most desirable?"

Family Life, Scene A

Setting: Living room.

Characters: Mom, Dad, Pat, Mary and Bill.

As the children enter, Dad is buried in his paper.

Bill: "Boy, Dad, was that ever a good ball game!"

Dad: "Umhum -----"

Pat: "Say, Mom, let's make some fudge, we ain't had none in ages."

Mom: "No, we shall not! And don't say ain't. Get out of here; we are expecting company for bridge."

Mary: "But, gee, Mom, you and Dad never have time for us any more. We used to all have fun together. You two must be getting old."

Dad: "You heard your mother. Now go and eat your sandwiches, drink your milk, brush your teeth, tidy your room, and go to bed before I take off my belt and give you a good thrashing. Now beat it!"

Three kids: (Stamping out) "Good night."

Family Life, Scene B

As the children enter, Dad is setting up a card table and Mom rises to greet them.

Mom: "Hi, kids; have a nice time at the ball game?"

Bill: "Sure did, Mom. Did you listen in on the radio?"

Dad: "Sure did, son. Mom and I want you all to help us put these puzzles together and then Mom will make some fudge--that is if the girls will help."

Mary: "Sure, Dad. Mom hasn't felt well lately anyway, and we learned how to make fudge in home-making at school."

Pat: "Gee, Dad, you and Mom are sure swell sports. I'll bet we have more fun than any other family in town."

All: "Sure we do!"

Announcer: "Now let us turn our attention to a most familiar scene around A.H.S. This is not the typical conduct of the popular girl."

The girl starts across the stage and meets a boy before



she has gone very far. Gushing with joy she starts flirting with Boy No. 1.

Girl: "Hi, handsome!"

Boy: "Hello, Joyce. What'ch doing?"

Girl: "Nothing much, just skipping third period. You know me."

Boy: "Well, while you'r skipping how about us skipping to the show some night?"

Girl: "Oh, Ben, you know I just love Clarke Gable's shows. You look so much like him."

Boy: "Really! Well, o.k. at 7:30 tomorrow night. See you then."

Girl: "Be waiting for you."

The girl goes a few steps before meeting Boy No. 2.

Girl: "Hi!" ----(Smiling very cutely).

Boy: "Hi!"

Boy flips her on the arm as he goes by.

Girl: (Running back to hit him) "Don't pick on poor little me."

Boy: "Hay!"

Boy walks on off the stage.

Another boy enters and meets Joyce.

Boy: "Hi, chicken. How's everybody been treating you lately?"

Girl: "Oh, everybody's been a brute to me except you."

You're so sweet to me. You going my way? I'll place the honor on you by walking with handsome you. (Girl grabs his arm and they walk on together).

Announcer: "This scene presents a typical situation regarding dating."

Setting: Family living room.

Ann: "Mother--er Mother, Bill asked me to go to the prom with him tonight, and I-er-told him I would go."

Jane: "Why, Ann! What do you mean by that? After all, I didn't go on my first date until I was fifteen and you are only fourteen. Now, Mother, you can't let her go; it wouldn't be fair to me." (Jane leaves the room).

Mother: "Ann I'm surprised at you. Whatever gave you the idea that you could go on a date?"

Ann: "But, Mother, it's the school prom and Bill asked me."

Mother: "Don't but Mother. You can't go and that's final."

Ann: "But Mother!" (Gary and Terry come in at this time).

Terry: "What's Ann up to now, Mom?"

Gary: "Oh! Ann, I saw you talking to Bill today. What were you talking about? huh!"

Twins: "Ann's got a boy friend. Ann's got a boy friend. Ann's got a boy friend."

Mother: "Now, boys, go on out and play and quit teasing your sister. And, Ann, remember you can't go." (Exit, mother and twins leaving Ann in the living room alone).

Ann: "I've got to go tonight. Bill will think I'm awful, and I told him I would go. I've heard of girls slipping out and going on dates; I'll do that. I'll tell Mother I'm sick and that I'm going to bed early. I'm sure she won't catch me. I'll go and get ready now." (Ann leaves stage as mother, father, and Jane enter from opposite side).

Mother: "Dear, I don't think we should have treated Ann so badly. But after all, she is only fourteen, much too young to date!"

