

EVALUATION OF A TWELVE MONTHS
HOMEMAKING PROGRAM

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EVALUATION OF A TWELVE MONTHS
HOMEMAKING PROGRAM

THESIS

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INTRODUCTION AND HISTORICAL BACKGROUND

An examination of previous studies of twelve months programs in areas of education, other than homemaking, offers evidence that a continuous program had definite advantages over the shorter or interrupted programs.

As early as 1763 Frederick The Great recognized the value of the year-round educational program and made such a program compulsory in Prussia.¹

In 1789 Massachusetts passed a state law requiring a twelve months grammar school in all towns containing two hundred families or more.²

Studies conducted by Irmina³ indicate that a loss of learning takes place during the summer vacation months to a degree that requires three weeks of the following school year to regain. She notes that the duller the child the greater the loss of learning. She assumes that this loss would not occur in a twelve months program.

The results of the study made by Irmina are verified in other studies by Bruene and Distad,⁴ and Patterson and

¹Byrns, Ruth, School and Society, 57, (February, 1943).

²Ibid.

³Irmina, Sister M., "Effect of Summer Vacation on Retention," Dissertation, (1928).

⁴Bruene and Distad, "Effect of Summer Vacation on Reading Ability," Journal of Educational Research, (1928), 18, 309-314.

Rennselear.⁵ They also find that skills are lost to a greater degree than in the ability to reason.

It may be assumed that America evolved the short school term because of the need for child labor; however, the short school term has persisted long after the disappearance of the need for child labor.

Judge Malcolm Hatfield⁶ observes that authorities in many sections of the country notice an increase in juvenile delinquency as soon as schools close for summer vacations. During the vacation time desirable habits and attitudes which the school may have built up in children are lost because of pernicious influences of the community. Judge Hatfield cites educators who believe that school buildings, playgrounds, gymnasiums, libraries and auditoriums should be open for recreational purposes throughout the entire year.

Recognition of this problem has brought about establishment of summer supervision of children's activities on playgrounds, in clubs, and through agriculture and homemaking programs.

The Homemaking Division of the Vocational Education Department of Texas launched an experimental twelve months program in a few selected schools throughout the state in September, 1945. Now, four years later, many schools are participating in the year-round homemaking program.

⁵Patterson and Rennselear, "Effect of Vacation on Mental Ability," Ibid., (1925), 222-28.

⁶Hatfield, Judge Malcolm, "Children in Court," New York, (1938), 108-9.

The Wylie Homemaking Department has participated in the program since it was first introduced on September 1, 1945. Observation of the local continuous program led to the formulation of a hypothesis concerning the value of the twelve months homemaking program over the ten months plan. This hypothesis was given additional weight in August, 1948, when the Homemaking Division of State Board for Vocational Education published "Advantages and Activities of Year-Round Programs in Homemaking Education."

The pamphlet lists the following advantages of a year-round program in local communities:

1. Leadership is provided through the year for counseling with families and directing the activities of Future Homemakers and New Homemakers.
2. More frequent contact with pupils at home with their families can be made.
3. The community has access to homemaking facilities the year-round.
4. Comprehensive home experiences are possible for youth and adults.
5. Closer coordination of community and school work is possible.
6. Teacher can know community members and needs better.
7. Program will be continuous; therefore more effective.
8. Seasonal experiences could be carried out more effectively, for example, food preservation.
9. It gives the teacher a feeling of belonging to the community and an opportunity to participate in community activities made possible by a more flexible schedule in the summer months.

10. It gives opportunity to have additional child development experiences with youth and parents.
11. It gives opportunity to work with people of consolidated districts in their own communities.
12. It makes possible a better distribution of responsibilities; therefore, a fuller program.
13. Home problems could be worked out in the home as they come up naturally.
14. The total program can be extended to reach a better representation of the population.
15. It makes possible a more flexible program.
16. It allows more time to work with community agencies.
17. It gives further opportunity to interpret the program to the community.
18. There is opportunity to use a child development laboratory, a canning center, and other community facilities for homemaking instruction.
19. It provides additional time for effective planning.
20. It gives opportunity to emphasize worthy use of leisure time.
21. It provides an opportunity to develop homemaking skills using the home as a laboratory.
22. A year-round program makes for continuous community interest.
23. The teacher may do a better job of helping people solve homemaking problems in all areas every year.
24. The teacher has further opportunity to acquaint herself with programs outside her community.
25. Since many high school students take jobs in the summer, it provides time for the homemaking teacher to work more closely with these students on problems related to home and family living and the jobs being held.
26. Makes possible a better interpretation of the home-making program to the community.

27. Keeps youth busy with worthwhile activities the year-round, especially the summer months.
28. It attracts and holds better qualified teachers in the teaching profession since industry and other agencies offer twelve months employment.
29. A more active, worthwhile and interesting Future Homemakers of America Chapter can function the year-round.
30. It enables the school to do a better job of counseling and guidance of youth and adults in meeting individual problems.
31. It provides opportunity for assisting youth, who have dropped out of school and have married or have gone to work, with home living problems.

At the present time, there has been no formal evaluation of the twelve months homemaking program over the ten months program. Inquiries⁷ sent to each of the forty eight state supervisors of vocational homemaking concerning the status of twelve months homemaking programs in their respective states, brought responses from twenty-two states.⁸ None of the supervisors replying had conducted or was familiar with any formal studies of the twelve months homemaking program from which conclusions as to the value of such a program could be drawn.

It is the purpose of this study to evaluate certain aspects of growth in the pupils of Wylie High School who participated in the twelve months homemaking program during the period of time extending from September 1, 1948, until September 1, 1949. By growth in these specific areas we mean that change takes

⁷Copy of Letter of Inquiry. See Appendix.

⁸List of States Replying. See Appendix.

place within the behavior of the pupil observed. He thinks differently, acts differently, and has different attitudes. It is also the purpose of this study to observe the degree of growth in specific areas which occurred during the first nine months of the program and any additional growth which took place during the last three months of the year's program.

PROCEDURE

It would be impossible for this study to measure all changes occurring in individual pupils over a period of twelve months. Therefore, this study will be concerned with those phases of social and personal adjustment which provide answers for the following questions: How does the pupils feel about himself? What is his estimate of his own worth? What is his sense of personal freedom? His feeling of belonging? How does he function as a social being? Is he free from anti-social tendencies? What type of family, school, and community relations does he experience?

The following methods were used to indicate degree of change in individual pupils.

1. California Test of Personality
2. Lowerenz's Orientation Test
3. California Test of Mental Maturity
4. Anecdotal Records which include:
 - a) Records of conferences with parents, members of the community, pupils and teachers
 - b) Notations on individual participation in school and community activities
 - c) Quotes from conferences and "off record" conversations with pupils and others
 - d) Personal interviews

- e) Observation at stated intervals
- f) Self evaluation
- g) Group evaluation

Since previous studies of Rankin,⁹ Murphy,¹⁰ Jones,¹¹ Newsom,¹² and Baldwin¹³ offer evidences that the environment of the pupil influences greatly the rate of change which one can expect to observe, certain environmental factors are noted. The individuals involved in the present study lived in or near one of seven communities served by the Wylie Public School. Three of these communities, Cliff, St. Paul and Lucas are strictly rural. None of these has a postoffice, but one has a combined grocery store and filling station. Three other communities served by the school, Laven, Copeville, and Murphy each have a population of about 150 persons with local groceries, cafes, railroad stations, garages, and postoffices.

⁹Rankin, P.T., "Environmental Factors Contributing to Learning," National Society for Study of Education, Thirty-Fourth Year Book, 79-92.

¹⁰Murphy, L.B., "Cultural Factors in the Development of Children," Childhood Education, (October, 1946), 23:538.

¹¹Jones, H.E., "Environmental Influences on Mental Development," Manual Child Psychology, 582-632.

¹²Newsom, M., Measure of Minimum Effect of Environment Using Two Egg Twins," Peabody, (March, 1946), 68:127-30.

¹³Baldwin, C.K., "Yes, Its Environmental," Progressive Education, (February, 1946), 23:167.

Two of the three have bus service, but none has a drug store or a dry goods store.

The largest of the communities served by the school is Wylie, located in southern Collin County on state highway 78. It is twenty-five miles northeast of Dallas and is served by two railroads which provide six passenger trains daily and a bus line which schedules seven busses within a twenty-four hour period. The population of about 1600 is served by six churches, three doctors, one factory, three cotton gins, one locker plant, some eight retail businesses, Lone Star Gas Company, Texas Power and Light Company, Texas Telephone Company, and a Municipal Water Department.

The deep black waxy soil in this area encourages agricultural enterprises. Although cotton, corn, and truck crops are produced extensively, the area is noted for its outstanding production of onions, cattle, and hogs. Dairying is also a common occupation in this vicinity.

The school which serves pupils from the areas described is located in Wylie, Texas. The physical plant consists of two large brick buildings, a gymnasium, a lunch room, a shop, a homemaking cottage, and lighted football and soft ball fields. Three busses transport the out-of-town students to and from school, while a fourth bus serves in emergencies and for various excursions.

The school plant serves some five or six hundred children and is staffed by eight grade school and eight high

school teachers. Thirty-two affiliated credits are offered to the student body.

The school is also served by the Wylie Independent school board, a group of seven men elected by the public for a term of three years, and an estate board, made up of one representative from each church, and the mayor. The school board directs the activities of the school and helps establish school policies while the estate board has as its responsibility the supervision of some seven or eight hundred acres of land belonging to the school. The proceeds from this farm land are set up in a trust fund for the operation and development of the homemaking, agriculture, and shop departments.

Another organization serving the school is known as the athletic council and is made up of men from each of the communities served and has as its purpose the promotion of athletics as a mode of physical development and recreational activity.

A preliminary study made to reveal conditions in the home which might uncover factors in the home environment which would serve as a basis for supplementing the program are revealed in Table 1, page 11.

The knowledge gained from this previous study of community life, conferences with administrators, interviews with parents, community members, pupils, and other teachers allowed the teacher to anticipate the more obvious needs of her homemaking pupils.

Other needs of the pupils were expressed when the class

TABLE 1
FACTORS AFFECTING HOME ENVIRONMENT

Factors	Per cent
Pupils who live with both parents	87
Pupils who work outside the home to supplement family income	84
Mothers who work outside the home to supplement family income	54
Fathers who are farmers	27
Fathers who are factory workers	12
Fathers who have other occupations	31
Fathers who are day laborers	30
Students of families who own their homes	62
Students who live in one-family houses	97
Students who have electricity in their homes	97
Students whose family have a car	78
Students observed had an average attendance of	92
Students observed proved to have visual, auditory, or speech defects	3

group met in September. The pupils in each level of homemaking sat in group discussion with the teacher and planned: (1) what kind of changes needed to be brought about in their particular group, (2) the experiences which might bring about the changes, and (3) what evidence we might expect of changed behavior in these areas.

After the cooperatively planned program was begun in each level of homemaking, frequent individual and group evaluations were made by the pupils to see whether desired changes were taking place. Notations were made of informal oral evaluations. More formal written evaluations were also filed.

The group participating in the twelve months program had teacher as well as parental guidance during summer months.

Those in the nine months program only, did not have a co-operatively (teacher-pupil-parent) planned summer program.

At the beginning of the study an individual file was started for each student for the purpose of recording the student's status in relation to environmental factors,¹⁴ his chronological, and his mental age.¹⁵ All evidences of growth during the study were recorded in this file.

Each pupil observed in this study was given the California Personality Adjustment Inventory and the Lewerenz Orientation Test the week that school started in September, 1948. The tests were given to all class groups by one individual and under as nearly identical conditions as possible.

These tests were used to help determine pupils' status in areas evaluated and to point out further needs in specific areas which might not be revealed by other methods. The scores from these pre-tests were tabulated and filed with the other original status indications.

Using the results of the tests as a basis for a student-teacher conference, the pupil and the teacher attempted to determine the pupils' status in each of the areas of growth to be evaluated, and the teacher attempted to gain the pupils' understanding of his need for growth in these areas.

These data from standardized tests, self evaluations, and

¹⁴Stimpson, B.R., "You Can't Train the Intellect Before It Arrives," Scientific Monthly, 43: 346-570 (1936).

¹⁵Johnson, R.H., "Inheritance of Personality," Educational Journal, 61: 529-37 (July, 1941).

that compiled from observations and anecdotal records for the first two weeks were compiled for each pupil and filed as original status indications.

Anecdotal records, pupil and teacher evaluations and observations were made over a nine months period during the regular school term. Then the orientation test and California Personality Adjustment test were repeated at the close of the nine months school session. Other data which seemed to indicate growth in each pupil was recorded as an indication of pupils' status in areas evaluated at the close of the nine months period.

Guidance was continued during the summer months with the pupils participating in the twelve months program. After May, 1949, no guidance was given to those who were participating in the nine months program only. Although anecdotal records and observations were continued throughout the summer with all homemaking students, the very nature of the study prevented frequent contacts with those in nine months programs.

At the end of the summer vacation (September, 1949) all pupils in the study took the California Personality Test and Lewerentz Orientation Test for the third time. Results from this test, pupil-parent-teacher conferences, self evaluations, and anecdotal records were filed as indications of pupils' status at the close of the year's study.

This study could not involve two equated groups, one participating in the nine months program, the other in the twelve

months program, because eighty-two per cent of the homemaking pupils in the Wylie High School who did not participate in the twelve months program, but only in the nine months program, had already participated in the twelve months program for two previous summers, and under the present school law, that is the maximum number of summers for which credit can be given.

It was decided to include in this study a check on the growth during the summer months: (1) in the pupils who engaged only in the nine months program after two previous twelve months experiences; (2) after one previous twelve months experience; and (3) after no previous twelve months experience. The purpose of this follow-up check was to see if the attitudes, self reliance, and ability to make satisfactory social adjustments which one is expected to develop in some degree during a twelve months homemaking program has any relation to the subsequent degree of growth.

During the formal school year (September, 1948-May, 1949), no attempt was made to segregate those participating in the year-round program from those who intended to work with the program for only nine months. The pupils were divided into their respective levels of homemaking, and the teacher met with each group for as many class sessions as it seemed desirable to help determine and clarify the needs and interests of the various groups.

After considerable investigation and discussion, some of the objectives set up in the teacher's tentative plan were

replaced by some of those which seemed more urgent, but among the objectives agreed upon were those which seemed to have a rather direct bearing upon this study of growth in specific areas of self and social adjustment. The following goals were outcomes of this student-teacher planning.

1. We want to learn to get along with people--at home--at school--in the community. We want folks to like us.
2. We would like to develop the poise we need to feel comfortable when we are around strangers or large groups.
3. We need to learn to think for ourselves.
4. We want to become better family members.
5. We wish we could find some way of helping our parents realize we are growing up.
6. We would like to make the most of ourselves.

After these objectives were accepted by the pupils, parents and teacher as a part of the homemaking program, the California Personality Inventory Test was administered to all pupils before any new activities were introduced to provide opportunity for growth in these areas of learning. Individual and group activities which followed were based on pupil needs, interests and abilities. They were not determined by the tenure of the program for which the child was enrolled.

The following cases illustrate the manner and method used by the teacher. The first is a story involving Mary Alice.

"Now are there any other suggestions?" the teacher asked the group of teen age girls as they finished placing the last tiny piece of furniture in the model bedroom they had arranged.

"Yes Ma'am," Mary Alice, the most unpromising looking one of the class said. "That room is very nice, pretty too." She touched the doll size counterpane with a loving, though grimy finger, and continued. "But where could I put Josephine, Henrietta, Amanda, Madoline, and little Joe?"

Josephine, Henrietta, Amanda, Madoline, and little Joe are younger sisters and a baby brother with whom Mary Alice shares a bedroom. Timmy, Richard, John Paul, and the new baby, Agatha, share the remaining bedroom with the parents.

"Well," I replied, "I doubt if this little room we have modeled would accommodate more than one or two persons, but the room you use is probably much larger. Why don't you measure the room and draw a plan of it as we have been doing in class? Then you could work out ideas for remodeling that particular room."

"May I do that too?" another child asked. "My room needs working on."

"Mine too," another said.

"Well, I don't know," Mary Alice murmured. "I'd like to, but, well--I couldn't actually do it. It would cost too much. Wouldn't it?"

I felt that the issue was vital to her, for she had spoken, not her usual monosyllable, but two whole paragraphs in one class hour!

"It won't cost anything to plan it on paper. Then, if you really want to improve your room, perhaps it could be worked out."

For the first time I saw interest in the child's eyes.

"Oh," she said, "do you really think I could?"

I heard nothing more from Mary Alice for a time. Each homemaking period found her absorbed in bulletins, paint charts, and swatches of bright cotton materials.

