

AN ABSTRACT OF THE THESIS OF

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Title: DEVELOPMENT OF A UNIT FOR TEACHING BOYS FAMILY
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The major purpose of this study was to develop a resource unit in family life education for boys. To plan this unit, which was divided into two parts, personal and family relations and child development, the writer

1. Surveyed the homemaking teachers in Oregon to discover who taught boys homemaking classes.
2. Utilized the experiences of a selected few in planning the family life education unit, and
3. Using all other possible resources, finalized the unit.

To discover what innovative classes were being taught in five areas of homemaking, a post card questionnaire was sent to 285 homemaking departments in the state of Oregon. Of the questionnaires sent out, 114 were returned and 111 (39 percent) were returned in time to be used. The breakdown of innovative classes was as follows:

33 schools had boys homemaking classes;
22 schools had family life classes;
17 schools had specialized classes;
14 schools had coeducational classes;
13 schools had consumer education classes.

A total of 13 of the boys homemaking teachers agreed to be consultants, so they were asked to spend not more than one hour discussing their class on a tape, using a tape recorder. A tape was sent to them along with a list of questions to be answered.

Based on the findings of this study, the following conclusions were made:

1. There is a small percentage of boys classes in Oregon, but judging from the 111 schools represented in this study this percentage is greater than any other innovative program.
2. Most of the home economics teachers felt the boys class would be most beneficial if taught at the senior high level.
3. Authors in writing about boys homemaking seem to believe that it should be taught differently, but the majority of the respondents did not feel that they taught boys much different than girls.
4. The respondents felt that bachelorhood should be emphasized. They recommended that a study be made on personal

and family living needs of the adolescent and the young man before he marries rather than emphasizing marriage.

5. There seems to be a need for courses emphasizing changing roles of men and women, consumer education, and housing.
6. Many of the respondents stated that they taught predominantly foods because they needed teaching resources in the other areas. They particularly stated that they needed more in depth curriculum planning for boys homemaking units in family finance, grooming, care of clothing, and housing.
7. There is a dearth in the recent literature on the characteristics of the adolescent male and studies in either boys or coeducational classes in homemaking education.

In light of the findings in this study, the investigator would like to point out the need for studies which answer the questions:

1. At what grade level would boys gain the most from a consumer and homemaking course?
2. What characteristics of adolescent males are important to recognize in order for maximum learning to take place?
What teaching methods are most effective in teaching boys?
3. What are the characteristics of the most effective teachers of boys homemaking?

Other curriculum studies need to be made in the consumer and homemaking areas of housing, household equipment and home furnishing; consumer education, personal and family finance; personal and family relations; and child development. Another curriculum study needs to be made emphasizing the changing life styles of young men so that homemaking will attract more boys and be taught by meaningful and exciting methods.

The investigator developed a resource unit which contains concepts, generalizations, behavioral objectives, learning experiences, and resources in the areas of family relations and child development for boys homemaking classes.

Development of a Unit for Teaching
Boys Family Life Education

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DEVELOPMENT OF A UNIT FOR TEACHING BOYS FAMILY LIFE EDUCATION

PART I

I. INTRODUCTION

"Homemaking education is now reaching only a small percentage of the secondary school population, and the majority included are girls" (Ray, 1958, p. 258). What Ray said in 1958 also holds true today. To meet the needs of all students, homemaking programs must include boys either in classes of their own or in coeducational classes.

Boys homemaking is one of the growing areas in Home Economics Education today. A great deal of interest has been directed toward providing homemaking education for both sexes in the past few years. The image of home economics for boys is changing too, and it is no longer considered "sissy" for boys to be involved in homemaking classes.

Today, the job of homemaking is becoming a joint venture of husband and wife because more women are working outside of the home, more early marriages, and reduced outside help. With the change in roles, men are having to take on a share in all aspects of homemaking. Therefore, if we do not include boys in our homemaking programs, we are only doing half of the job in meeting the needs of all potential homemakers.

Need for this Study

At the present time, there seems to be little research done in the area of boys homemaking and so the lack of this information may have delayed the development of this trend. As one looks into the field, there seems to be a great scarcity of curricula and teaching materials. Therefore, more curriculum materials need to be developed to help classroom teachers with their teaching of boys homemaking. As we develop curriculum materials in this area, we will also be promoting boys homemaking to students, other teachers, administrators, and the community as a whole.

Boys homemaking classes seemed to be on the upswing in the 1930's and early 1940's according to the amount of literature written at that time. Recently there has been little work done in this area, and what has been done seems to be done mainly in the area of foods and nutrition. We need to broaden our scope and include all of the areas of homemaking. Classes in foods and exchange programs have been a good approach to teaching boys homemaking, but now it is time to move into different areas of boys homemaking and to recognize that the need for education in home and family living are greater than in the time an exchange class gives.