Jane: "Mother, don't let her go; I didn't go on my first date until I was fifteen."

Father: "Well, don't feel too badly about it, your mother didn't go until she was seventeen and then her father took us."

Twins: "Hi, Dad. Did you hear about Ann's date? Ain't that a dilly?"

Gary: "Me and Terry hate girls. Why did Bill ask Ann anyway? Huh, Dad?"

Dad: "Now, boys, go on and go to bed and quit talking

about your sister. I don't blame Bill for asking her. After all, she is pretty."

Twins: "Oh, fiddlesticks! Who wants to go to bed? Bed, bed."

Mother: "Come, Jane, let's go do the dishes."

Father: "I'll go down to the drug store and get me a magazine and a couple of cigars." (Mother, Jane, and father leave stage while Ann enters from other side).

Ann: "I've got a guilty conscience, but it's worth it. After all, Bill will be glad I came, and I'm sure Mother won't catch me."

Mother: "Ann! Where are you going in your formal? I thought I could trust you. I thought you were sick. How could you do this to me? Go to your room and I'll send your father to talk to you."  
(Ann goes out crying).

Chairman for the panel: "The scene you have just watched no doubt caused you to think of several things concerning the dating of boys and girls. As the panel progresses with the discussion of questions regarding dating, we want each of you in the audience to feel free to ask questions or to make comments about anything that is said."

## Questions Discussed on the Panel

1. Should you date steady?
2. What are some of the things you can do away from home on a date?
3. What are some ways of entertaining a group of young people in your home?
4. Should a boy always call at the door for his date?
5. Should your parents approve of your date?
6. Should you kiss a girl on the first date?
7. Should a girl smoke?
8. Should a girl drink intoxicating beverages?
9. How old should you be to date?
10. Is it more fun to double date or single date?
11. How late should you stay out?
12. Should you date on school nights?

<p>January 16</p> <p>Issued books</p>	<p>January 17</p> <p>Made list of things to be studied</p>	<p>January 18</p> <p>Worked on bibliography</p>
<p>January 23</p> <p>Worked on bibliography</p>	<p>January 24</p> <p>Read and decided how each group would present material to class</p>	<p>January 25</p> <p>Read and decided how each group would present material to class</p>
<p>January 30</p> <p>Buzz session followed by discussion on personality GERTRUDE AND JULIA</p>	<p>January 31</p> <p>Buzz session on dating Study period</p>	<p>February 1</p> <p>Discussion on dating</p>

Fig. 3.--Block plan of group relationship Unit, Home-making I, first period.

<p style="text-align: center;">January 19</p> <p>Film: BODY CARE AND GROOMING Discussion on film</p>	<p style="text-align: center;">January 20</p> <p style="text-align: center;">Bibliography</p>
<p style="text-align: center;">January 26</p> <p>Film: ALICE ADAMS DANCE SEQUENCE Discussion of film</p>	<p style="text-align: center;">January 27</p> <p style="text-align: center;">Discussion of dating Mary and Maunia</p>
<p style="text-align: center;">February 2</p> <p>Mary absent and Maunia W.D. (dating). Finished personality and grooming. Gertrude and Julia</p>	<p style="text-align: center;">February 3</p> <p style="text-align: center;">Discussion of dating continued. Mary</p>

Fig. 3.--Continued.

<p>February 6</p> <p>Buzz session for courtship, engagement, and marriage. Talked about a panel or forum, or asking the county judge or a minister to visit the class.</p>	<p>February 7</p> <p>Discussion of marriage, engagement, and courtship. Frances and Janis</p>	<p>February 8</p> <p>Children in the home. Buzz session followed by discussion. Mary Price and Yvonne</p>
<p>February 13</p> <p>Film: BOUNDARY LINES Discussion of film Buzz session, entertaining in the home. Shirley and Faye</p>	<p>February 14</p> <p>Film: EMOTIONAL HEALTH Discussion of film.</p>	<p>February 15</p> <p>Buzz session followed by discussion, living together in the family. Shirley and Faye</p>
<p>February 20</p> <p>Buzz session on family finance</p>	<p>February 21</p> <p>Discussed "Spending your Money" pp. 126-40</p>	<p>February 22</p> <p>Each girl made five questions for test and answered them.</p>

Fig. 3.--Continued.