Then one morning Mary Alice didn't report. She wasn't there the next day either. Six days passed--no Mary Alice. On the seventh morning she got off the school bus. Her clothes were the same. Her long stringy hair was still long and stringy, but something about her was different. She looked alive! The bell rang. The giggling, chattering group, otherwise known as Homemaking 2B, came in to class, and there was Mary Alice--not talking with the others but tagging behind as was her custom.

"We missed you last week," I said. "Have you been ill?"

"No, ma'am, I've been working, pulling bolls."

Nothing more was said about the absences, but, as the girls settled down to work on their particular experiences, Mary Alice came around and sat down by me.

"I made some money last week," she told me, "and papa said I could spend it fixing up my bedroom after I paid for my school shoes."

"Wonderful!" I said. "If we do most of the actual work, it shouldn't cost so much. How much money are you planning to put into the project?"

"Sixteen dollars and thirty nine cents," she announced proudly. "Papa said if I had my head set on it, I might as well

do it right. But," she said, "Mamma said maybe you ought to come out to the house and look at the room. She says my plan on paper couldn't possibly look as hopeless as the room itself."

Three-thirty the following afternoon found us going out to "the house." Mary Alice sat in the front with me, and Amanda, Timmy, Josephine, and John Paul sat wedged in the back for they were, they said, scared to ride the bus without Mary Alice.

For twelve miles Mary and I planned how that sixteen dollars and thirty nine cents could buy the things she wanted most for her room. Timmy and John Paul offered to saw boards, while timid Amanda said she would just love to brush on the new paint.

And, as their thin, piping voices carried more and more of the conversation, my thoughts pushed back to my first glimpse of Mary Alice. It had been a year--no--a year and two months since this skinny child had first enrolled in homemaking; yet this was the first opportunity I'd been given to visit her home. Why? Was the family afraid of a hypercritical invasion upon their privacy? Was the child overly conscious of a meager environment?

But then such questions were thrust abruptly from my mind for it had rained the night before, and now the road turned into a mud lane--muddy as only a Collin County road can be muddy. So I parked the car, and we walked the last quarter mile.

"Hey, Mamma! Here they come!" a tow headed face above a

pair of faded overalls called as he scrambled out the unscreened door to take refuge behind the corner of the house.

His announcement brought a very tired looking woman and children of assorted sizes to the doors and front yard. Holding the infant in her arms and towing two young ones via skirt, the woman said, "Won't you come in?"

The open door revealed a low ceilinged room dominated by two double beds and a three-legged wood stove whose generous heat was drying an assortment of infant's wear spread over a chair back.

I did not lack food for thought as I drove home that evening. Mary Alice was one of nine children who lived with their parents in four rooms. Three rooms actually--the fourth was reserved for seventy-five chickens which were being groomed for the market. They had no electricity, gas, or running water. Mary Alice's room was a room of medium dimension with two windows, two doors (one of which would not shut), and sagging wall paper of an undetermined age. Two iron beds and little Joe's crib crowded the mirrorless dresser into one corner. There was no clothes closet. I wondered if sixteen dollars and thirty nine cents could pay for the material which would be needed to make the changes Mary Alice wanted so desperately?

After examining and rejecting various possibilities, Mary Alice and her family decided they would like the room done in aqua, light yellow, and medium brown.

"It's a shame," the mamma said, "to crowd the room with three beds."

"Well," the father volunteered. "I've been meaning to patch up that chicken pen in the back yard. I'll do that this week, and we'll move those chickens out of the back room."

"We will scrub and air it," Josephine and Amanda whooped.

Mary Alice's home experience became a family project. Window panes were put in, doors made to close; and a clothes closet and book shelves were made from second hand boards. Orange crates and a nail keg were converted into a dressing table and stool, and bran sacks (bleached and dyed aqua blue) were made into hob nail bed and crib spreads, drapes and dressing table skirt. Soft yellow paper was used on the walls, and a warm brown color was selected for the floor.

Work on the project progressed slowly throughout the fall and winter months, and by spring as I stood with the family admiring the change in their home the father said more to himself than to any of us, "What colors! I wonder what colors would look best in the other rooms?"

The next morning I noticed a definite improvement in Mary Alice's attitude toward her classmates. She was the center of the group. Apparently all her former reticence had disappeared. I heard her say to the other children, "We think we will do Mamma's room in blue. It is so restful you know."

Radio broadcasts were planned to supplement such home experiences. Forty weekly broadcasts helped to crystalize the students' thinking in areas of family relations and to serve as a medium for greater understanding between the adolescents and their parents.

The two scripts which follow are typical of those written as a class group activity. They were studio presentations.

Radio Script No. 1

Theme song:

Homemakers, homemakers, we are future homemakers.
Learning and living more fully each day.
This is the reason why we say
Study to work, to play, to spend,
Cooperate with local trends.
Good citizens we'll make
For we got what it takes
To make our community great.

Narrator: Throughout past months we, the homemaking students of Wylie High School, have been participating in a co-operatively planned program designed to develop within each of us the ability to think clearly, without bias, to accept the responsibilities of a good citizen of the home, the community, and, yes, the world.

We are developing a capacity for self-direction, and we are acquiring skills which will help us to make some constructive contribution to the culture in which we live.

In this series of broadcasts we hope to present for your consideration some of the problems we have examined and the solutions we think suitable. Today's program is presented by the second year students in homemaking of Wylie High School, and is built around the problem of developing a more desirable personality. We chose this topic because we want to develop a more thorough understanding of what the term "personality" means and study ways we can

develop traits that will help us have more satisfactory relations with others.

Let us listen to the following skits worked out by the class and see how each situation was handled by one with a poorly developed personality and how it could have been handled if the individual observed had acquired a pleasing, well intergraded personality.

The first skit reveals that personality problem so common to young and old alike. That is: How can we get others to like us? What makes one individual very popular while others just can't seem to make friends--only acquaintances.

Lets listen as two youngsters approach. They are in the same room at school. They would like to be friends, but neither has learned the art of being friendly or of carrying on a conversation. As they meet we hear:

Boy: Hi, Marilyn.

Girl: Hi.

Boy: What cha doing Friday night?

Girl: Nothing.

Boy: Bye.

Girl: Bye.

Narrator: When these two youngsters realized they could only make friends by being friendly it sounded like:

Boy: Hi, Marilyn. How are you?

Girl: Hello Bobby. I'm just fine.

Boy: Lets go to the drug store for a malt if you aren't in a hurry.

Girl: That's O.K. by me. Make mine chocolate.

Boy: Fine--two chocolates. By the way, Marilyn are you going to the school play Friday night? I haven't asked anybody yet because I was wondering if you would go with me?

Girl: Why yes Bobby, I would enjoy going with you. My! is it four thirty already? I really must go.

Boy: See you at school tomorrow. Bye.

Girl: Bye.

Narrator: These youngsters have learned that no one likes a glum, dejected looking person but that everyone responds quickly to a sincere smile and a friendly manner.

And then we have the person who just can't seem to get her mind off herself. To be interesting to others, we must be interested in them.

In the following skit Jane wonders why she seems to bore her friends. Let's listen and see if we can detect the reason. As the scene opens George is ringing the door bell of Jane's home. Jane's mother answers.

Sound--door bell ringing--mother walking to door.

George: Good evening, Mrs. Brown. Is Jane here?

Mother: Yes, she is. Come in. I will call her. Jane! George is here!

Jane: I haven't fixed my face yet.

Mother: He is waiting in the living room.

Jane: Tell him to wait a few minutes, please.

Mother: Well, hurry dear. He won't enjoy sitting in the living room waiting.

Narrator: George is patiently waiting in the living room. He is beginning to think he might as well begin a 300 page book while Jane gets ready, when Jane calls down from the stairs.

Jane: I'll be down as soon as I get my coat.

George: O.K. Please hurry! I have a table reserved at the Chicken Inn and the tickets for the new play. I don't want to miss the first act.

Jane: O.K. Let's go. Bye, Mom.

George: Good night, Mrs. Brown.

Mother: Good night.

Narrator: So they finally came to the restaurant. The waiter shows them to their table and a waitress approaches to take their orders.

Waitress: What would you like to have?

George: What would you like to have, Jane?

Jane: Wait just a minute, I want to put on some lipstick and powder.

George: But the waitress is waiting.

Jane: Excuse me a moment George, I must comb my hair. It simply looks a fright. The wind you know.

George: Oh my, I thought that was what you were doing while I was waiting at your home.

Jane: But you want me to look nice don't you?

Waitress: Are you ready to order, sir?

Narrator: So the evening wore on. Eventually it ended. Jane wondered why he did not ask her out again, but I think I know. Don't you?

And then there are those who have not grown up emotionally.

Some have not yet learned that to be really happy one must consider the rights of others and not demand to have her own way all the time. Are you considerate of the rest of your family? Your friends? or do you expect the world to revolve around you and your wishes? One who has grown up emotionally does not make herself and all those around her miserable when she cannot have her own way. Besides, such emotional upheavals are hard on your digestive systems as well as on your faces.

Let's listen to a high school girl as she reacts in a selfish, childist, manner.

Joyce is in her room getting ready to go on a weiner roast. She has not yet asked her parents if she might go. As we look in she has decided she had better ask permission so she goes into the dining room where her mother and dad are still sitting at the table.

Joyce: Mom, do you care if I go on a weiner roast with the gang tonight? I'll be in early.

Phone

Mom: Answer the phone, dear.

Joyce: Hello. Who? Oh, it's for you, mom.

Mom: Hello.

Who?

What is it?

Oh, that's too bad.

I think so.

No, Henry doesn't have to work tomorrow and Joyce is out of school.
We will start right away.
Bye.

Hang up.

Pop: Who was it, dear?

Mom: Aunt Susan from Fort Worth. She wants us to come in to-night for the week-end. She needs some help getting ready for Joanie's wedding. The dressmaker became ill and there is so much to finish before Tuesday. I told her we could come over for the week-end and help out.

Pop: Fine! I need to attend to some business over there.

Joyce: But I wanted to go on the weiner roast.

Mother: But dear, you can go another time. This is an emergency. Just call your friends and explain. They will understand.

Joyce: I never get to go anywhere! I don't want to go to Aunt Susan's. If I don't get to go on the picnic I don't want to go anywhere. I think she is mean to spoil my plans! No one wants me to have any fun. (cry)

Narrator: So Joyce pouts and fumes all week-end, making herself thoroughly miserable and her family and relatives very uncomfortable.

Do you know one who pouts or has temper tantrums when he or she does not get things exactly as they want them?

Or perhaps you know an individual whose personality is overshadowed by a lack of respect for time. Lack of promptness does much to ruin an otherwise delightful personality.

Now take the case of Betty and Jane. They had planned to go to a football game which they both wanted to see

very much. The game started at seven-thirty and Jane was to get the tickets and meet Betty at the west gate at seven. Betty has the tickets. She is at the west gate, but Jane has not appeared. Betty is thinking:

Betty: If Jane doesn't hurry we will miss the kick-off.

Narrator: Time passes and thirty minutes later Betty is still waiting, but, oh my, she looks very upset. No Jane yet! The crowds are cheering as they battle for the district championship.

Betty: I sure would like to be in there watching the game; it certainly sounds exciting. If she doesn't hurry, we'll miss the whole first half. Oh, there she comes. Well where have you been for the past hour?

Jane: I'm so sorry Betty, but I saw Johnnie Harris and I just had to stop and talk awhile. And besides who cares to be late at an old football game?

Betty: Oh well, come on, we can see the last half.

Narrator: Betty certainly has admirable control of her temper.

Many of us do not. Do you think of anyone who might have lost her temper under such conditions as these and said:

Betty: Well, hurry up. I don't appreciate your having me wait practically all night. You knew I wanted to see that game from the beginning! I think you are the most inconsiderate person I ever saw. I don't expect to ever go anywhere with you again. Here, take your ticket and let's see the last of it.

Music--football music

Narrator: The character traits we have mentioned--friendliness, consideration for others, unselfishness, cooperativeness, promptness--are all necessary for a pleasing personality. But there are numerous others such as loyalty,

sense of humor, willingness to accept responsibility, and honesty.

We are about to look into the home of Sally and Wanda. Sally and Wanda are sisters. They are at home alone. When their mother left to go marketing she asked them to clean up the house while she was gone. Let's listen.

Wanda: Come on Sally, we'd better hurry and clean the bedrooms.

Sally: Aw- I don't want to work now. I'm busy listening to the radio.

Wanda: All right Sally, get in here and hurry up. I can't do it all.

Sally: Just because you're a little older is no sign you can boss me around.

Narrator: Now is that the way to develop desirable personalities? Oh, you say, they wouldn't act like that anywhere except at home. Maybe not but humans are creatures of habit. If you are fussy, shirk responsibility and a griper at home, it's quite likely your habits will carry over into your life outside the home.

How much more desirable it would be if the two girls behaved like this:

Wanda: Well, let's get started on the house.

Sally: O.K. it won't take long with both of us working at it.

Music

Narrator: Later we hear

Wanda: I'll dust off this table, and we will be through.
(crash) Oh! I broke Mom's favorite vase!

Mom: Hello, girls; I see you have things nice and clean.

Wanda: Yes, Mother but I broke your favorite vase. I'm sorry.

Sally: It was an accident, Mom. We'll take our allowances
and buy another.

Mother: Well, we'll see--but Janie and June asked me to tell
you two to hurry down to the tennis courts and give them
some competition. So scoot now.

Sally and Wanda: O.K. Mom, bye.

Door slams

Narrator: Yes, we think learning to get along with others in
a satisfactory manner is one of the most important lessons
anyone has to learn. Why don't we practice pleasing per-
sonalities on our family members more?

Let's look in upon the Brown family. They are at
breakfast. Do you suppose they have learned the lesson of
getting along with each other? If they have they certainly
are giving no evidence of it this morning. We find Dad,
Sam and Mary at the table. Mom is in the kitchen. Father
is sitting at the table reading a newspaper. As he reads,
mother (with her hair pinned up and cold cream still on
her face) asks from the doorway--

Mother: How do you want your eggs cooked, dear?

Father: Huh?

Mother: I said, "How do you want your eggs cooked?"

Father: Oh--uh-- I heard you. I think your new hat looks per-
fectly lovely, honey.

Mother: Oh! Henry, why don't you ever pay any attention to
what I say? You're just not the same person that I married.

Father: But Jane--

Mother: Yes, and you just sit there hiding behind that newspaper. Why it's almost like I don't have a husband.

Narrator: As they continue to fuss Sam remarks--

Sam: I just feel awful. We're going to have an exam in history today and I completely forgot to study for it.

Mary: Oh shut up! We don't want to hear about a subject as unpleasant as school.

Sam: Yes, but--

Father: Oh why can't you kids be quiet. We're not interested in what you do at school.

Narrator: So each has started the day. The mother wonders why such a sharp, unhappy face looks back from her mirror. The dad wonders why he has nervous indigestion and the kids, well their folks think their insecure feelings, that moodiness, is just a part of growing up.

Let's look in upon the same family. How much happier it is when each is as courteous to the other as if he were a guest.

At breakfast the family gathers around the table. Each member of the family tries to be dressed neatly and be on time, as a courtesy to the others.

Father is interested in all of the activities in which the children participate.

Father: Sam, did you have a nice time last night?

Sam: Yes, Father, I did. Jane and I went to the movies and then had malts before coming home.

Mother: How is that play coming along--the one at school?

Mary: Oh! that reminds me. We have the patterns for the costumes

that we are supposed to use. Do you think you might possibly be able to make it before Friday?

Mother: I think I may be able to.

Mary: Of course if it will inconvenience you about your club meeting I don't want you to sew today.

Narrator: And so the conversation continued in a pleasant, tactful way.

Music

Narrator: We have attempted to illustrate desirable and undesirable types of personal behavior in our program today to focus your attention on the value of a desirable personality.

Be with us again next Tuesday when the Wylie Homemakers will again be on the air.

Theme song

Radio Script No. 2

Theme song

Narrator: This is your Future Homemakers of the Air Program, brought to you today by the first year students in home-making of Wylie High School.

We have been studying home and family relations in order to determine those factors which make for happy, congenial home life. We think that the home has been and is one of the most influential institutions in our land. It is in the home that a child first learns respect for the truth, reverence, cooperation, independent and group thinking, acceptance of responsibility, self-reliance, and loyalty.

A home is the place where a child should develop a feeling of security. It should also help develop within the child an appreciation for beauty, and the ability to live harmoniously with others or to adjust himself satisfactorily to the culture in which he lives.

The playlet we are presenting today was written by the class and is intended to portray a family which disregards some of the fundamental principles of successful family life.