There also seems to be a need to organize what has been done in homemaking education for boys in order for Oregon teachers

proposing such classes or teaching such classes to have the support of at least one curriculum guide, lists of bulletins, books, audio-visual aids that are masculine oriented.

Statement of Problem

The major purpose of this study was to develop a resource unit in family life education for boys. In order to plan this unit, which was broken into two facets, personal and family relations and child development, the writer

1. Surveyed the homemaking teachers in Oregon to discover who teach boys homemaking classes.
2. Utilized the experiences of a selected few in planning the family life education unit, and
3. Using all other possible resources, finalized the unit.

Definition of Terms

Definitions of terms used in this study are as follows:

Behavioral Objective - "An objective is no more than a guide that one uses to determine a course of action, the objective being the ultimate outcome of the directed action" (Hall and Paolucci, 1970, p. 163).

Concept - "refers to an abstract representing the world of objects and events and is a means of organizing them into categories.

Concepts have many dimensions and meanings" (American Home

Economics Association, 1967, p. 23).

Generalization - "express an underlying truth, have an element of universality, and usually indicate relationships. Generalizations help give meaning to concepts" (American Home Economics Association, 1967, pp. 23-24).

Home Economics - The field of home economics is a broad one that concerns itself with skills, abilities, understandings, knowledge and judgement that will help improve the various aspects of home and family life. Professional home economists work in many different businesses, social and educational services as well as welfare groups and agencies. They are home economists and are so called as they assume their professional responsibilities -- in business, teaching, research, or writing.

Homemaking Education - Homemaking education describes the non-professional, home economics education program offered in the public schools for elementary, secondary and adult students. Homemaking education places emphasis upon those skills, abilities, attitudes, knowledge and understanding that will enable the individuals responsible for the major share of managing and guiding the home to do a more effective job.

Homemaking - Homemaking refers to the responsibilities undertaken by the person who has as his or her major role that of homemaker for the family. The homemaker's role may be a shared

one, but represents a real vocation which calls upon an individual to use much skill, ability, understanding and creativity if it is well done. For the purpose of this study, homemaking will be used to mean homemaking education.

Learning Experience - "a purposeful activity that has meaning to students at their developmental level, carried through to completion and evaluation" (Good, 1959, p. 214).

Resource Unit - "a comprehensive collection of suggested learning and teaching activities, procedures, materials, and references organized around a unifying topic or learner problem, designed to be helpful to teachers in developing their own teaching units appropriate to their respective classes;" (Good, 1959, p. 466).

Limitations

This study will be limited to boys classes. The study of coeducational classes will not be included. Boys homemaking classes will be further restricted to grades seven through twelve, which can be divided into early adolescence, grades seven and eight; middle adolescence, grades nine and ten; and late adolescence, grades eleven and twelve. This project is also confined to child development and family life classes for boys. The emphasis will be on a resource unit, rather than on a teaching unit.

Assumptions

Assumptions to follow in teaching boys homemaking classes:

1. Homemaking education is an imperative need in boys' educational background.
2. In homemaking classes, the needs for boys differ from those of girls.

II. METHOD OF PROCEDURE

Seeking Assistance from Oregon Homemaking Teachers

There seems to be little research done in the area of boys homemaking and so the assistance of Oregon homemaking teachers was needed in developing materials that can be used in teaching boys homemaking classes. The resource experts used in this study were Oregon teachers who now teach boys classes. These teachers have actual experience from which to offer ideas, opinions, helps, and curriculum materials.

A post card questionnaire was developed in order to find where boys homemaking classes were taught in Oregon junior and senior high schools this year. The questionnaire asked if teachers would be willing to be consultants and/or resource persons for this study. It also asked if they would be willing to send handouts and/or lists of resources. The writer believed that no validation was necessary because the questionnaire only asked for simple information (see Appendix A).

The questionnaire was sent to one teacher in each of the 285 homemaking departments in the State of Oregon. The instructions asked the recipient to check with other teachers in the department and then fill out and return the questionnaire immediately. One hundred and eleven questionnaires were returned in time to be used. Thirty-three

teachers reported that they had boys homemaking classes, and 27 of the 33 teachers were willing to serve as resource consultants.