<p style="text-align: center;">February 9</p> <p>Discussion: Children in the home, continued. Buzz session on leisure time, followed by discussion. Shirley and Faye</p>	<p style="text-align: center;">February 10</p> <p>Film: COURSHIP TO COURTHOUSE. Discussion of film</p>
<p style="text-align: center;">February 16</p> <p style="text-align: center;">Set stage for assembly</p>	<p style="text-align: center;">February 17</p> <p style="text-align: center;">Evaluation</p>
<p style="text-align: center;">February 23</p> <p style="text-align: center;">General discussion</p>	<p style="text-align: center;">February 24</p> <p style="text-align: center;">Six weeks test</p>

Fig. 3.--Continued.

<p>January 16</p> <p>Issued books</p>	<p>January 17</p> <p>Made list of things to be studied</p>	<p>January 18</p> <p>Worked on bibliography</p>
<p>January 23</p> <p>Planned who would be responsible for each topic. Worked on bibliography</p>	<p>January 24</p> <p>Read</p>	<p>January 25</p> <p>Read</p>
<p>January 30</p> <p>Report by Shirley on dating (did not get free discussion from class, so study groups were formed).</p>	<p>January 31</p> <p>Buzz session on dating. Film: "SEAMS"</p>	<p>February 1</p> <p>Discussion on dating.</p>

Fig. 4--Block plan of group relationship unit, Home-making I, second period.

<p style="text-align: center;">January 19</p> <p>Film: BODY CARE AND GROOMING Discussion of film</p>	<p style="text-align: center;">January 20</p> <p style="text-align: center;">Bibliography</p>
<p style="text-align: center;">January 26</p> <p>FILMS: ALICE ADAMS DANCE SEQUENCE and ALICE ADAMS MONEY SEQUENCE Discussion of films.</p>	<p style="text-align: center;">January 27</p> <p>Discussion of Alice Adams films and of dating.</p>
<p style="text-align: center;">February 2</p>	<p style="text-align: center;">February 3</p> <p>Discussion on dating. Buzz session on courtship, engagement and marriage.</p>

Fig. 4--Continued

<p style="text-align: center;">February 6</p> <p>Courtship, engagement and marriage. Jo Faye, Janie and Geraldine</p>	<p style="text-align: center;">February 7</p> <p>Discussion continued led by Jo Faye, Janie and Geraldine</p>	<p style="text-align: center;">February 8</p> <p>Wrote skits for planned assembly program and displays. Buzz sessions: Family finance, entertaining in the home, leisure time. Living together in the family.</p>
<p style="text-align: center;">February 13</p> <p>Film: BOUNDARY LINES Practiced for assembly.</p>	<p style="text-align: center;">February 14</p> <p>Film: EMOTIONAL HEALTH Discussion of the two films.</p>	<p style="text-align: center;">February 15</p> <p>Preparation for Assembly program</p>
<p style="text-align: center;">February 20</p> <p>Read, MOORE, "Family Living Poses Problem" and "The Family Shares in Home Making"</p>	<p style="text-align: center;">February 21</p> <p>Read, "Your Leisure Time," pp. 318-38.</p>	<p style="text-align: center;">February 22</p> <p>Each girl made 5 general questions for discussion test and answered them.</p>

Fig. 4--Continued

<p style="text-align: center;">February 9</p> <p>Wrote skits for planned assembly and displays. Buzz session on family finance, entertaining in the home, leisure time, and living together in the home.</p>	<p style="text-align: center;">February 10</p> <p>Film: COURTSHIP TO COURTHOUSE Discussion on film</p>
<p style="text-align: center;">February 15</p> <p>Made preparation for assembly program</p>	<p style="text-align: center;">February 16</p> <p>Evaluation</p>
<p style="text-align: center;">February 22</p> <p>Each girl made 5 questions for general discussion test and answered them.</p>	<p style="text-align: center;">February 23</p> <p>Six weeks test</p>

Fig. 4--Continued

<p>January 16</p> <p>Issued books</p>	<p>January 17</p> <p>Worked on list of things to be studied in the six weeks</p>	<p>January 18</p> <p>Worked on bibliography</p>
<p>January 23</p> <p>Worked on bibliography</p>	<p>January 24</p> <p>Made plans to present facts to class</p>	<p>January 25</p> <p>Discussion on dating, necking, how to act on dates. Wrote letter to Ann.</p>
<p>January 30</p> <p>Book review by Maxine on "How Personalities Grow"</p>	<p>January 31</p> <p>Study</p>	<p>February 1</p> <p>Personal grooming, appearance, Make-up, clothes hair and posture.</p>

Fig. 5--Block plan of group relationship unit, Home-making II, fifth period.