As we first observe this family, notice the lack of cooperation, the lack of consideration, the unwillingness to accept responsibility. The characters are:

Mr. and Mrs. Holt
 Mr. and Mrs. Johnson
 Mr. Simons, the boss
 Jimmy, the neighbor boy
 Mr. and Mrs. Jackson, the neighbors
 Junior
 Peggy
 Aunt Madge
 Narrator

As the scene opens we find ourselves in the Holt home. Mr. Holt is recklessly ransacking the living room in search of the evening paper.

Mrs. Holt is preparing supper, while the two children are engaged in some mysterious activities of their own. There is a feeling of tension throughout the home. They must not have learned how to work and play together. Let's listen!

Pop: Madaline! Where is the paper?

Mom: I don't know, Bob. It was in the living room a while ago.

Junior: Pop, make Peggy give me the funnies.

Sister: Daddy, I had it first, and besides I'm not through cutting out the fashions.

Pop: What? Cutting up my paper!

Narrator: Don't blow your top, Pop. Just calmly go up after it.

Woops!. There's the door bell and you're only half way up.

Mom: Bob, the door, go to the door!

Pop: Oh, go yourself! I'm trying to rescue my paper from your fashion-clipping daughter.

Mom: But my hands are in the biscuit dough and I can't do two things at once. You go.

Pop: (Sighs, descending the stairs) My! can't a man have any peace and quiet in his own home? You'd think I was a maid around here. (opens door)

Aunt Madge: Is that for me? If it's Mrs. Twitty, tell her to come right up. Is it? Is it? Well tell me, is it?

Pop: No, no, no! It isn't Mrs. Twitty. And it's not for you.

Neighbor Boy: Good afternoon, Mr. Holt. Is Junior home?

Pop: Yes he is; come on in if you must.

Neighbor Boy: Why, Mr. Holt!

Junior: Hi, ya, Jimmy! Come out on the back porch. I'm making a kite. I'll be there just as soon as I can swipe more newspaper from Sis.

Pop: J-u-n-i-o-r.

Mom: Supper!

Narrator: What a family!

Pop: Supper, supper, supper, that reminds me, Madaline. I invited Mr. and Mrs. Jackson and the Boss over for supper tonight and I haven't read my paper yet!

Mom: Your paper! How can you think about a little thing like a paper at a time like this. Get in here and get an apron

on. Junior run to the store and get two quarts of ice cream, a loaf of bread, and a pound of sliced ham. Bob, what time did you ask them over? Peggy, reset the table. Aunt Madge, straighten the living room.

Aunt Madge: But Madaline dear, you know I just had my nails done this afternoon.

Peggy: But Mom, I've got a date and I'm not half dressed.

Junior: Since everyone else is having company, why don't you stay too.

Neighbor Boy: Well, since you insist, I guess I'll just have to.

Pop: J-u-n-i-o-r!

Junior: Got to run now, Pop! Mom says go to the store.

Narrator: So time passes all too quickly.

Mom: There they are and I forgot to put the bread in the oven. Junior, go to the door.

Junior: Aunt Madge has seen to that.

Aunt Madge: It's been simply ages since I have seen you. Won't you please come in? But I know an important man like you must be kept terribly busy. Do sit down.

Boss: Thank you, Miss Madge.

Door bell

Mother: Madge, won't you go to the door?

Madge: But I'm terribly busy, Madaline; send Junior.

Mom: They are washing up. I'll go. Good evening, Mr. and Mrs. Jackson. Won't you come in? Madge and Mr. Simms are in the living room. Won't you join them?

Mr. and Mrs. Jackson: Thank you.

Mr. Jackson: Hello Simms. How's business?

Mrs. Jackson: How are you, Madge?

Madge: Oh, I'm not doing so well. I think it must be my liver.

Mom: If you'll excuse me, I'll finish dinner.

Mrs. Jackson: Isn't there something I can do?

Mom: It will only take a moment. You stay here and visit.
Bob! our guests are here.

Bob: Hello, everybody!

Narrator: And so the group visits while the mother finishes
preparing supper.

Mom: Supper! In the dining room.

Door bell

Peggy: I'll get it, Mom. It's probably for me. (door opens)
Come in, Johnny. I'll be right with you. I've got to get
my coat.

Johnny: Gee, you look snazzy!

Pop: You can't leave this house until you've eaten.

Peggy: But, Daddy!

Johnny: But, Daddy! I mean Mr. Holt.

Mom: Bob, do you think that is really fair?

Pop: I most certainly do.

Junior: Hun, I guess you'll eat.

Madge: My dear Mr. Simms you must excuse them.

Jim: Yes, you just simply must.

Mrs. Jackson: Your daughter made a date with my son and I do
think you should teach her promptness.

Mr. Jackson: I think she should eat myself. Any daughter of
mine would eat before she left.

Peggy: Well I just won't go at all.

Johnny: Oh, Peg!

Mrs. Jackson: Come, Son! Will!

Mr. Jackson: Yes, dear.

Mom: Bob, this will never do. We are not--

Narrator: And so, after the guests are gone, the Holts decide that a family council might help them to solve their differences in a democratic manner and make their lives more pleasant. Therefore, all members of the family, including Aunt Madge, are now gathered around the dining table to work out a plan for cooperative family living.

Bob or Pop: The Holt family will now come to order.

Junior: O.K., Pop.

Peggy: Yes, Daddy.

Aunt Madge: Why Bob, I believe you have executive ability.

Mom: Bob dear, you're simply wonderful. May I make a suggestion?

Pop: Of course, Hun.

Mom: I propose that we go about this systematically. Let's all make a list of the things which cause annoyance in our home and then see how we can correct them.

Narrator: So, the Holts list all the things they can think of which cause discord in their home, such as inviting in company without remembering to tell Mom, failure to help around the house in emergencies, lack of cooperation and lack of respect for others' property. They discuss ways they can improve their relations by remembering to be considerate, helpful, and respectful of others.

The we look in upon them again. It is evening and as before, Mr. Holt is just coming in from work. As he walks in we hear:

Pop: I'm home, dear. How are things going?

Mom: Oh fine, but if you hadn't phoned ahead of time about the expected company, things wouldn't be going so smoothly.

Pop: Madaline, dear, where is the paper? I can't seem to find it.

Peggy: Here it is, Daddy. I wanted to cut out the fashions, but I can wait until later.

Junior: May I use part of it for a kite when you finish Daddy?

Pop: You can both have it as soon as I finish reading it. It won't take long.

Door bell

Mom: Answer the door, Bob.

Pop: Just a minute.

Friend: Hello, Mr. Holt, Is Junior here?

Pop: Yes, he is. Junior, here's Jimmy.

Junior: Hi, ya, Jimmy. I'm fixing to make a kite when Pop is through with the paper. You can help.

Jimmy: I can't stay. I just came over to see if you could go home with me till bed time.

Junior: May I Mom?

Mom: I suppose so. Be nice.

Door bell

Mom: Oh do come in! Bob, here are the Johnsons. Please sit down.

Narrator: Everyone is having a pleasant evening when (door bell)

Peggy: Hello, Johnny.

Johnny: Hi Peg, ready to go?

Peggy: Yes, I've just finished eating. Mom, Johnny is here; we're going.

Mom: O.K. good bye.

Peggy: Bye.

Johnny: Good night.

Pop: Be in early.

Johnny: Yes, sir.

Narrator: They visit after dinner for a time and then decide there is nothing like family singing to pass away a pleasant hour. So, before Dad and Mr. Johnson get out the checker board, they all gather 'round the piano to indulge in a little harmony. As we listen we hear:
Swing Low-- Drink to Me Only-- Holy, Holy, Holy--
And so, the Holts live happily with each other, and their friends. They work hard at the job of making a success of family life. They have found that difficulties arise most frequently in families when the members do not understand how to establish and maintain happy relations with one another.

Tolerance and understanding are vital in maintaining happy relations within any group. And successful family living is not accomplished without effort. The means by which happy family life is achieved will vary with individual families according to their interests and needs, Therefore, no set rules can be given which will, if followed closely, yield a maximum of satisfaction to all families.

But happy family relationships are the concern of children as well as parents and when all members of the family group cooperate, respect the rights of others, and each accepts his rightful share of responsibility, in all

probability they will find in it satisfying team work, mutual loyalty, and real comradeship.

We have enjoyed bringing you this program on family relations. Be with us again next Tuesday at two forty-five when another of this series of programs will be presented by another homemaking class of Wylie High School.

Theme song

The broadcasting seemed to raise the pupils' feeling of personal worth. (One child with a very low I.Q. was heard to say "I wish I could be on the program every week. My aunt said I sounded like a real announcer!") However, many of the youngsters exhibited extreme nervousness when it was necessary for them to speak in groups of appreciable size.

We realized that the ability to express oneself was a prerequisite to several of the goals the group had set up in its objectives; so together we outlined a campaign to overcome nervousness and timidity and to promote adequate self expression at school, at home, and in community affairs. The F.H.A. planning committee suggested a carnival, planned, put up, and operated by homemaking students. After the working committees agreed, the plan was submitted to the homemaking class groups.

As it was being discussed with the freshman group, one transfer who had ranked only twelve per cent on self-reliance and twenty-five per cent on freedom from withdrawing tendencies on California Personality Test volunteered to help collect bingo prizes; so she and three other girls spent their

free periods for the next two days soliciting prizes for the bingo stand.

The day preceding carnival night, she appeared for work shortly after noon. When the carnival started, this same girl served as a barker for some two hours until hoarseness, not timidity, forced silence upon her.

The carnival was only one phase of our campaign against timidity. It was followed by a series of programs which the students, working with the F.H.A. program committee, planned and presented to other students, community groups, and service clubs.

These experiments, however, represent artificially controlled situations, and I hoped to be able to study the behavior of pupils in a natural situation. In May such an opportunity presented itself. We were celebrating the opening of a new school building with a dinner honoring our school benefactor. Two hundred fifty adults had gathered from all over the county for the occasion. The choral club was to sing, and some of the homemaking girls offered to help the P.T.A. serve the dinner. When several of the choral group failed to appear, three of the freshmen girls who had been too shy to join the choral group at the beginning of the year, volunteered to put on robes and stand in the empty places. Although they were not familiar with the words or most of the tunes, they stood there and moved their mouths so effectively that those who had not seen them exchanging aprons for robes were not aware of anything unusual.

Other individual group activities were stimulated by class discussions. For example: One group became very absorbed with the problem of how to evaluate themselves as family members. Before this was solved to their satisfaction, the entire home-making club was drawn into the discussion and a check sheet entitled "Are You a Responsible?" was drawn up by the combined group, administered to all, and scored with much interest.

"Are You a Responsible?" offers nothing new in a check list. Its only distinction lies in the fact that it was made up by some fifty high school students and represents all their ideas as to what a responsible high school person should contribute to a family life. Table 2 lists the home responsibilities for which the group expressed concern.

TABLE 2

"ARE YOU A RESPONSIBLE?"

Responsibility	Number of Students Assuming Responsibility		
	Regularly	Occasionally	Never
Help prepare family meals. .	22	19	6
Select own meals	19	27	3
Marketing.	19	27	4
Cook own breakfast	11	30	7
Prepare food alone for family	12	28	8
Wait on table	27	12	7
Clear away dishes after meal	32	13	4
Wash dishes.	34	11	3
Dry dishes	29	15	4
Set table	31	12	5
Canning.	15	21	12
Buying clothes for self . .	37	10	1
Buying clothing for family .	5	33	10
Making own clothing.	4	30	16
Sewing for family	3	25	20

TABLE 2--Continued

Responsibility	Number of Students Assuming Responsibility		
	Regularly	Occasionally	Never
Personal mending . . .	26	16	6
Family mending	5	26	17
Personal laundry	25	18	5
Family laundry	21	19	7
Personal ironing	32	12	5
Family ironing	23	12	15
Care of sick	26	21	2
Keep our room.	37	10	2
Keep family rooms. . . .	28	15	5
Household repairs	15	30	3
Gardening	20	22	9
Polish silverware. . . .	12	25	12
Make own bed	30	13	7
Make family beds	16	26	7
Cleaning family car. . . .	7	26	12
Yard care.	25	18	5
Sweep porches.	33	14	2
Sweep walks.	28	15	6
Assume responsibility for younger children . . .	17	19	13
Dress younger children	17	18	13
Feed younger children.	7	27	15
Bathe younger children	12	20	17
Help plan family expenses	11	24	13
Plan personal expenses	25	18	6
Wash windows	17	28	3
Come in on time.	25	19	5
Care of chickens, pets, livestock	20	18	10
Hang up own clothes. . .	35	10	3
Personal use of leisure	29	20	0
Personal behavior and integrity	45	4	0
Be on time for meals . .	33	14	2
Courtesy to family members	42	7	0
Entertain guests	36	11	1
Run errands.	34	15	0
Supplement family income	30	18	1

Other homemaking activities engaged in during the regular school year included: a charm school, a study of the social customs of Mexico, craft work, the development of homemaking skills to establish better human relationships, recreational activities, a brief study of parliamentary procedure, a study of the school lunch program to see how it could be improved, a survey of our community to determine local resources and community conditions, planning the built-ins for the new homemaking department, field trips, and group study of numerous books, stories, and articles concerning family life.

For example, three homemaking groups spent some time in the study of food, dress, social customs and recreation of the Mexican people. Then their combined information served as the basis for a Mexican dinner for which these groups made the invitations, menu, the table decorations, the program, and the costumes for waitresses.

In order to think this activity through, the entire group found it necessary to meet and discuss the jobs which would need doing. Then, so as not to interfere with the schedule of the rest of the school, each class group accepted the phase of work which they had been studying. As a result the freshman group made Mexican costumes, learned to serve the food properly, and prepared a Mexican folk dance to entertain the guests. The sophomores planned and helped make the costumes, helped serve the tables, and prepared other folk dances and songs for entertainment; while the juniors made the menu, the invitations,

the programs, decorated the table, obtained cooperation of some fifteen mothers in the preparation of the food, and served as hosts and hostesses to some eighty guests.

The progress and results of such an activity were evaluated by the pupils involved and, occasionally, by others who were affected. The following are typical remarks as the youngsters attempt to evaluate their own efforts and those of their classmates.

"Sometimes we are a little slower getting started than necessary."

"I think we would get more done if we worked in groups and made these place cards in an assembly line fashion. Sue, you cut and each of us will put on just one color. Then Babs can write on the names."

"I like the way everybody did his job when it was supposed to be done."

"I'm tired. I wonder if it was worth it?"

"Did you notice how scarce the volunteers were on the clean-up job?"

"I had fun. When do we do it again?"

"You know we had thirty-seven people assigned for definite jobs during the evening. Next time let's put more people to work. I believe we enjoyed it more than the guests."

Frequently some pupil comments:

"I think those that don't do their part ought to be made to."

Then we go back to the fundamental upon which we believe adult people operate. They do a job or accept a responsibility not because they have to, but because they decide to after making a choice.

The method of evaluating an activity varied with the type

of experience. Some student-teacher planned evaluation sheets used at various times throughout the first nine months of the year are shown in Figures 1 and 2.

Item	Value
Quality of product	20
Accept your share of responsibility willingly.	20
Work habits.	45
Properly groomed	
Leave unit clean and orderly	
Work quietly	
Do not waste time	
Work without too much help	
Follow recipe	
Be cooperative	
Contribute to group discussion	15

Figure 1--Evaluation chart for a lesson in food preparation.

Evaluate yourself and the other members of the group by checking the following chart. Then write in space below the way you think we can improve the class.

	Not waste Time				Work Quietly				Accept responsibility				Courteous				Good Laboratory Procedure				
Name	VG	G	F	P	VG	G	F	P	VG	G	F	P	VG	G	F	P	VG	G	F	P	*

Figure 2--Evaluation chart for checking laboratory procedure.

*VG--very good
 G--good
 F--fair
 P--poor

A study of the various evaluations throughout the school term indicated a very slow but rather consistent pupil growth in personal and social adjustments, but occasionally some youngster or group of youngsters would revert to an earlier or undesirable pattern of behavior. There were, for instance, two freshmen boys who had been partners for some three months when one decided he was doing more than his share of the work. One afternoon I heard considerable argument coming from their work unit as the two prepared a simple meal, but they were not disturbing the rest of the group so I said nothing.

When it was almost time for the period to be over, I noticed that the pair had cleaned up and put away the dishes as usual. The cabinet and, in fact, the whole work unit looked orderly but the two just stood there glaring at each other. The broom and dust pan lay between them, and as they noticed me approaching Billy said,

"I've done practically all the work today. Buck has to sweep the floor."

"Oh," Buck countered, "I fixed the vegetables, washed the dishes, and cleaned the sink and stove. It's your time to sweep. Besides, you got through before I did."

"Humph! That's just because you're so slow," Billy retorted.

"Don't you know you are supposed to cooperate?" Buck pleaded.

"Look who's talking," Billy said, and then to me, "Don't you think Buck should sweep the floor?"

"Well," I answered, "It's up to you two to figure out. It's your floor so you're the ones to clean it up."