Analysis of Questionnaire

At the end of three weeks, only 111 questionnaires had been returned. However, they represented a 39 percent return from the 285 homemaking departments. Since the writer was interested in those schools which had boys homemaking classes, she separated those 33 cards from the others. These returns were analyzed to discover:

1. Number and percentage of 111 questionnaires which came from junior and senior high schools.
2. Distribution of classes taught in grades 7 through 12.
3. Number of weeks that classes were taught.
4. Areas of boys homemaking taught.
5. Number of teachers who were willing to be consultants and/or resource persons.
6. Number of teachers who were willing to send handouts and/or lists of resources.

Using Oregon Homemaking Teachers' Assistance

A second letter was sent to the 27 teachers who said that they would be consultants in boys homemaking. Enclosed in that letter

was a resource list for boys homemaking which was compiled for a Home Economics Education class. They were asked to send a list of other resources that they thought were useful in teaching boys homemaking. In the letter, the writer also asked them if they would be willing to spend one period (not more than one hour) in discussing their class on a tape. A tape was to be sent to them and they were asked to return it within a certain time. A sheet of directions and questions to answer went along with the tape. On the tape, they were asked to react to four areas: (1) a short description of their personal and professional history, (2) teaching resources that have been useful to them, (3) unique learning activities that they have used, and (4) other comments.

The questions which were given the teachers to answer on the tape were as follows:

1. Why do you believe boys homemaking classes are important?
2. What do you do differently in a boys class than in a girls class? A coed class?
3. Please tell us what your class contains. Perhaps you may wish to just talk freely about your boys classes. For your guidance, here are some questions:
 - a. Kinds of units?
 - b. Kinds of learning experiences?

- c. How do you give depth to this teaching?
 - d. Do you believe the level at which you teach boys is the best for their exposure to homemaking?
 - e. If you teach one area of home economics to them, why have you chosen this area?
 - f. Do you emphasize individual development? Family centered teaching? Dual role of men and women being homemakers and wage earners?
 - g. If so, how do you emphasize -- management, consumer education, child development, family relations, housing, home furnishings, and household equipment?
4. Would you just tell us some of the teaching materials you use. Please say:
- a. Is it a book, film, filmstrip, free pamphlet, extension bulletin, or whatever it is?
 - b. Title
 - c. Source to send for it
 - d. Cost, if possible
 - e. How you use it?

Development of Resource Unit

The investigator has developed a resource unit which contains concepts, generalizations, behavioral objectives, learning experiences, and resources in the areas of family relations and child development for boys homemaking classes. The instructional materials at the end include recent resources in these areas that are available for boys of high school age. No attempt was made to gather resources for all areas of boys' homemaking.

In developing this unit, the investigator used curriculum guides, separate units written by undergraduate and graduate students, her own ideas, ideas from her fellow students, and of course, any she received from the teachers who sent in tapes. The unit was organized and reorganized to the best of her ability before she asked others to evaluate it.

Evaluation of Resource Unit

When the resource unit was finished, it was evaluated by two groups of home economics teachers. First of all, the concepts, generalizations, and behavioral objectives were evaluated by five home economics educators and three home economics education graduate assistants at Oregon State University. With the help of their comments and suggestions, the concepts, generalizations, and

behavioral objectives were then revised.

A copy of the compiled resource unit was then sent to 12 home economics teachers who had worked with boys and seven home economics education students who had completed their student teaching and have had teaching experience with boys. They were asked to evaluate the learning experiences and rate each one as follows:

- 1 -- Excellent
- 2 -- Good
- 3 -- Poor
- 4 -- Clarify
- 5 -- Repetitive
- 6 -- Use another teaching method
- 7 -- Make up your own adjectives

Since young teachers will be involved in teaching boys classes, the investigator thought that it would be good to include them in the evaluation of the learning experiences so that the investigator could get some feedback from this point of view. After the resource units were returned, the learning experiences were then revised to incorporate the criticisms, comments, and suggestions of these teachers.

III. REVIEW OF LITERATURE

The American Adolescent

His Characteristics Today

American society is placing more emphasis upon the adolescent than ever before in its history. Why does the adolescent actually possess this powerful position in our society? The major institutions are all centering much of their attention on the young. Political issues, such as voting ages; social issues of birth control, war, protests for the most part, center on the young. Business seems to be directing their advertising and sales promotions to the desires of the adolescent, and mass media has undoubtedly heightened each of these. This all seems to relate to the changing position of the adolescent in the American society.

Theodore Roszak (1968, p. 400) estimates the American teenage population to be about 25 million people ranging in age from 13 to 19. The size of the young population in the United States had made the public more aware of them as an increasing influence and potential power in our society.

In 1966, Newsweek Magazine conducted a survey to find out what the American teenagers were really like. They interviewed 775 boys and girls who were carefully selected to represent a cross

section of American youngsters between the ages of 13 to 17. To supplement these findings, hundreds of other adolescents as well as parents, counselors, principals, coaches, judges, and psychologists were also interviewed. These findings emerged from this survey.