<p style="text-align: center;">January 19</p> <p>Film: BODY CARE AND GROOMING Discussion of film.</p>	<p style="text-align: center;">January 20</p> <p style="text-align: center;">Bibliography</p>
<p style="text-align: center;">January 26</p> <p>Film: ALICE ADAMS</p>	<p style="text-align: center;">January 27</p> <p>Discussion of "going steady."</p>
<p style="text-align: center;">February 2</p> <p>Discussion of questions from work book, "Will You Marry Me?"</p>	<p style="text-align: center;">February 3</p> <p>Discussion of "Growth has its Problems" by Moore.</p>

Fig. 5--Continued

<p>February 6</p> <p>Discussion of Moore's "Boy Meets Girl"</p>	<p>February 7</p> <p>Discussion of Courtship</p>	<p>February 8</p> <p>Discussion of Engagement</p>
<p>February 13</p> <p>Discussion of Emotions and Everyday living</p>	<p>February 14</p> <p>Films: EMOTIONAL HEALTH, BOUNDARY LINES discussion of films</p>	<p>February 15</p> <p>Discussion of Moore's "Emotional Habits" and "It is a Man-Woman World"</p>
<p>February 20</p> <p>Discussion of Children in the Home, and questions from the work book.</p>	<p>February 21</p> <p>Discussion of Moore's "Family Living Poses Problems"</p>	<p>February 22</p> <p>Five test questions made and answered by each girl.</p>

Fig. 5--Continued



<p>February 9</p> <p>Discussion of "Looking Toward a New Family" by Moore</p>	<p>February 10</p> <p>Film: COURTSHIP TO COURTHOUSE Discussion of film</p>
<p>February 16</p> <p>Talked about assembly program and panel on dating. Tried to find boys who would take part on the panel.</p>	<p>February 17</p> <p>A Southern Assembly Program</p>
<p>February 23</p> <p>General Discussion</p>	<p>February 24</p> <p>Six weeks test</p>

Fig. 5--Continued

<p>January 16</p> <p>Issued books</p>	<p>January 17</p> <p>Made list of things to be studied during the six weeks.</p>	<p>January 18</p> <p>Worked on Bibliography</p>
<p>January 23</p> <p>Discussion on dating.</p>	<p>January 24</p> <p>Discussion on dating.</p>	<p>January 25</p> <p>Review of "Teen Days" by Strain. Mona and Beth</p>
<p>January 30</p> <p>Discussion of "Human Beings Learn to be Human" and "Growth has its Problems" by Moore</p>	<p>January 31</p> <p>Discussion of Personality</p>	<p>February 1</p> <p>Read Moore's "Emotional and Everyday Living," and "Emotional Climate and Emotional Habits"</p>

Fig. 6--Block plan of group relationship unit, Home-making III, sixth period.

<p style="text-align: center;">January 19</p> <p>Film: BODY CARE AND GROOMING Discussion of film</p>	<p style="text-align: center;">January 20</p> <p>Worked on bibliography</p>
<p style="text-align: center;">January 26</p> <p>Films: ALICE ADAMS Dance SEQUENCE and ALICE ADAMS MONEY SEQUENCE Discussion of films</p>	<p style="text-align: center;">January 27</p> <p>Discussion of "Why We Behave as We Do," by Moore.</p>
<p style="text-align: center;">February 2</p> <p>Discussion of "Family Living Poses Problems," by Moore.</p>	<p style="text-align: center;">February 3</p> <p>Discussion of Personal Grooming</p>