"Say," Buck offered, "you draw a line down the middle and I'll do my half."

"No," I repeated, "It's your problem. See if you can't work it out for yourselves."

And as I was helping one of the other fellows put away the supplies I saw Buck grin, lean over and hold the dust pan while Billy swept in the trash.

After working with these groups for the nine months of the regular school term, the rather subjective observations made during the time were supplemented by the second administration of the California Personality Adjustment Inventory.

Until the close of the nine months session there was no difference in the manner in which the nine and twelve months groups worked, with the exception of the planning done by the twelve months group for summer experiences.

In order that the summer experiences might be based upon pupil and family needs, we used the information on the individual's "Are You a Responsible?" check sheet in helping the children plan summer experiences which would stimulate their growth as individuals, as family members, and as citizens of the community.

Such summer experiences included, in some cases, complete management of the home and younger children. Others, less inclusive, involved problems selected from the areas of marketing, clothing, child care, food, home improvement, or time and money management.

For example, one fourteen year old girl's home experience

consisted of taking care of the home and two younger children while her mother worked outside the home. Her plan read something like this:

"During the summer months I intend to take care of our home while my mother works in a factory. As she will have to leave for work at seven-thirty and will not get home until after five, it would not be fair to expect her to do all the house work too, so that's where I come in. I figure I can, with the help of my nine year old sister and little brother, get most of the work done before mother gets home from the factory.

I can cook breakfast while mother and daddy dress for work. Then, after they have gone, I will make the beds while the two younger ones clear the breakfast table and wash the dishes.

My brother can pick up the papers and magazines while I give the house a quick going over.

Some mornings I will have to can vegetables or fruits, and some mornings will be spent sewing, for I expect to make my school clothes for next year.

Six days a week I will fix lunch for my daddy, my brother, my sister, and myself. After we have eaten, I'll wash the dishes and the kids can take turns clearing the table and drying the dishes.

After daddy has gone back to work and the younger ones go out to play, I can read, sew, listen to the radio, or rest except on the two afternoons each week when I wash and iron

the family laundry. About five o'clock each afternoon I'll start supper so it will be ready by the time our folks get in from work and rest a bit.

Mother and I will do the dishes after supper before I go out or settle down for an evening at home.

When each of us does our share, the work of our family runs smoothly, and there is not too much work for any one of us."

Another child decided to redecorate her room during the summer months. She patched and painted faded wall paper, refinised the furniture, dyed and re-hung the curtains, and refinised the floor.

Of course the individual experiences were as varied as the needs of the pupils, so no two were alike. The group experiences did, however, bring various groups of pupils together in the solution of a common problem.

For instance, the freshman group took the responsibility of studying, selecting, and purchasing the kitchen and laundry equipment for the new homemaking department. This group visited many household equipment departments in Dallas where they had the opportunity to study and select dishes, glassware, silver, cutlery, small utensils, kitchen accessories, and an automatic washer.

A group of second year girls explored the drapery departments of many stores in order to select material for the department's kitchen, bed room, and living room windows.

Some of the homemaking pupils assisted in planning and operating the "play school" which is offered each summer as a community service by Future Homemakers Club.

Individual and group experiences were supplemented by various recreational activities and by field trips through a bakery, an ice cream plant, an institution for correction, The Daily Times Herald Building, the new Dr. Pepper Bottling Co., and various wholesale and retail establishments.

Throughout the summer, those in the twelve months program worked with their selected problems. The homemaking library and pupil-parent-teacher conferences served to guide the child in his approach to new problems.

TEST RESULTS

When the formal school year began in September, 1949, the individuals in both the nine months and twelve months groups were retested in order to study change in individuals and groups during the summer months.

The battery of tests given at stated intervals throughout the year indicated that the pupils in the twelve months program had an average I.Q. of ninety-one and a chronological age of fourteen. Those in the nine months group had an average age of fifteen and an I.Q. of ninety-three. (I.Q. determined by California Test of Mental Maturity).

A study of the test scores from September, 1948; May, 1949, and September, 1949, revealed the following facts concerning growth:

Figure 5 shows that in the area of Worthy Home Membership those in the twelve months program made an average percentile rank gain of twelve during the nine months of the formal school year and thirteen during the summer months.

Those in the nine months group took an average drop of twelve in percentile rank during the first nine months but recovered four points during the summer.

Group	Average Percentile Rank		
	Sept., 1948	May, 1949	Sept., 1949
12 months group	18	30	43
9 months group	39 ³ / ₄	28	32
Mixed group (graduated)	20 ⁷ / ₉	36 ⁴ / ₉	Graduated

Figure 5--Worthy Home Membership as shown by Section 6, Lewerenz's Orientation Test.

Figure 6 shows to what degree change occurred in the relations of nine months, twelve months, and mixed groups.

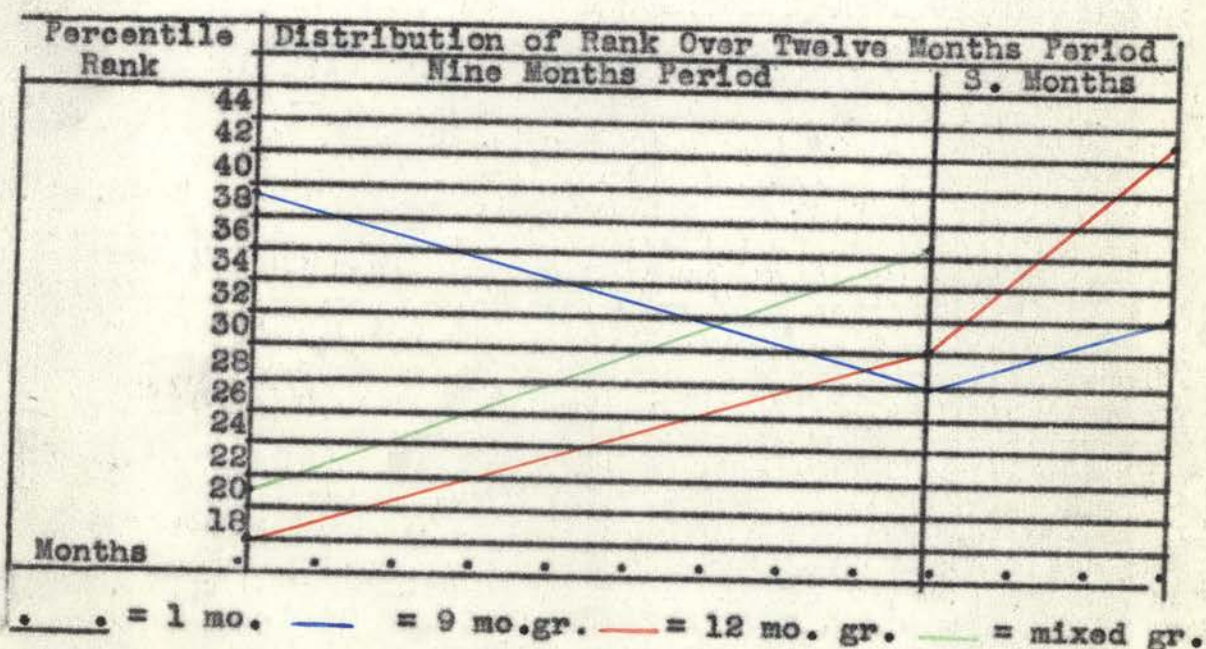


Figure 6--Percentile gain or loss as shown by Worthy Home Membership, Section 3, Lewerenz's Orientation Test.

As the groups are not equated, a comparison of one group with the other would not be justified. However, a study of the graph shows a definite upsurge in progress lines during the

summer months, indicating that summer progress was more rapid than that in the winter.

It might be of interest to note, in passing, that in the area of Home Membership those who were experiencing their first twelve months program made an average gain in percentile rank of five points during the summer. Those who were participating in their second twelve months program made an average gain of nine and one-third points in percentile rank. Those having had two previous twelve months experiences and engaged in the nine months program only made an average percentile gain of four and one-eighth points as shown in Figure 7.

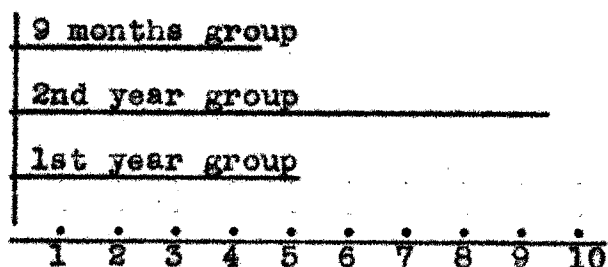
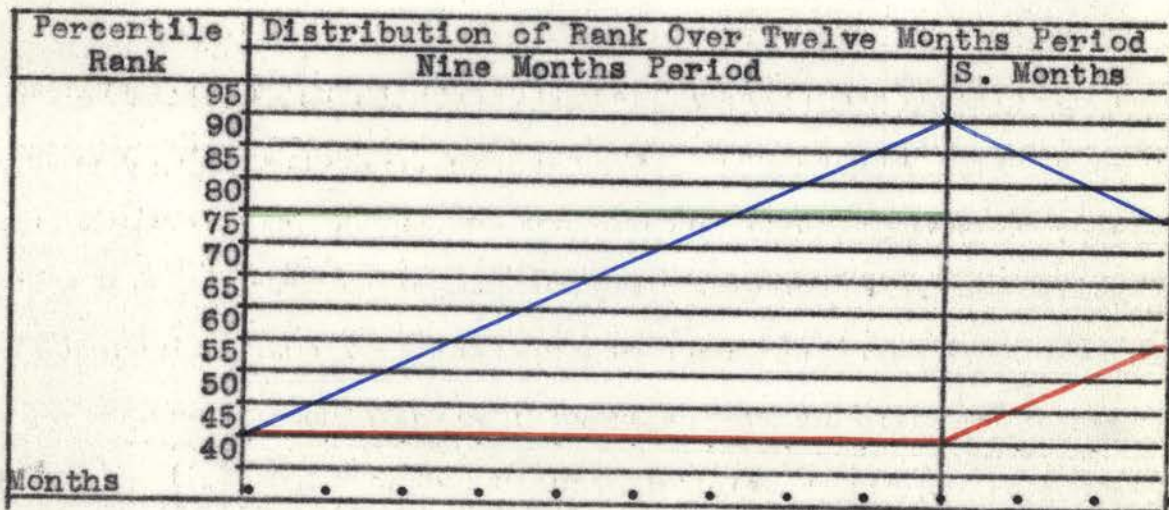


Figure 7--A comparison of growth made by first, second, and third year pupils.

These findings concerning percentile rank in Worthy Home Membership did not correspond to the percentile rank in the Family Relations Subjective Test 10, California Personality Test.

Figure 8 shows the following changing status in family relations in the groups.



. . . = 1 mo. — = 9 mo. gr. — = 12 mo. gr. — = Home and Family Relations Mixed group.

Figure 8--Percentile rank as indicated by Sub. Test 10, California Personality Test, Family Relations.

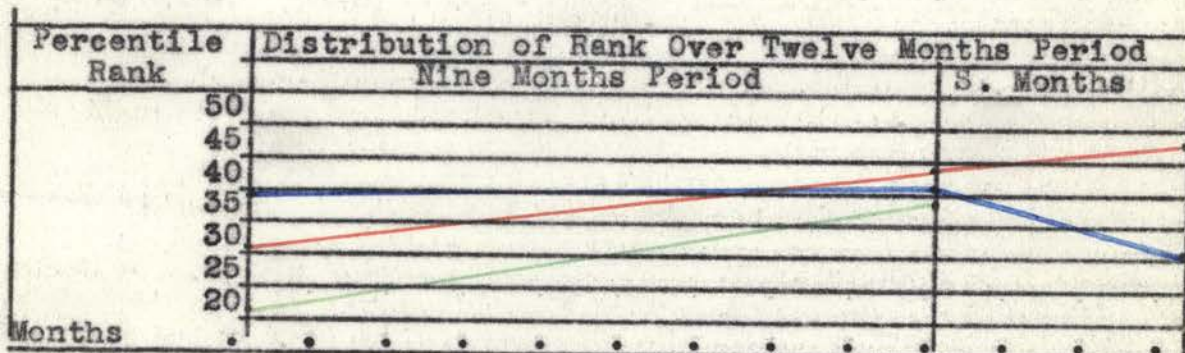
This datum indicates that one's worthiness as a home member does not reflect the way one feels toward the members of his family.

The percentile rank throughout the year for the three groups observed as indicated by Lewerenz's Sub. Test 6, Worthy Use of Leisure, is given in Figure 9.

Group	Average Percentile Rank		
	Sept., 1948	May, 1949	Sept., 1949
12 months group	30 ¹⁰ / ₂₃	44 ⁴ / ₂₃	47 ¹⁰ / ₂₃
9 months group	39 ⁶ / ₈	40 ⁶ / ₈	30 ¹ / ₄
Mixed group	21 ⁸ / ₉	39 ⁶ / ₉	graduated

Figure 9--Average percentile rank as indicated by Sub. Test 6, Lewerenz's Orientation Test, Worthy Use of Leisure.

The twelve months group gained twelve and one-half in percentile rank during the nine months period and four in rank during the summer. This caused a slight break in the progress line for the year-round group as shown in Figure 10.



. = 1 mo. — = 9 mo. gr. — = 12 mo. gr. — = Mixed group in family relations

Figure 10--Average Percentile Rank on Worthy Use of Leisure as shown by Lewerenz's Orientation Test, Sub. Test 6.

On this same test the nine months group gained only one in percentile rank during the school year and lost ten during the summer months. This caused their progress line to make a definite downward turn.

A study of the results of the California Test of Personality

revealed the following changes in the nine months, twelve months, and mixed groups respectively.

Figure 11 shows that during the nine months of the formal school year the twelve months group gained five in percentile rank as compared to their gain of twenty during the three summer months. The nine months group gained twelve in percentile rank during the first nine months and thirteen during the three summer months. Largest gain during the nine months was made by the mixed group who progressed thirty in percentile rank. This group was not available for retesting in September, 1949.

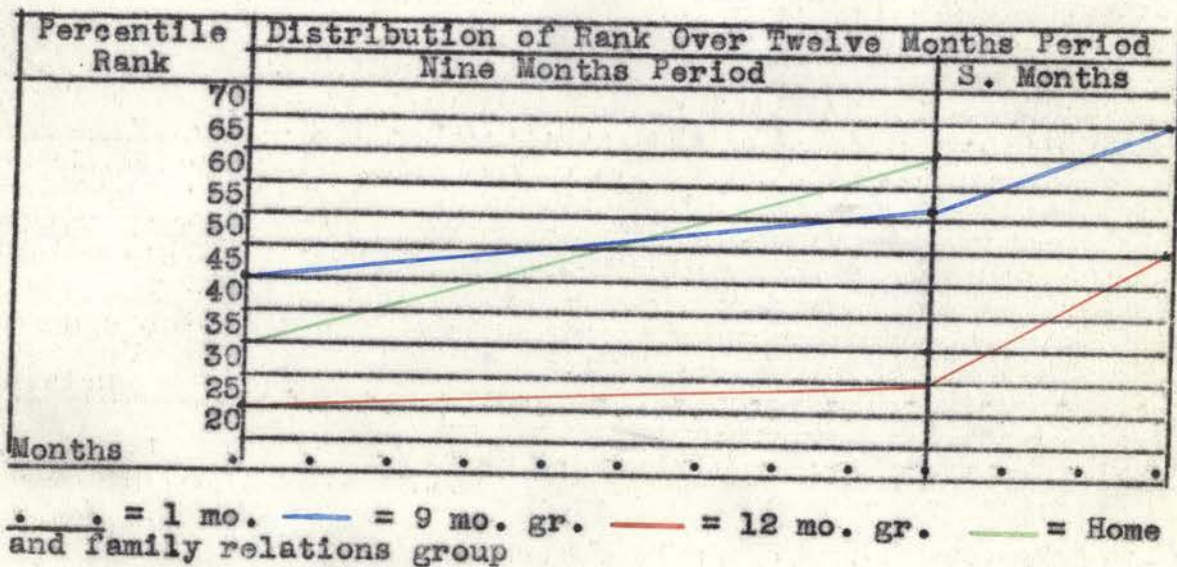


Figure 11--Change in Percentile Rank on Sub. Test A, California Personality Test of Self Reliance.

This same graph indicates that the learning experiences participated in by the students during the summer months provide a greater opportunity for growth in self-reliance than those used during the formal school year.

However, Figure 12 shows that the child develops a greater sense of personal worth during the formal school year than when he is working with less formal guidance. The twelve months group advanced twenty-eight in percentile rank during the first nine months as compared with no gain during the summer.

The nine months group exhibited a high percentile rank at the beginning of the study; gained six points during the school year, and showed no progress during the summer months.