1. Teen-agers are gregarious, and optimistic -- one in every five in the survey used the word "happy" to describe the world.
2. They like school -- mostly as a place to cultivate friendships and social life (and, incidentally, to learn).
3. They believe in God (96 percent).
4. Teen-agers stand taller and heavier and score higher on tests than past generations. Girls even menstruate earlier -- at 12.8 years.
5. Teen-agers work hard in school and feel under enormous pressure to go to college -- even when they must cheat to do so. (One complained: "Why can't parents realize there is more to life than getting into Yale or Harvard?")
6. Couples don't go "steady" as much as they used to -- it's too entangling.
7. Teen-agers are prosperous -- and they like to go shopping. Moreover, they have some \$12 billion a year to spend.
8. Teen-age fads are carefully calculated to scandalize the square adult world and nothing can kill a fad faster than its being picked up by the wrong people (translation: adults) (Newsweek, March 21, 1966, p. 15).

Basically, the adolescent is going through the transition from child to adult. He is no longer considered a child and yet he is not allowed to take on the privileges and responsibilities of adulthood. Leidy (1967) describes adolescence as a difficult and demanding experience. "American adolescents of today are different from adolescents in many other cultures throughout the world" (Hurlock, 1966,

p. 7).

Friedenberg (1959, p. 29) also helps us to define adolescence by saying that

This task is self-definition. Adolescence is the period during which a young person learns who he is, and what he really feels. It is the time during which he differentiates himself from his culture, though on the culture's terms. It is the age at which, by becoming a person in his own right, he becomes capable of deeply felt relationships to other individuals perceived clearly as such.

Hurlock (1966, p. 7-10) lists several changes in the American society that have resulted in change of youth values. These include growing up in the suburb, breakdown in family solidarity, radical change that has taken place in our child rearing attitudes (permissiveness), affluence of the American society, American heroes and models have changed, and education emphasis placed on democracy within the classroom. Thomas (1969) also recognized that going from labor to leisure and going from a religious society to a secular one has influenced the trends in American life.

The American adolescent is growing up in an age of rapid technological change, political unrest, and social uncertainty. As a result of all of these changes, today's teenagers have achieved a breakthrough which past generations could never have hoped to attain (Teenage Profile '68, Senior Scholastic, April 25, 1968).

Today there is much attention focused on the restlessness and protesting of the American adolescent. Brammer (1968, p. 18)

believes that

Massive nonviolent protests and more active demonstrations sparked by increasingly sophisticated, yet disillusioned and frustrated teenagers are already taking place. Additional protest will be directed against high school regulations and routines. Some will be focused on broader issues of society -- civil rights, war, voting, employment, and personal freedom in dress, drink, drugs, and sex.

Possibly, the violent protests that have occurred on many of the college campuses lately will find their way to the high school campuses.

Mead (1970, p. 23) states that many authorities attribute our conflicts with teenagers to

...the overwhelming rapidity of change, the collapse of the family, the decay of capitalism, the triumph of a soulless technology, and, in wholesale repudiation, to the final breakdown of the Establishment.

She further believes that

Behind these attributions there is a more basic conflict between those for whom the present represents no more than an intensification of our existing configurations culture, in which peers are more than ever replacing parents as the significant models of behavior...

(Mead, 1970, p. 23).

It must be recognized that all adolescents, as all humans, do have basic needs. First of all they follow Maslow's hierarchy of needs -- safety, belongingness and love, esteem, and self-actualizing needs (Hoover, 1964, p.4). However, adolescents have some needs which are characteristic to their particular age group. They have great desire to be free from family domination and at the same time they need the security of being able to fall back on adult guidance.

Fleck (1968, p. 38-39) assesses some of the adolescents' needs as follows:

1. The need to belong;
2. The need for achievement and recognition;
3. The need for economic security;
4. The need to be free of fear;
5. The need for love and affection;
6. The need to be free of intense feelings of guilt;
7. The need for self-respect;
8. The need for an understanding of the world in which one lives.

According to most of the literature, the American teenager is more affluent than ever before. His basic needs are provided by his parents and so this makes the money obtained from raising allowances and part-time jobs and summer jobs available for recreational luxuries and impulse buying. Senior Scholastic (Teenage Profile '68 , April 25, 1968, p. 6) tells us that

Today the U.S. teenage market is a booming multi-billion-dollar operation revolving around musical instruments, phonographs, records, radio and TV sets, cars, scooters, motorcycles, cosmetics, and so on.