Fig. 6--Continued

<p>February 6</p> <p>Discussion of "Boy Meets Girl," from Moore.</p>	<p>February 7</p> <p>Discussion of "The Next Step is Courtship," from Moore.</p>	<p>February 8</p> <p>Discussed questions from work book, "What On Earth Does He See in Her?"</p>
<p>February 13</p> <p>Discussed "Looking Toward a New Family" and "It is a Man-Woman World," from Moore.</p>	<p>February 14</p> <p>Films: EMOTIONAL HEALTH and BOUNDARY LINES Discussion of films.</p>	<p>February 15</p> <p>Made questions for panel.</p>
<p>February 20</p> <p>Evaluation and general discussion of dating, courtship and engagement.</p>	<p>February 21</p> <p>Discussion of Marriage (state laws related to marriage, etc.).</p>	<p>February 22</p> <p>Discussion of Marriage (state laws related to marriage, etc.).</p>

Fig. 6--Continued

<p>February 9</p> <p>Planned panel Discussed engagements</p>	<p>February 10</p> <p>Film: COURTSHIP TO COURTHOUSE Discussed film</p>
<p>February 16</p> <p>Discussion of questions brought up in assembly.</p>	<p>February 17</p> <p>Southern Assembly, "The Five Little Peppers"</p>
<p>February 23</p> <p>General discussion</p>	<p>February 24</p> <p>Six Weeks Test</p>

Fig. 6--Continued

<p>January 16</p> <p>Issued books</p>	<p>January 17</p> <p>Made list of things girls wanted to study during the six weeks.</p>	<p>January 18</p> <p>Worked on bibliography</p>
<p>January 23</p> <p>Discussion on dating.</p>	<p>January 24</p> <p>Discussion on dating.</p>	<p>January 25</p> <p>Discussion on dating.</p>
<p>January 30</p> <p>Discussion on personal grooming.</p>	<p>January 31</p> <p>Discussion on personal grooming.</p>	<p>February 1</p> <p>Discussion of "Human Beings Learn to be Human," and "Growth Has Its Problems," by Moore.</p>

Fig. 7--Block plan of group relationship unit, Home-making II, seventh period.

<p>January 19</p> <p>Film: BODY CARE AND GROOMING</p> <p>Discussion of film.</p>	<p>January 20</p> <p>Worked on bibliography</p>
<p>January 26</p> <p>Film: ALICE ADAMS</p> <p>Discussion of film.</p>	<p>January 27</p> <p>Discussion continued on dating.</p>
<p>February 2</p> <p>Discussion of personality</p>	<p>February 3</p> <p>Discussion of "Family Living Poses Problems" from Moore.</p>

Fig. 7--Continued

<p>February 6</p> <p>Read Moore, "Boy Meets Girl"</p>	<p>February 7</p> <p>Read Moore, "The Next Step is Courtship"</p>	<p>February 8</p> <p>Discussed questions in workbook, "Happiness versus Hokum"</p>
<p>February 13</p> <p>Discussion of "Emotions and Everyday Living," and "Emotional Climate and Emotional Habits" from Moore</p>	<p>February 14</p> <p>Films: EMOTIONAL HEALTH and BOUNDARY LINES Discussion of films</p>	<p>February 15</p> <p>Practiced for assembly program</p>
<p>February 20</p> <p>Discussion of "Looking Toward a New Family" from Moore</p>	<p>February 21</p> <p>Discussion of marriage, questions regarding engagement, courtship, and laws related to marriage.</p>	<p>February 22</p> <p>Visited courthouse to get requirements in Texas for getting and using a marriage license.</p>

Fig. 7--Continued



<p style="text-align: center;">February 9</p> <p>Wrote skits for assembly program.</p>	<p style="text-align: center;">February 10</p> <p>Film: COURTSHIP TO COURTHOUSE</p>
<p style="text-align: center;">February 16</p> <p>Discussed questions from workbook, "What Kind of a Mate are You Becoming?"          "She's Lovely, She's Engaged, She Uses???"          "For Better, for Worse; For Richer, for Poorer."</p>	<p style="text-align: center;">February 17</p> <p style="text-align: center;">Southern Assembly</p>
<p style="text-align: center;">February 23</p> <p style="text-align: center;">General Discussion</p>	<p style="text-align: center;">February 24</p> <p style="text-align: center;">Six Weeks Test</p>

Fig. 7--Continued

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