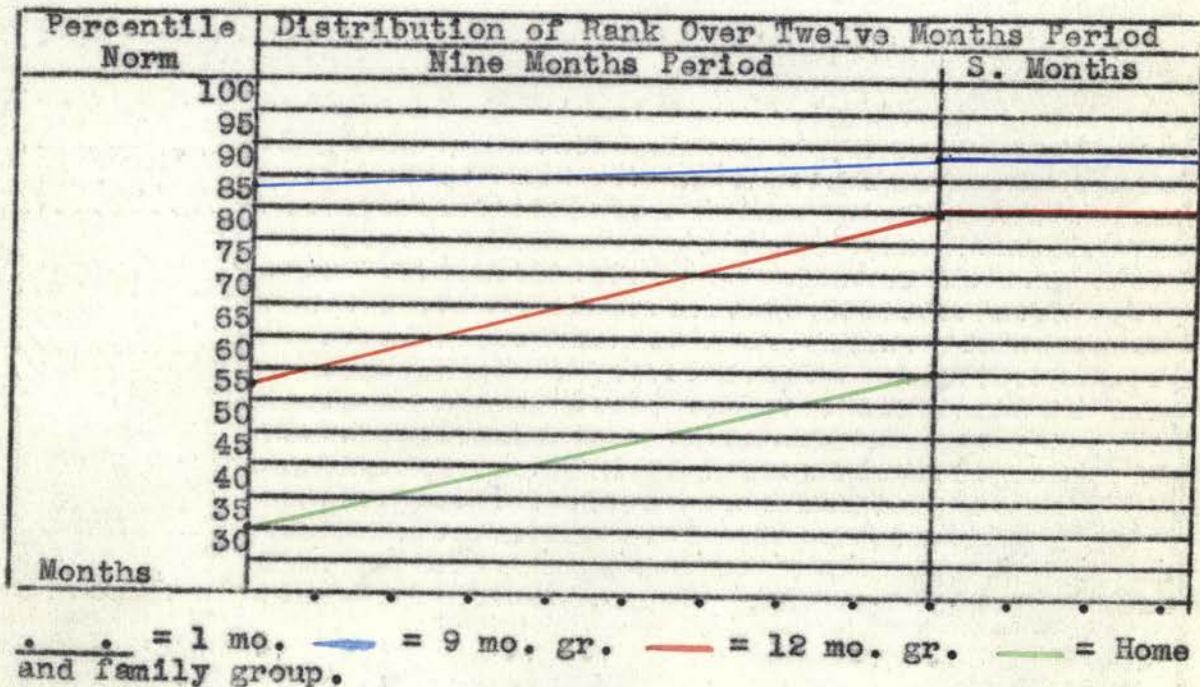


Figure 12--Change in Percentile Rank on Sub. Test B, California Personality Test, Sense of Personal Worth.

A study of Figure 13 shows that the nine months group (chronological age 15) progressed twenty in percentile rank during the winter as compared with six during the summer months; while the twelve months group (chronological age 14) lost five

in percentile rank during the formal school year and made no gain during the summer months.

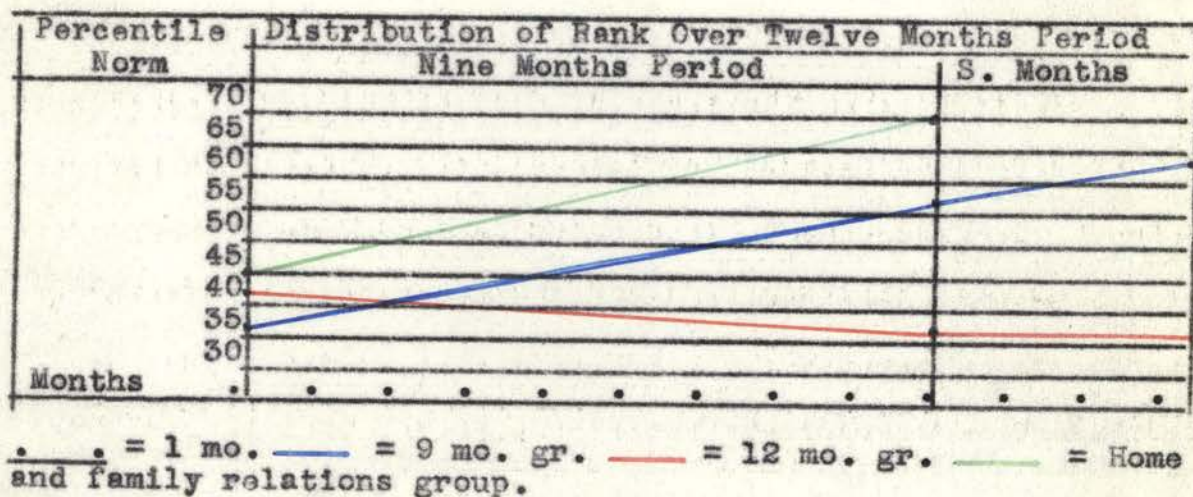


Figure 13--Change in Percentile Rank on Sub. Test C, California Personality Test, Sense of Personal Freedom.

This data also reveals that the oldest chronological age group progressed at a more rapid rate than the other groups.

Figure 14 pictures the degree to which the groups developed a feeling of belonging. Working closely with their respective family groups might account for the rapid growth exhibited by the twelve months group during the summer.

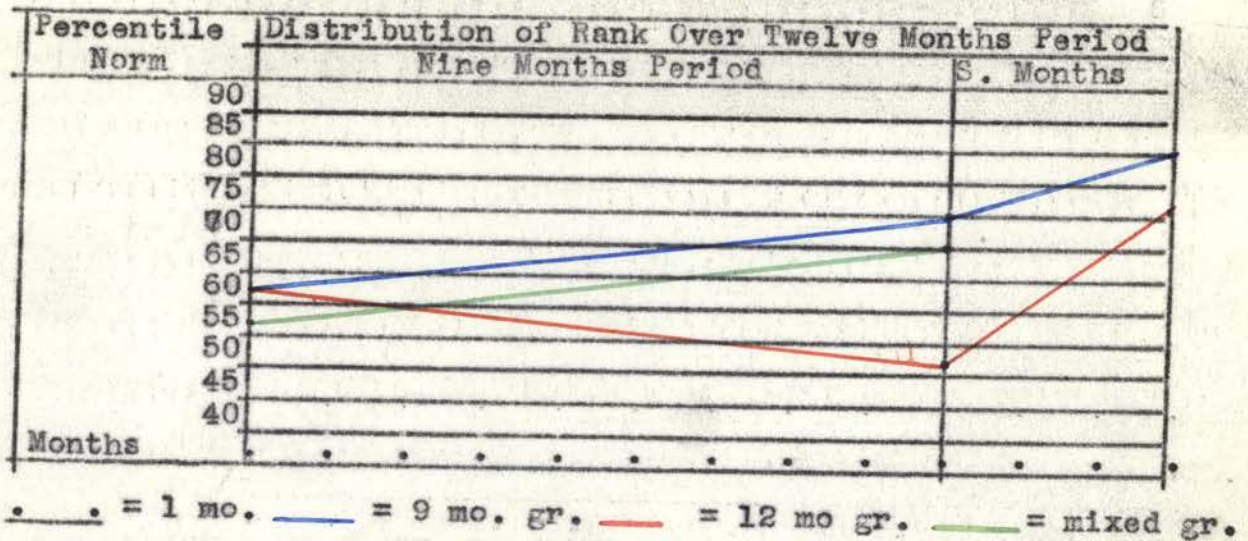


Figure 14--Change in Percentile Rank on Sub. Test D, Feeling of Belonging.

A study of the child's progress in freedom from withdrawing tendencies as indicated by Sub. Test 4 of California Personality Test may be found in Figure 15.

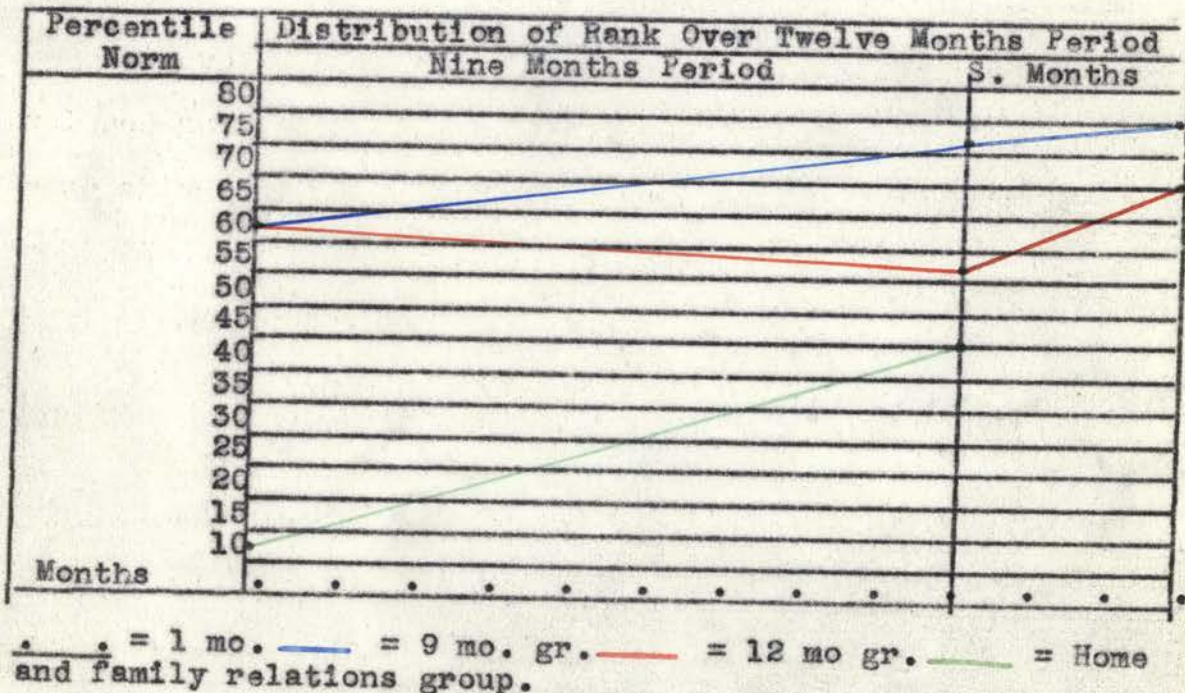


Figure 15--Change in Percentile Rank on Sub. Test E, Freedom from Withdrawing Tendencies.

As shown in Figure 15, the twelve months group made more progress during the three summer months than during the entire nine months of the school year.

The nine months group's progress chart shows a slight break during the summer months; however, some progress is indicated. This difference in rate of progress would seem to indicate that the summer experiences do promote freedom from withdrawing tendencies in the child.

The decrease in nervous symptoms during the summer is obvious in both the nine and twelve months groups. This fact is pictured in Figure 16. The individuals in the twelve months group, however, do not appear to be as free from nervous symptoms as those in the nine months group.

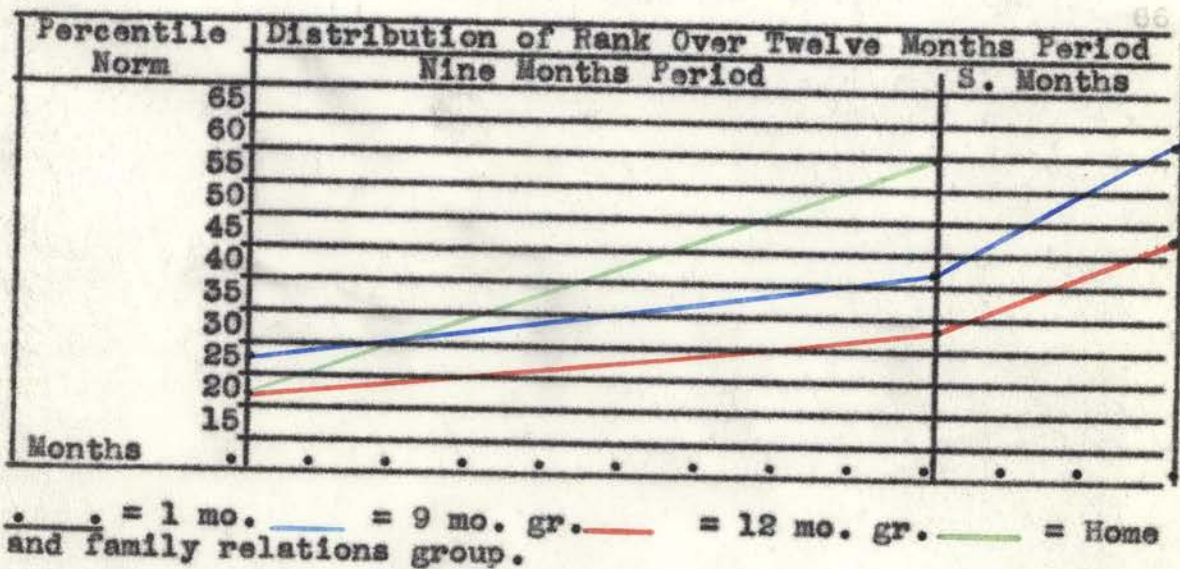
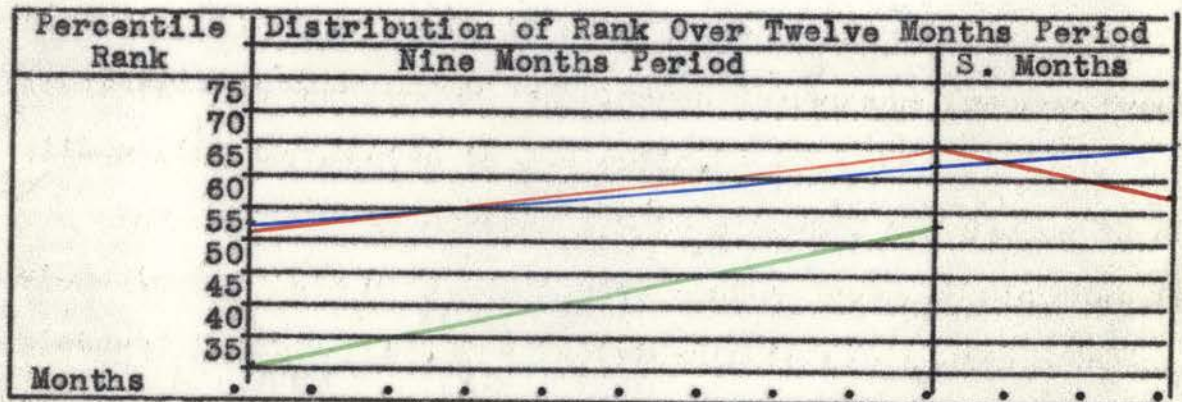


Figure 16--Change in Percentile Rank on Sub. Test F, California Personality Test, Freedom from Nervous Symptoms.

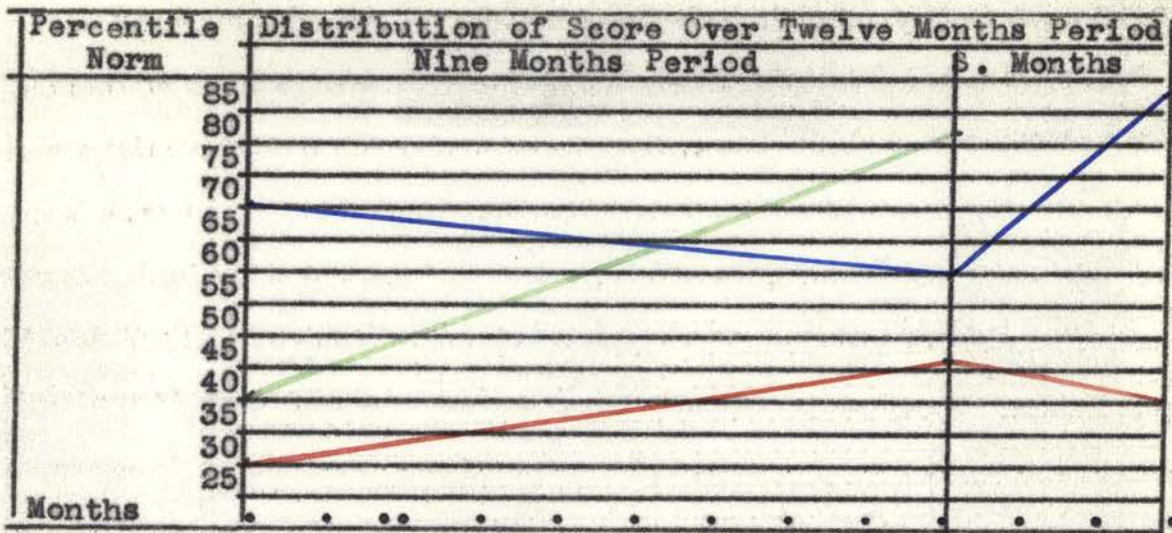
Figure 17 shows the status of the nine and twelve months groups on social standards at the beginning of the study, at the close of the formal school year, and at the end of the summer.