Since the American teenager spends so much money each year, businesses are going to direct their advertising and sales promotions to the desires of the adolescent. Teenage fads play an important role in the U.S. economy as well as a means of expressing themselves in "the most difficult years of their lives" (Teenage Fads: Groovy or Uptight? Senior Scholastic, April 25, 1968, p. 13).

The teenagers' pattern of life is also changing. He is spending a greater number of years becoming educated. It is expected that the teenager will finish high school and usually go on to college (Teenage Profile '68, Senior Scholastic, April 25, 1968, p.6). The American pattern of early dating influences early marriage in our society (Fleck, 1968, p. 9).

The teenager seems to be experimenting in many new manners. He is becoming involved in society and exercising his influence in politics which was traditionally an adult stronghold in the American system (Teenage Profile '68, Senior Scholastic, April 25, 1968, p. 7). Since he is noticed in this area, he is also exerting influence in other areas such as the fashion industry (Teenage Fads: Groovy or Uptight? Senior Scholastic, April 25, 1968). Here he is creating his own fads and type of dress.

The teenager has his own language which, in part, seems to be focused upon another issue -- that of drugs (Teenage Fads: Groovy or Uptight? Senior Scholastic, April 25, 1968). This seems to be a much publicized issue -- one in which the schools are getting highly involved (Singer, 1970).

With all of these different influences upon the teenager, a wide variety of teenage personalities have been created. There are some generalizations that can be made that seem to fit many youths. Hurlock (1966, pp. 10-13) in "American Adolescents of Today -- A New

Species" lists several characteristics of today's adolescent. They are:

1. Peer conformity
2. Preoccupation with status symbols
3. Irresponsibility
4. Anti-work attitudes
5. Anti-intellectualism
6. New values
7. Disrespect for older generation
8. Criticism and reform
9. Disregard for rules and laws
10. Unrealistic levels of aspirations

As one reviews these listings, he will find a negativism toward these characteristics. This may be a result of viewing youth through an established adult value system.

His Developmental Tasks

Besides attempting to fulfill his needs, most adolescents are also trying to complete their developmental tasks as they grow toward adulthood. The following are developmental tasks as Havighurst (1953, pp. 111-158) gives them:

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

9. Desiring and achieving social responsible behavior.
10. Acquiring a set of values and ethical system as a guide to behavior.

With all these various changes in today's society make-up, is it not to be expected that youth will change their values and attitudes? Today's adolescents possess a variety of characteristics which seem to vary more than ever before. This in itself seems to trouble many adults. Society has gone through periods of conformity and individuality. It is now left up to the adolescents to decide where their place is in this confusion.

Problems With Parents

As the adolescent is trying to meet his needs and complete his developmental tasks, there seems to be a growing lack of communication between the adolescent and his parents. Brammer (1968, p. 19) expands on this idea when he says,

A central issue in teenage rebellion is adult power and control. The effort of adults to mold behavior in order to impose order and continuity on our society often in excessively zealous form of petty rules and procedures to the point where youth feel that they have no rights, no freedom to choose, no privacy, no ear that will listen to their opinions. Adults interpret their expressive efforts as lack of "respect." The inevitable result is conflict, and teenage response is reluctant conformity, passive resistance, or overt rebellion.

This has recently been termed the "generation gap" which is a term that has quickly been accepted into the American language.

Other terms are also used to refer to this so-called "generation gap" such as "teen rebellion" and "alienated youth" (Teenage Profile '68, Senior Scholastic, April 25, 1968).

What are some of the causes of these communication problems? Often they have been related to problems at home. Students often disagree with their parents about new dances, movies, television, make-up, and hair styles (Newsweek, 1956, p. 58). Other things such as the car, late hours, dating, money, the telephone, smoking, drinking and drugs, or even brothers and sisters lead to problems with parents.

Role Conflicts

Another area of concern to the adolescent is his role in today's society. The traditional roles of men and women are undergoing modification and change today. This seems to place some pressure and stress upon the youth as he does not know which pattern to follow. As he sees the many paths which one may follow, he is often frustrated and confused. There is no one pattern to follow. The family role is a particularly difficult one to understand. With women working and away from the home, men are taking on more roles in today's families (Smith, 1966-67, p. 4-16). Here again traditional and contemporary roles are placed in friction in the adolescent's mind.

Home Economics Education Today

In its beginning,

...home economics became a new kind of education for women and a profession for women -- a means of: applying science to the home, freeing the homemaker from household drudgery, alleviating conditions of poor, and establishing middle-class values and standards as the ideal

(LeBaron, 1968-69, p. 188).

This was the beginning for home economics, but now it has a greater challenge. As stated by Massey (1967-68, p. 204)

Home Economics has had a proud heritage, but it has greater opportunity ahead to perform a significant function in the public schools than it has had accomplishments in the past -- important as they have been.