. = 1 mo. — = 9 mo. gr. — = 12 mo. gr. — = Home and family relations group.

Figure 17--Change in Percentile Rank on Sub. Test 2A, California Personality Test, Social Standards.

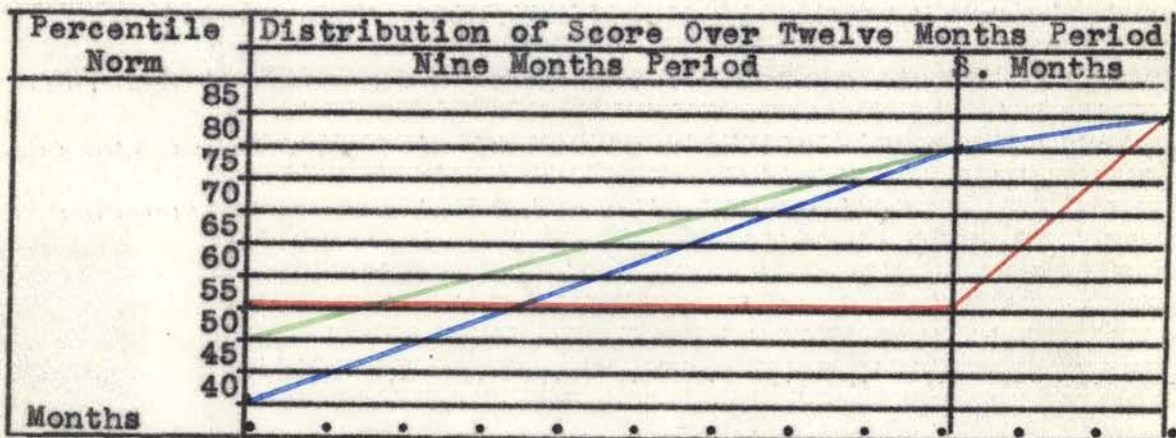
In the area of social skills, as in that of social standards, the twelve months group shows a loss of learning during the summer months. This is not true of the nine months group. The degree of change is pictured in Figure 18.



. = 1 mo. — = 9 mo. gr. — = 12 mo. gr. — = Home and family relations group.

Figure 18--Change in Percentile Rank on Sub. Test 2B, California Personality Test, Social Skills.

Figure 19 reveals that the twelve months group showed the greatest decrease in anti-social tendencies during the



. = 1 mo. — = 9 mo. gr. — = 12 mo. gr. — = Home and family relations group.

Figure 19--Change in Percentile Rank on Sub. Test 2C, California Personality Test, Anti-Social Tendencies.

summer months. Greatest total percentile gain during the year, however, was made by the nine months group. The progress exhibited by this nine months group during the summer months was only forty per cent as rapid as that made by the same group during the winter months.

A rapid loss of percentile rank in family relations during the summer months is shown for the nine months group in Figure 20.

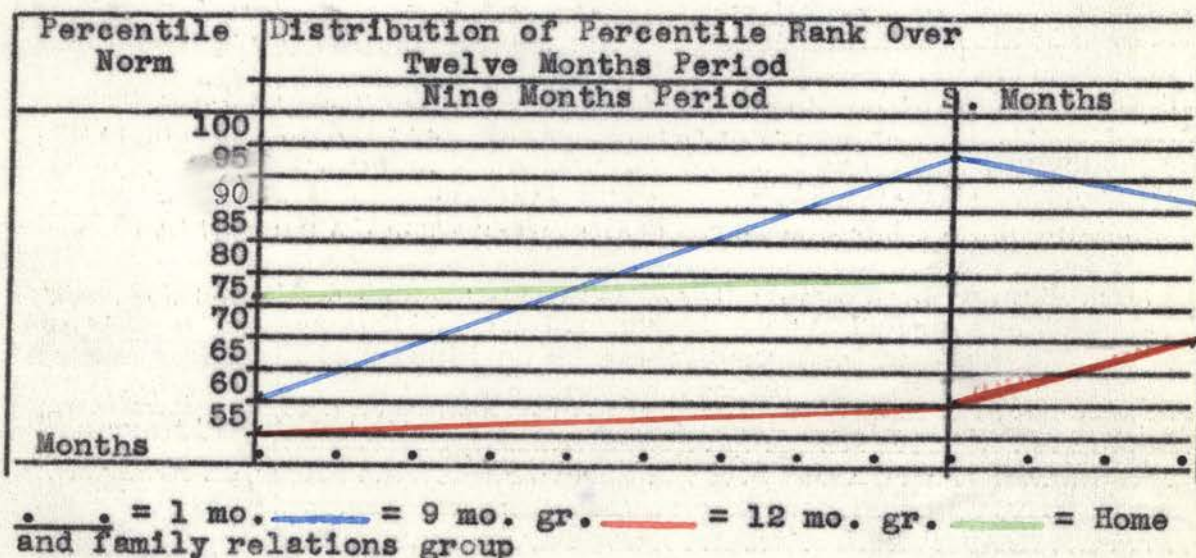
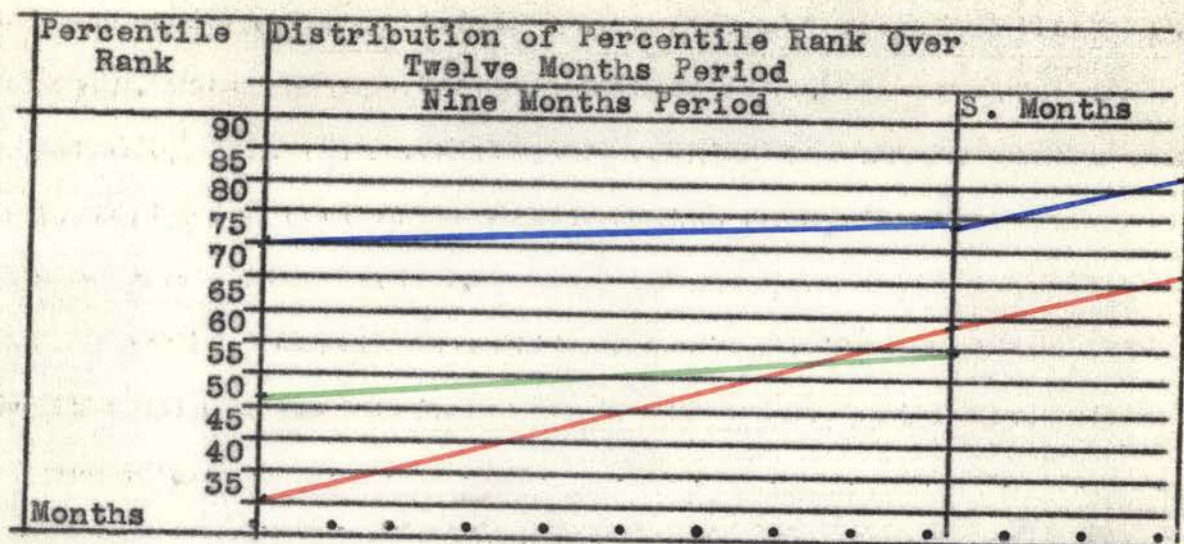


Figure 20--Change in Percentile Rank on Sub. Test 2D, California Personality Test, Family Relations.

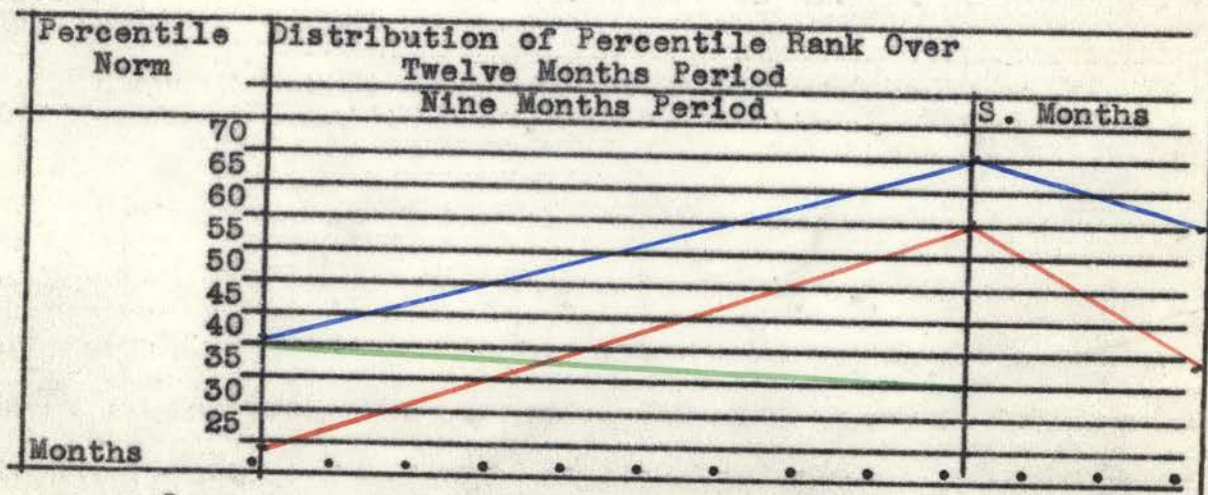
During the summer the nine months group showed an accelerated rate of growth in school relations, but the amount of percentile gain made during the three summer months was the same for both groups. The degree of progress is illustrated in Figure 21.



..... = 1 mo. — = 9 mo. gr. — = 12 mo. gr. — = Home and family relations group.

Figure 21--Change in Percentile Rank on Sub. Test 2E, California Personality Test, School Relations.

There seems to be no correlation between the degree of development in home, school, or community relations. Figure 22 shows that both the nine and twelve months groups decreased in percentile rank on community relations during the summer.



..... = 1 mo. — = 9 mo. gr. — = 12 mo. gr. — = Home and family relations group.

Figure 22--Change in Percentile Rank on Sub. Test 2F, California Personality Test, Community Relations.

On these twelve subjective tests from the California Test of Personality, the twelve months group showed an increased rate of progress during the summer on six of these tests, namely: self-reliance, freedom from withdrawing tendencies, freedom from nervous symptoms, feeling of belonging, anti-social tendencies, and family relations. On school relations the rate of progress remained the same for the summer and the school year.

In sense of personal worth and sense of personal freedom, no progress was made, but the percentile rank did not decrease. Scores on subjective tests in social standards, social skills, and community relations showed definite loss during the summer months.

The scores from the tests of the nine months group indicated an increased rate of progress during the summer months in five areas, namely: self-reliance, freedom from nervous symptoms, feeling of belonging, social skills, and school relations.

In subjective tests, "sense of personal freedom" and "social standards" the rate of progress remained the same during the summer and the school year.

The rate of progress was slightly less in "freedom from withdrawing tendencies" and "freedom from anti-social tendencies" during the summer, although progress was made.

Scores on "family relations" and "community relations" showed a definite loss during the summer months. The following graph, Figure 23, shows growth in the area of social adjustment

and the area of personal adjustment from the viewpoint of class groups.

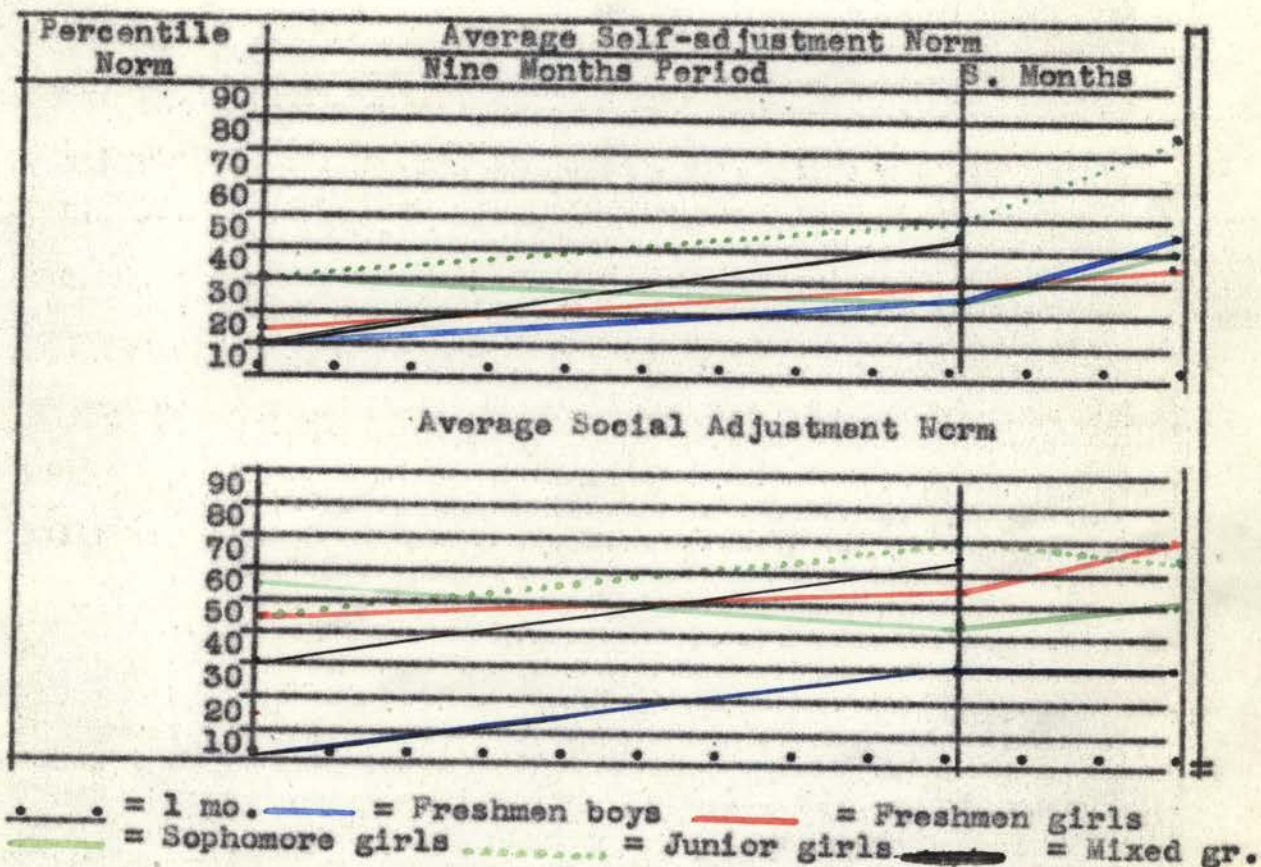


Figure 23--Percentile Norm on personal and social adjustment by class groups as indicated by California Personality Test.

Figure 24 shows the average scores and average norms when all areas of adjustment are combined by class groups.

Groups	Average Score- Total Adjustment			Average Norm- Total Adjustment		
	Sept., 1948	May 1949	Sept., 1949	Sept., 1948	May 1949	Sept., 1949
Freshmen Girls	135 ⁴ / ₇	144 ⁶ / ₇	149 ⁵ / ₇	39 ² / ₇	54 ² / ₇	59 ¹ / ₇
Freshmen Boys	118 ⁶ / ₉	140 ⁷ / ₈	144	22 ⁷ / ₉	44 ⁴ / ₉	56 ¹ / ₉
Sophomore Girls	145 ¹ / ₆	141 ² / ₆	146 ⁵ / ₆	55 ⁵ / ₆	52 ³ / ₆	55 ⁵ / ₆
Junior Girls	140 ⁵ / ₉	152 ⁶ / ₉	160	45	66 ⁶ / ₉	82 ⁷ / ₉
Mixed Groups	134 ⁸ / ₉	153 ² / ₉	---	36	70 ⁵ / ₉	---

Figure 24--Total adjustment as indicated by California Personality Inventory, by class groups.

When these norms are graphed in Figure 25, one may see the total growth in relation to class groups.