An extremely important function of home economics is to relate home economics to the changing adolescent and his new roles in our changing society. The new concerns in society affect the adolescent; this, in turn, affects his schooling, and this affects the home economics program. The home economics program must change to meet the needs and interests of the students (Massey, 1968-68, p. 204). "The challenge of change is perhaps greater for no single body of knowledge than for home econonomics" (Blackwell, 1967, p. 447).

Most contemporary programs of home economics consist of six areas: foods and nutrition; clothing, textiles, and related arts; child development; housing and home furnishings; home management and family economics; and family relationships. Within the past few years,

it seems that home economics has been placing greater stress upon the child development and family life areas rather than sticking with the skill areas of foods and clothing.

One important trend of home economics is that of increasing importance of the wage-earning aspect (Simpson, 1964-65, p. 87). This trend has been reinforced by the 1968 Amendments of the Vocational Education Act of 1963. The Amendments have increased the emphasis being given to consumer education, the wage-earner, the dual role of the wage-earner and homemaker (Nebraska... , n. d.).

In defining the total concept of home economics, one might say that

Home economics is unique in that it draws upon all the other courses in a high school curriculum and applies them to the family. It is an art, as it involves skills that are bases on certain traditions and qualities that are intangible and undefinable, such as beauty, taste, and values. It is also a science because it involves the application of knowledge and truths that have been arrived at through scientific processes. Home economics does not try to teach philosophy, math, physics, art, music, religion, or chemistry, but it attempts to integrate all of them and apply them in the daily process of making a home

(Hall and Paolucci, 1970, p. 159).

Boys Homemaking

As home economics and the adolescent changes with the environment, new courses have been included in the home economics curriculum. Since the philosophy of the family and the roles of men in the household have changed, the interest in boys classes has increased. Homemaking is now considered the joint venture of husband and wife to operate the home and raise children (Dunhoff, 1965, p.52). They are the other half of the team, and the whole team cannot operate without them. In the light of current life men need to be prepared to be homemakers.

Exchange classes with agriculture and industrial arts classes were the first introduction of boys into the home economics program. Since this time all male classes, exchange classes, and coeducational classes have been tried throughout the country in an attempt to find the most effective means of teaching young men "certain phases of home economics such as foods and nutrition, grooming and money management" (What's New In Home Economics, April, 1969, p. 9). In 1962, however, the boys enrolled in home economics totaled approximately one percent of the total enrollment in secondary home economics (Beulah I. Coon, 1962).

Young men have many adjustments to make toward adult life. Some of the disciplines that aid them in their adjustments are incorporated in the areas of home economics. These include social

etiquette, grooming, money management, consumer economics, basic foods and nutrition (What's New in Home Economics, April, 1969, p. 10).

Another reason for young men enrolling in home economics is the part that they must take in the household. More roles have been given to the man in the household. Some of these roles include

- the economic role
- the husband role
- the role of the grown-up son
- the role of the man as father
- father as interpreter
- father as disciplinarian
- decision-making roles
- man and his sex roles
- the father as companion
- man as grandfather

(Smith, 1966-67, pp. 4-16).

The complexity and multitude of these roles illustrate a portion of the necessity of including boys in some type of program to give them guidance in preparing them for their future lives. This is a position for home economics to fulfill a need.

Characteristics of the Male in the Classroom

The introduction of the male into the home economics curriculum has brought about many new ideas and teaching methods. Since the male has a different personality, needs and characteristics; the curriculum must be changed for him.

First of all, "The initial concept of homemaking education in the minds of the boys is most important. The name that is used in referring to boys' classes will influence their ideas of content of the course (Barnett, 1958, p. 19).

The course needs status. Traditionally home economics has been for girls. Therefore, a masculine atmosphere must be created for an all boys homemaking class. The discipline is different. Boys are faster than girls and less patient. Unless they are kept interested and involved, discipline can be a problem (Barnett, 1958, p. 40-41). The approach to the subject must be given in greater depth. Boys demand practical, meaningful, realistic, down-to-earth approaches to solving their problems (Tips and Topics, April, 1966).

Another point to consider when planning the curriculum for a boys homemaking class is that boys "come to class without any preconceived notions about how to do things" (Ellis, 1958, p. 18). Therefore, the teacher must begin at the beginning and base all learnings from that point.

The physical make-up of the room will vary a little, also. Since boys need more room in the classroom than girls because they are larger, "A teacher would be wise to limit the number of boys enrolled for a class in keeping with the furnishings and equipment available" (Barnett, 1958, p. 41).

Related Studies

There is a dearth of literature in boys homemaking. One can tell that the interest in this area was high in the 1930's and early 1940's by the fact that the number of theses at that time are so much greater than at any time since in spite of the fact that the total number of theses has increased tremendously.

This investigator actually previewed nine theses in order to try to discover relevant studies. Just three are reported here.

Determining the attitudes of junior and senior boys and girls toward self, family, and society was the major objective of Buechele in Attitudes Toward Self, Family and Society of Junior and Senior Boys and Girls in Evansville, Indiana. Two important conclusions from this study that would apply to the teaching of a boys class in home economics are

Girls more than boys tended to be more positive in their attitude toward society and authoritative in discipline of children (Buechele, 1966, p. 59).

Boys as well as girls could benefit from help in developing positive attitudes, especially toward society and discipline of children
(Buechele, 1966, p. 60).

Another study which is applicable to this one was A Research Project to Develop Curriculum for a Family Living Course Attractive to High School Boys by Ramah Driskill Miller. The purpose of this study was to discover why boys are not taking the class, to discover

modifications which would increase the enrollment of the class and to find the type of boys that would like to be included in the class. The author of the study discovered six ways to change the attitudes of the student body. First, Miller (1968, pp. 42-44) thought that "This course ought to be required of every boy and girl." Secondly, she thought one could "...make the course so helpful and so interesting to the students that they will recommend it to their friends." Next, she thought the administration could make a move "which could help overcome some boys' reluctance to enroll in a family living course would be to change the name of the course." "Fourth, a man teacher might be added to the team of teachers handling the classes." Another "way to attract more boys to the family living course has to do with the department in which it is offered," and a final suggestion, "is to open the course to all grade levels."

The final study which is pertinent to the present one was written by Judy Ann Copeland More titled The Acceptance of the Role of Homemaker by Selected Males. The purpose of this study was to compare the expressed willingness of senior high school and adult males to perform homemaking activities. The conclusions were

1. High school senior males foresee involvement in homemaking. Willingness to participate in a few activities exceeded the expressed performance of adult males.

2. Adult males have a high degree of participation in all areas of homemaking. This is particularly more evident in personal relationships and child care than in establishing and maintaining a home and a family.
3. Differences exist in the number of tasks boys expect to perform and the number of homemaking activities men perform

(More, 1967, pp. 45-46).

IV. ANALYSIS OF DATA

Findings of Exploratory Questionnaire

The writer believed at the time she started her graduate study that there was a real need to investigate present teaching practices in homemaking for boys in order to have a basis for curriculum planning for boys. To substantiate her belief and to discover what innovative classes were being taught in Oregon, she asked homemaking teachers to answer questionnaires concerning classes which were taught in their schools in (1) boys homemaking, (2) coeducational homemaking, (3) specialized, (4) family life, and (5) consumer education classes. These post card questionnaires (Appendix A) were sent to 285 homemaking teachers. One questionnaire was sent to each homemaking department in a junior or senior high school outside of Portland with the hope that they would pass the card onto the department head or the teachers involved.

After three weeks, 111 (39 percent) questionnaires were returned in time to be used. One hundred and fourteen questionnaires were finally returned. Of the 285 questionnaires sent out, 90 were sent to junior high schools, 194 were sent to senior high schools, and one was sent to an ungraded school. Of the total sent out, 35 (39 percent) were returned from the junior high schools, 75 (39 percent) were returned from the senior high schools, and one (100 percent)

was returned from the ungraded school.

The questionnaires stated specifically that the respondents were to check the classes taught in these innovative areas. However, there was some confusion in checking these five innovative classes, for some teachers indicated that they taught units of less than 12 weeks rather than classes in some of these five areas. The writer was only concerned with classes and therefore, those questionnaires which indicated units were not tabulated.

Of the returned questionnaires, 42 schools reported that they did not have any of these innovations; 16 (46 percent) were junior high schools and 26 (35 percent) were senior high schools.

Sixty-eight schools reported that they had one or more of these five innovations in their school. Of the 68 schools, 19, or 54 percent of the junior high schools, and 49, or 65 percent of the senior high schools had one or more of these innovations.

Of the schools which had innovations, 45 schools reported that they had one of the five innovative classes; 16 schools reported that they had two of the five innovative classes; six schools reported that they had three of the five innovative classes; and one high school reported that they had four of the five innovative classes. The breakdown of innovative classes was as follows:

33 schools had boys homemaking classes

22 schools had family life classes

17 schools had specialized classes

14 schools had coeducational classes

13 schools had consumer education classes

Seventeen schools reported they had specialized classes but since they were not asked to say, there is no way of saying what area of homemaking was taught in these specialties.