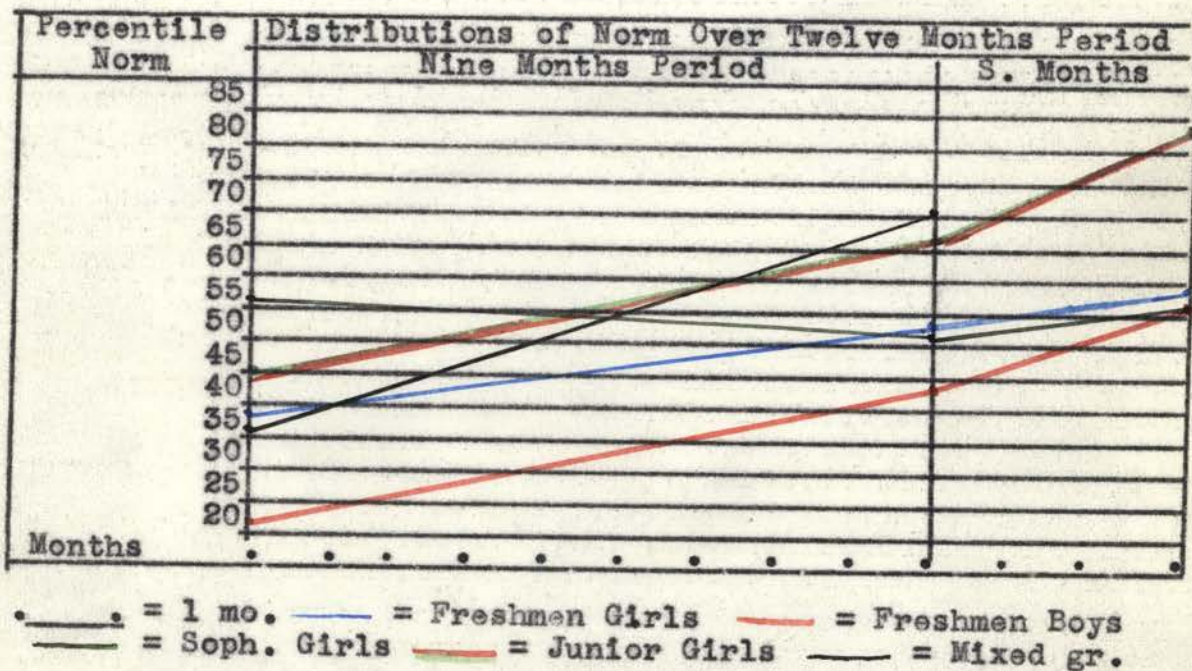


Figure 25--Graph showing average percentile norm distribution through year by classes as indicated by California Personality Test.

Figure 26 shows the average total adjustment percentile norms of the nine and twelve months groups respectively.

Average Total Adjustment Percentile Norm			
Group	Sept., '48.	May, '49.	Sept., '49.
12 mo. gr.			
I.Q. 90			
Age 14	30	45	59
9 mo. gr.			
I.Q. 93			
Age 15	40	70	85

Figure 26--Total adjustment percentile norms as revealed by California Personality Test.

When these figures are graphed, Figure 27, one can see that the nine months group gained only fifteen points during the summer as compared with a gain of thirty during the winter. The twelve months group, however, gained fourteen in percentile rank during the summer as compared with a gain of fifteen during the winter.

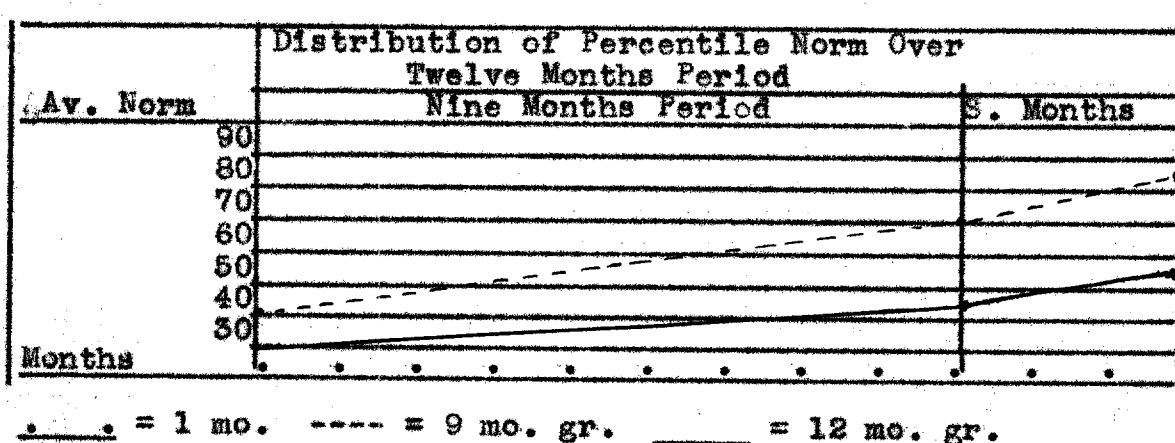


Figure 27--Total adjustment of nine and twelve months groups, California Personality Test.

Figures 28, 29, and 30 reveal that percentile norm changes in total adjustment as related to I.Q. The 70-79 I.Q. group made eleven and two-thirds points gain during the school year and lost four points during the summer, even though they were all engaged in the summer program.

The 80-89 I.Q. group gained thirty-three points in percentile norm during the formal school term and lost three points during the summer.

Those of the 90-99 I.Q. group gained fifty one during the nine months school term and twenty-two during the summer.

The group with an I.Q. of 100-109 gained thirteen in percentile norm during the school term and fourteen during the summer.

Those with an I.Q. of 110-123 gained only five percentile rank points during the school term and two during the summer.

I.Q. Group	Percentile Rank During Whole Year									
	5	10	15	20	25	30	35	40	45	50
70-79	<hr/>									
80-89	<hr/>									
90-99	<hr/>									
100-	<hr/>									
109	<hr/>									
110-	<hr/>									
123	<hr/>									

Figure 28--Percentile Norm changes during year as related to I.Q.

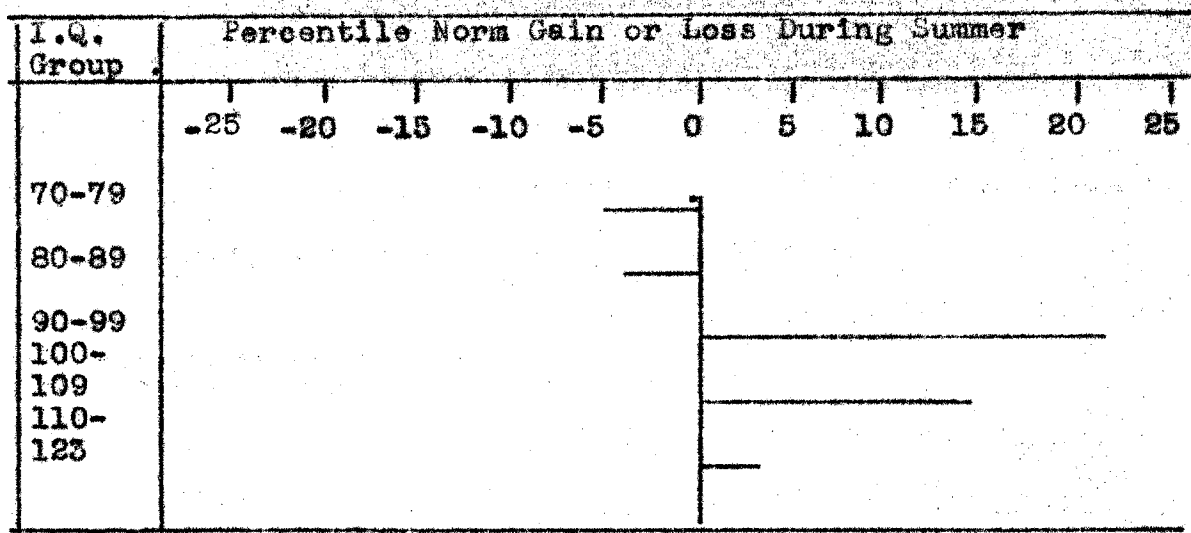
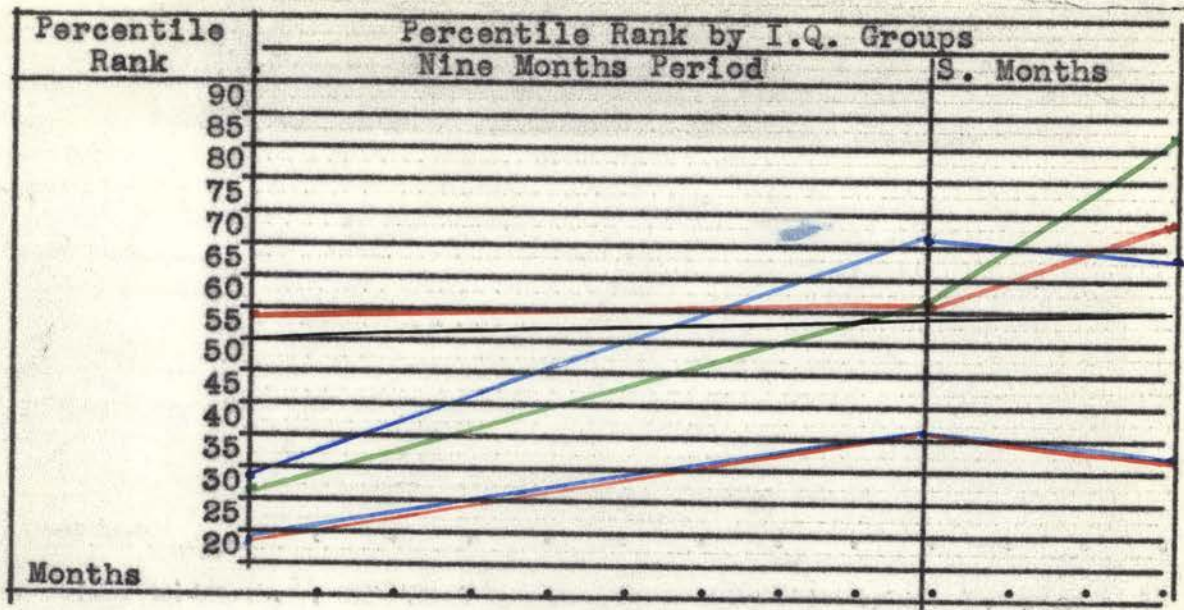


Figure 29--Percentile Norm gain or loss during summer.

I.Q. Group	Percentile Rank Average			Percentile Gain in 12 Months	Percentile Gain or Loss 3. Months
	Sept. 1948	May 1949	Sept. 1949		
70-79	24	40	36	11 ² / ₃	-4
80-89	35	71	69	33	-3
90-99	32	62	84	51	22
100-109	60	61	75	13	14
110-123	55	58	60	5	2

Figure 30--Percentile Rank changes during the twelve months period.

Figure 31 pictures the total adjustment of the different I.Q. groups as each developed throughout the twelve months of the study.



..... = 1. mo.

— = Pupils with I.Q. of 70-79

— = Pupils with I.Q. of 80-89

— = Pupils with I.Q. of 90-99

— = Pupils with I.Q. of 100-109

— = Pupils with I.Q. of 110-109

Figure 31--Percentile Rank in relation to I.Q.

SUMMARY AND RECOMMENDATIONS

The evidences of growth obtained during this twelve months study support the theory that a continuous program in homemaking offers greater opportunities for growth in personal and social adjustment than does the shorter program.

On the basis of these data we find:

1. Pupils participating in the summer program exhibit greater acceleration of growth during the summer months than those in the nine months program.
2. There is a relation between the number of previous twelve months experiences and the degree of growth during the summer months.
3. Those in the nine months program with two previous twelve months experiences showed an increased rate of growth during the summer months.
4. The mixed group made the greatest total adjustment during the school year.
5. There is no correlation between worthiness as a home member and the way one feels about the members of his family.
6. Social standards do not develop as rapidly as the ability to perform social skills.
7. There is a correlation between freedom from withdrawing tendencies and feeling of belonging.
8. As the feeling of belonging becomes greater, anti-social tendencies are less frequent.
9. There is a definite pattern of progress as related to the I.Q. of the pupil.
10. In some of the areas tested the growth of the nine months group exceeded that of the twelve months

group. It may be assumed that this growth was due to the variances in choice of experiences, methods of procedure or any of the other variables affecting the rate of individual growth.

It is recommended, on the basis of these findings, that the year-round homemaking program be more closely related to students' needs, interests, and abilities, and more closely coordinated with problems in family and community living. Since the informal problem method of guidance used during the summer months produced growth at a faster rate, it is recommended that a total school program might be developed which would meet the needs of these pupils more effectively and offer guidance in leisure time activities.

APPENDIX

A copy of the "Letter of Inquiry" which was sent to
State Supervisors:

Home Economics

N.T.S.T.C.

Denton, Texas

July 10, 1947

Dear Madam:

Have any studies of the twelve months homemaking program been conducted in your state homemaking department? If so, how were these studies conducted, and what techniques were used in evaluating the program?

If your department has made no study of the twelve months program, do you know of any school or university which has done a study on that subject? Could you furnish the names of such institutions in order that inquiries may be sent them?

Very truly yours,

SCHOOL OF HOME ECONOMICS

The states from which replies came concerning twelve months programs were:

Arizona
California
Connecticut
Illinois
Indiana
Iowa
Kansas

Louisiana
Maryland
Massachusetts
Michigan
Missouri
Nebraska
New Hampshire

New Jersey
New Mexico
New York
Oregon
South Dakota
Texas
Virginia
Wyoming

TABLE 3

PERCENTILE NORMS FOR ALL PUPILS IN WORTHY USE OF
LEISURE AND HOME MEMBERSHIP AS ESTABLISHED
BY LEWERENZ'S ORIENTATION TEST

Pupil	Percentile Norms In Home Membership			Percentile Norms In Worthy Use of Leisure		
S.T.	31	1	5	16	6	3
R.R.	22	6	10	42	22	54
E.D.	94	83	64	54	77	73
F.G.	64	47	47	54	47	22
W.C.	5	10	1	26	22	10
N.S.	22	10	54	42	37	42
M.C.	26	31	42	42	73	16
A.D.	54	37	37	42	42	22
P.F.	5	8	8	10	1	54
J.M.	5	47	60	1	31	73
W.G.	47	5	13	47	73	86
L.Y.	54	37	64	42	47	60
B.A.	77	94	83	89	96	60
J.C.	54	31	47	42	47	42
L.B.	47	47	77	42	89	1
W.W.	3	5	8	0	47	6
B.F.	2	22	13	5	10	1
P.S.	5	8	8	10	22	16
A.S.	3	5	16	47	10	22
L.E.	13	5	10	1	16	10
M.T.	19	47	31	16	89	1
A.S.	1	19	2	31	31	26
B.H.	2	47	73	6	16	60
F.R.	5	1	13	16	8	1
B.C.	31	10	47	42	3	37
B.E.	31	77	47	89	100	89
M.W.	10	19	54	47	54	73
R.R.	1	1	3	42	42	16
O.C.	10	16	22	3	3	16
J.W.	26	47	47	54	73	54
R.A.	1	8	...	6	3	...
B.C.	22	22	...	42	42	...
D.H.	54	73	...	16	26	...
C.L.	1	42	...	13	10	...
R.M.	37	60	...	1	70	...
T.M.	1	31	...	10	13	...
G.W.	3	8	...	42	73	...
E.S.	22	37	...	10	47	...
T.C.	37	47	...	47	73	...

TABLE 4

CALIFORNIA PERSONALITY TEST SCORES FOR PUPILS
IN NINE AND TWELVE MONTHS GROUPS

Pupils	Age	Sex	Sec of H.E.	I.Q.	Self Adjustment Score					
					Self Reliance			Sense of Personal Worth		
					1	2	3	1	2	3
L.E.	14	F	1	79	7	3	4	10	8	12
B.F.	13	F	1	84	7	9	13	9	14	14
A.S.	14	F	1	85	5	5	6	11	12	13
A.S.	14	F	1	83	2	2	4	8	10	12
P.S.	15	F	1	79	8	10	11	9	14	2
M.T.	14	F	1	100	11	14	13	14	15	15
W.W.	15	F	1	75	7	8	6	9	14	11
J.M.	15	F	2	85	7	9	11	8	13	14
W.G.	14	F	2	104	8	9	11	14	13	14
B.A.	15	F	2	111	9	8	7	14	12	11
L.B.	14	F	2	107	12	11	10	13	10	13
J.C.	14	F	2	125	6	9	14	9	14	15
L.Y.	14	F	2	114	10	9	12	11	15	13
M.C.	15	F	3		9	8	8	11	13	13
W.C.	14	F	3	83	11	14	13	15	14	15
A.D.	15	F	3	89	12	12	11	13	15	13
B.D.	15	F	3	109	10	11	12	14	14	13
P.F.	16	F	3	87	10	11	12	15	14	15
F.G.	15	F	3	100	8	10	13	10	12	14
R.R.	16	F	3	100	8	9	9	14	14	14
N.S.	15	F	3	91	5	10	11	9	12	13
S.T.	15	F	3	80	9	4	11	15	15	15
O.C.	14	M	1	89	7	10	9	13	13	14
B.C.	15	M	1	93	7	6	12	13	14	14
B.E.	14	M	1	99	6	11	13	10	13	14
B.H.	14	M	1	78	11	13	11	11	13	16
G.K.	16	M	1	86	3	8	8	10	12	15
R.R.	15	M	1	72	3	4	4	5	10	11
F.R.	15	M	1	74	8	7	9	6	10	7
M.W.	14	M	1	97	7	12	13	12	13	14
J.W.	16	M	1	86	6	8	7	13	12	13
R.A.	17	M	M		6	11		14	12	
T.C.	17	M	M		7	8		12	13	
B.C.	18	F	M		9	13		6	13	
D.H.	16	F	M		7	13		13	12	

TABLE 4--Continued

Self Adjustment Score											
Sense of Personal Freedom			Freedom from Withdrawing Tendencies			Freedom from Nervous Tendencies			Feeling of Belonging		
1	2	3	1	2	3	1	2	3	1	2	3
12	9	13	12	8	9	10	7	11	15	12	15
12	15	15	10	13	14	9	11	11	14	15	15
13	14	14	8	10	5	11	12	8	14	13	14
11	14	12	4	10	8	6	8	6	13	15	14
10	9	8	9	14	15	8	10	11	13	14	15
13	15	15	11	14	15	8	14	15	15	15	15
14	14	14	10	7	7	8	6	11	14	15	15
13	13	13	11	14	11	3	8	6	14	13	14
15	14	15	13	11	12	10	10	11	15	15	15
13	14	14	13	10	8	8	8	11	14	12	14
14	5	11	11	6	10	7	4	5	13	11	11
15	15	14	14	15	14	8	12	12	15	15	15
11	10	11	10	5	9	8	8	8	15	15	15
12	14	14	6	7	10	6	10	11	15	15	15
15	14	14	8	11	14	12	10	14	15	15	15
13	15	12	9	13	13	10	14	12	13	14	15
14	14	14	12	14	14	12	13	14	14	14	14
15	13	15	9	10	13	13	8	15	15	15	15
8	10	15	8	12	13	8	9	9	14	13	15
13	15	15	3	8	12	7	6	12	13	15	15
13	12	13	11	12	15	8	10	13	13	12	15
14	15	15	7	12	13	7	6	10	13	15	14
10	14	14	3	12	12	8	12	13	13	14	15
12	12	15	6	7	11	9	8	11	14	13	13
13	14	14	10	14	15	8	12	14	13	12	14
14	15	9	11	14	12	7	10	11	14	15	15
15	14	14	11	14	12	7	10	11	14	15	15
11	14	14	2	2	10	6	6	6	14	14	14
8	9	13	6	4	6	10	9	10	12	10	13
13	15	15	9	15	13	5	14	12	11	13	15
12	10	14	9	8	14	9	6	5	14	15	15
12	15		12	12		9	11		14	15	
15	15		11	11		13	13		15	13	
11	14		5	13		9	10		10	14	
15	14		14	15		8	15		15	15	

TABLE 4--Continued

Pupils	Age	Sex	sec. of H.E.	I.Q.	Self Adjustment Score					
					Self Reliance			Sense of Personal Worth		
					1	2	3	1	2	3
C.L.	18	F	M		7	9		11	15	
R.M.	16	M	M		12	15		11	14	
T.M.	17	M	M		6	9		11	14	
H.S.	17	F	M		7	6		9	13	
G.W.	18	M	M		11	12		14	11	

TABLE 4: Part Two

Pupils	Social Adjustment Score											
	Social Standards			Social Skills			Anti-Social Tendencies			Family Relations		
	1	2	3	1	2	3	1	2	3	1	2	3
L.E.	15	12	15	14	9	9	13	11	14	13	13	12
B.F.	12	14	15	12	15	15	14	12	14	14	15	15
A.S.	13	13	14	12	10	12	13	12	11	15	12	13
A.S.	14	15	14	12	13	11	12	11	14	14	12	14
P.S.	14	14	15	11	14	13	13	15	15	14	15	15
M.T.	14	15	15	14	15	15	14	14	15	12	13	15
W.W.	14	13	14	11	13	10	10	12	13	11	13	15
J.M.	13	14	14	0	9	11	15	14	14	13	13	13
W.G.	15	14	15	14	13	15	15	14	15	15	14	15
B.A.	15	15	15	10	9	10	14	13	14	12	12	13
L.B.	15	14	15	14	11	11	14	10	13	11	4	5
J.C.	14	15	15	12	14	14	15	14	15	15	15	15
L.Y.	13	15	15	9	9	7	15	14	10	15	11	12
M.C.	14	14	15	12	11	12	9	14	13	12	15	14
W.C.	14	13	15	14	13	15	9	13	14	12	15	15
A.D.	14	14	13	15	15	15	12	14	14	11	15	14
B.D.	13	15	13	12	14	14	13	14	13	13	15	14
P.F.	14	14	12	15	14	14	12	14	14	12	15	15
F.G.	12	15	15	8	9	11	12	15	15	9	14	13

TABLE 4--Continued

Self Adjustment Score											
Sense of Personal Freedom			Freedom from Withdrawal Tendencies			Freedom from Nervous Tendencies			Feeling of Belonging		
1	2	3	1	2	3	1	2	3	1	2	3
12	11		5	4		9	12		11	10	
13	14		7	11		8	9		15	15	
14	15		8	14		8	13		13	15	
12	13		11	13		8	5		13	14	
13	15		7	12		10	14		15	15	

TABLE 4: Part Two--Continued

Social Adjustment Score													
School Relations			Community Relations			Total Adjustment Score			Percentile Norm			Tenure of H.S. Work	
1	2	3	1	2	3	1	2	3	1	2	3	Mo.	
11	12	10	12	9	11	144	113	135	50	15	35	12	
12	14	15	11	15	15	136	162	171	35	90	95	12	
11	13	13	12	9	13	138	135	136	40	35	35	12	
11	12	14	11	11	12	118	133	133	20	35	35	12	
12	15	14	8	10	11	128	154	155	30	75	75	12	
13	15	15	14	15	15	153	174	178	70	95	99	12	
13	12	13	11	9	11	132	136	140	30	35	40	12	
9	14	13	11	12	8	117	146	142	20	55	45	12	
15	14	13	15	13	14	164	154	165	90	75	90	12	
13	12	13	12	12	13	147	137	143	55	40	45	12	
13	11	15	12	11	12	149	108	121	60	10	20	12	
14	14	14	14	14	14	151	166	171	65	95	95	12	
13	12	14	13	14	13	143	137	139	45	40	40	12	
13	14	14	14	15	12	132	150	151	30	65	65	9	
11	15	15	12	14	14	148	161	172	60	85	95	9	
12	14	14	11	14	13	145	169	159	50	95	85	9	
13	14	13	11	12	10	151	169	158	65	95	80	9	
12	9	14	2	13	11	144	150	165	50	65	90	12	
13	13	15	9	11	11	129	143	154	30	45	75	9	

TABLE 4: Part Two--Continued

Pupils	Social Adjustment Score											
	Social Standards			Social Skills			Anti-Social Tendencies			Family Relations		
	1	2	3	1	2	3	1	2	3	1	2	3
R.R.	14	13	15	15	12	14	13	13	14	14	15	15
N.S.	15	14	14	11	12	12	13	12	12	14	15	15
S.T.	11	11	13	14	12	13	10	13	15	14	15	14
O.C.	15	14	5	10	11	8	13	10	13	13	15	12
B.C.	15	15	13	10	11	11	9	9	13	12	10	14
B.E.	14	14	15	11	10	11	13	14	15	14	15	15
B.H.	6	15	6	11	13	7	7	15	12	8	15	9
G.K.	10	15	15	8	11	11	4	14	15	0	15	15
R.R.	12	13	14	6	8	11	7	9	6	14	12	13
F.F.	12	11	12	4	4	7	11	6	11	9	4	9
M.W.	15	15	15	12	13	12	14	15	15	11	15	14
J.W.	15	15	15	12	14	13	15	13	15	14	12	14
R.A.	15	13		10	15		12	15		13	13	
T.C.	14	15		14	13		14	15		14	13	
B.C.	13	15		10	14		12	12		12	14	
D.H.	14	15		11	14		13	14		15	15	
C.L.	10	11		8	12		11	14		11	14	
R.M.	12	14		14	13		10	12		15	14	
T.M.	10	12		11	13		8	12		14	13	
E.S.	12	14		11	15		13	14		15	15	
G.W.	12	13		10	13		13	14		15	15	

TABLE 4: Part Two--Continued

Social Adjustment Score												
School Relations			Community Relations			Total Adjustment Score			Percentile Norm			Tenure of H.S. Work Mo.
1	2	3	1	2	3	1	2	3	1	2	3	
15	13	13	12	13	13	141	146	161	45	55	85	9
11	10	13	12	11	14	135	142	160	35	45	85	9
15	13	14	11	13	13	140	144	160	40	50	85	9
5	9	10	11	11	12	121	145	135	20	50	35	12
5	11	12	12	13	12	124	129	151	25	30	65	12
10	14	13	13	13	14	135	156	167	35	80	95	12
7	14	8	7	15	13	114	167	119	15	95	20	12
0	13	13	0	14	12	88	157	161	5	80	85	12
10	7	11	13	13	9	103	113	132	10	15	30	12
8	8	10	10	11	10	104	93	116	10	5	15	12
12	14	13	14	14	11	135	168	162	35	95	90	12
12	11	13	13	15	15	144	139	153	50	40	70	12
12	11		10	13		140	155		40	75		Grad.
12	12		13	11		154	152		75	70		"
11	11		11	14		119	157		20	80		"
13	13		13	15		151	170		65	95		"
9	13		8	8		110	133		15	35		"
13	12		12	12		142	153		45	70		"
11	12		10	12		123	154		25	75		"
12	13		13	12		132	147		30	55		"
11	12		12	12		143	158		45	80		W.

TABLE 5

AVERAGE RAW SCORE AND PERCENTILE RANK FOR EACH
GROUP ON SUCCESSIVE TESTING,
CALIFORNIA PERSONALITY TEST

Compilation of Sub Test Scores from Table 4			
Sub test	Average Score of Twelve Months Group		
	1st. test	2nd test	3rd test
Self reliance			
Raw score	7 ¹ / ₄	7 ¹ / ₂	9 ¹ / ₂
Percentile Norm	27	30	52
Sense of Per. Worth			
Raw Score	9 ³ / ₄	12 ¹ / ₂	12 ¹ / ₂
Percentile Norm	57	85	85
Sense of Per. Freedom			
Raw Score	12 ³ / ₄	12 ¹ / ₂	12 ¹ / ₂
Percentile Norm	42	37	37
Freedom from With- drawing Tendencies			
Raw Score	12 ³ / ₄	12 ¹ / ₂	13 ¹ / ₄
Percentile Norm	62	57	69
Freedom from Ner- vous Symptoms			
Raw Score	8 ¹ / ₂	9 ¹ / ₄	10 ¹ / ₄
Percentile Norm	22	34	47
Feeling of Belonging			
Raw Score	13 ³ / ₄	13 ¹ / ₄	14 ¹ / ₄
Percentile Norm	63	51	75
Social Standards			
Raw Score	13 ¹ / ₂	14	13 ³ / ₄
Percentile Norm	57	70	63
Social Skills			
Raw Score	10 ¹ / ₂	11 ¹ / ₂	11
Percentile Norm	30	47	40
Anti-Social Tend.			
Raw Score	12 ¹ / ₄	12 ¹ / ₄	13 ³ / ₄
Percentile Norm	55	55	85
Family Relations			
Raw Score	12 ¹ / ₄	12 ¹ / ₂	13
Percentile Norm	55	60	70
School Relations			
Raw Score	10 ¹ / ₂	12 ¹ / ₄	12 ³ / ₄
Percentile Norm	35	64	72
Community Relations			
Raw Score	10 ¹ / ₄	12 ¹ / ₂	11 ¹ / ₄
Percentile Norm	24	60	39

TABLE 5--Continued

Compilation of Sub Test Scores from Table 4				
Average Score of Nine Months Group			Mixed Group	
1st test	2nd test	3rd test	1	2
9 45	$9\frac{3}{4}$ 57	11 70	8 35	$10\frac{1}{2}$ 65
$12\frac{3}{4}$ 88	$13\frac{3}{4}$ 94	$13\frac{3}{4}$ 94	11 35	13 65
$12\frac{3}{4}$ 37	$13\frac{1}{2}$ 57	$13\frac{3}{4}$ 63	13 45	14 70
$12\frac{3}{4}$ 62	$13\frac{3}{4}$ 77	14 80	$18\frac{2}{3}$ 13	$11\frac{2}{3}$ 45
$8\frac{3}{4}$ 27	$9\frac{3}{4}$ 42	$11\frac{3}{4}$ 63	$8\frac{1}{2}$ 22	$11\frac{1}{2}$ 60
$13\frac{3}{4}$ 63	$14\frac{1}{4}$ 75	$14\frac{3}{4}$ 85	$13\frac{1}{2}$ 57	14 70
$13\frac{1}{2}$ 57	$13\frac{3}{4}$ 63	14 70	$12\frac{1}{2}$ 35	$13\frac{1}{2}$ 57
$12\frac{3}{4}$ 70	$12\frac{1}{4}$ 60	$13\frac{3}{4}$ 87	11 40	$13\frac{1}{2}$ 82
$11\frac{1}{2}$ 40	$13\frac{1}{2}$ 80	$13\frac{3}{4}$ 85	12 50	$13\frac{1}{2}$ 80
$12\frac{1}{2}$ 60	15 99	$14\frac{1}{4}$ 92	$13\frac{7}{9}$ 78	14 80
13 75	$13\frac{1}{4}$ 79	$13\frac{3}{4}$ 87	$11\frac{1}{2}$ 52	12 60
$11\frac{1}{2}$ 42	13 70	$12\frac{1}{2}$ 60	$11\frac{1}{3}$ 40	11 35

TABLE 6
TOTAL SOCIAL ADJUSTMENT AND PERSONAL ADJUSTMENT OF CLASS GROUPS

	Sec. Home Ec.	Total Self Adjust-						Total Social Adjust-						Total Adjustment					
		ment Score			Ch.			ment Score			Ch.			Score			Ch.		
		Test	Test	Test	1	2	3	Test	Test	Test	1	2	3	Test	Test	Test	1	2	3
Pup11																			
M.C.	3rd	58	67	71	13			74	83	80	16			132	150	151			19
W.C.	"	76	78	84	8			72	83	88	16			148	161	172			24
A.D.	"	70	83	76	-7			75	86	83	-3			145	169	159			-10
B.D.	"	76	80	81	5			75	84	77	2			151	165	158			7
P.F.	"	77	71	85	8			67	79	80	13			144	150	165			21
F.G.	"	56	66	79	23			73	77	75	2			129	143	154			25
R.R.	"	58	67	77	19			83	79	84	1			141	146	161			20
N.S.	"	59	68	80	21			76	74	80	4			135	142	160			25
S.T.	"	65	67	78	13			75	77	82	7			140	144	160			20
B.A.	2nd	71	64	65	-6			76	73	78	2			147	137	143			-4
L.B.	"	70	47	60	-10			79	61	61	-18			149	108	121			-28
J.C.	"	67	80	84	17			84	86	87	3			151	166	171			20
W.G.	"	75	72	78	3			89	82	87	-2			164	154	165			1
J.M.	"	56	70	69	13			61	76	73	12			117	146	142			25
L.Y.	"	65	62	68	3			78	75	71	-7			143	137	139			-4
L.E.	1st	66	47	64	-2			78	66	71	-7			144	113	135			-9
B.F.	"	61	77	82	19			75	85	89	14			136	162	171			35
A.S.	"	62	66	60	-2			67	69	76	9			138	135	136			-2
A.S.	"	44	59	56	12			74	74	77	3			118	133	133			15
P.S.	"	57	71	72	15			72	83	83	11			128	154	155			27
M.T.	"	72	87	88	16			81	87	90	9			153	174	178			25
W.W.	"	62	64	64	2			70	72	76	6			132	135	140			8
O.C.	1st	54	75	77	23			67	70	58	-9			121	145	135			14
B.C.	"	61	60	76	15			63	69	75	12			124	129	151			27
B.E.	"	60	76	84	24			75	80	83	8			135	156	167			32

B.H.	.	"	.	"	.	64	.	64	.	46	.	87	.	55	.	9	.	114	.	167	.	119	.	5
G.K.	.	"	.	"	.	80	.	80	.	22	.	82	.	81	.	59	.	88	.	157	.	161	.	73
R.R.	.	"	.	"	.	59	.	59	.	62	.	63	.	63	.	1	.	103	.	113	.	132	.	29
F.R.	.	"	.	"	.	57	.	57	.	54	.	44	.	59	.	5	.	104	.	93	.	116	.	12
M.W.	.	"	.	"	.	82	.	82	.	78	.	86	.	80	.	2	.	135	.	168	.	162	.	27
J.W.	.	"	.	"	.	68	.	68	.	81	.	80	.	85	.	4	.	144	.	139	.	153	.	9

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