A total of 33 schools taught boys homemaking. Of these 33 schools, nine were junior high schools and 24 were senior high schools. In these schools, boys homemaking was taught in grades seven through 12. Some schools taught boys at mixed grade levels; for example, some schools reported that they taught a mixed class in boys homemaking for eleventh and twelfth graders. The breakdown of grade levels were as follows:

Five schools taught boys at the seventh grade level

Eight schools taught boys at the eighth grade level

Nine schools taught boys at the ninth grade level

Four schools taught boys at the tenth grade level

Twelve schools taught boys at the eleventh grade level

Nineteen schools taught boys at the twelfth grade level

Ten schools reported that they taught boys homemaking all year (36 weeks); 14 schools reported that they taught boys homemaking for one semester (18 weeks); two schools reported that they taught boys homemaking for a quarter (nine weeks); and seven schools did not say

how long their boys homemaking classes lasted.

On the questionnaire, teachers were asked to list the areas of boys homemaking that they taught, but the lack of responses in this area made summarizing the data inaccurate. Of the teachers who responded, most of them seemed to teach all areas of homemaking but with concentrations in the areas of foods and clothing.

On the questionnaire, the teachers who had one or more innovations in their schools were asked if they would be willing to be a consultant and/or resource person for this study. Of the teachers who taught boys homemaking, 27 were willing to be consultants, three were not, and three did not respond to this question. The teachers were also asked if they would be willing to send handouts and/or a list of resources to this writer. Twenty-five were willing to send a list of their resources, four were not, and four did not respond to this question.

13 Teachers' Discussions of Their Boys Homemaking Classes

A second letter was sent to the 27 Oregon homemaking teachers who had boys homemaking classes and who said that they would be consultants in boys homemaking for this investigation. They were asked if they would be willing to spend one period (not more than one hour) in discussing their boys homemaking class on a tape, using a

tape recorder. Nine did not answer. Of the 20 replies, 13 were willing to discuss their boys class on a tape and seven were not.

One of the 13 tapes was not returned and another one was discarded because the teacher reported on an occupational education class in food service. Thirteen teachers in 11 schools replied. One school sent back three separate responses and so this brings the total to 13 respondents for this study.

One school has a one year homemaking program for boys. One teacher teaches a 12-week's unit in clothing, another teaches 12 weeks of foods and nutrition; and a man in the business education department teaches personal and family finance and consumer buying. This was three classes of 20 boys each, or about 60 boys have homemaking education.

A tape was used to obtain data in this study because the writer believed that by this method respondents could contribute freely their ideas, opinions, and helps. Only through personal interviews could an investigator obtain more free responses. A sheet of directions and questions to answer (Appendix B) was sent in the letter asking the respondents' help and also went along with the tape when it was sent.

Of the 13 respondents, three taught at the junior high school level and ten at the senior high school level. Boys homemaking was taught from the seventh grade through the twelfth grade: one

respondent taught at the seventh and eighth grade level combined; another taught at the eighth grade level; two respondents taught the ninth grade; four respondents said their boys classes were at the eleventh and twelfth grade levels combined; and five respondents indicated the twelfth grade as the level of their classes. The length of classes varied from nine weeks to 36 weeks: only one class had nine weeks; nine classes were taught for 18 weeks; and three classes were taught for 36 weeks. The one school that has three teachers teaching boys homemaking is actually a 36-week course with each of the three teachers teaching 12-week units.

Personal and Professional Background of the Respondents

Each respondent in this study was requested to give a short description or summary of his or her personal and professional history. The respondents included 12 women and one man who taught boys homemaking classes in the State of Oregon. Eleven respondents were married, one was single, and one was a widow. Six of the respondents indicated that they had children and only one of these six said that her children were grown and not living at home. The respondents ranged in age from early 20's to middle age. Seven respondents were in their 20's, two were middle aged, and four did not indicate their age.

The teaching experience of these respondents seemed to be quite varied. There was one first year teacher and two teachers who had taught for 18 years. There were five respondents who had taught one to four years; three respondents had taught five to eight years; three respondents had taught 14 to 18 years; and one respondent did not indicate years of teaching experience.

Nine of the 13 respondents received their bachelor of science degrees from Oregon State University. One received her bachelor of science degree from the University of Wyoming; one from a New England Teachers College; and one from a college in the Midwest. There was only one respondent who did not indicate where she received her bachelor of science degree. Only one of these respondents indicated that she had her master's degree, although three other respondents indicated that they had their five year certificates (45 credits beyond a bachelor's degree). One respondent is a part-time graduate student at the present time.

Several respondents indicated that they had been involved in other work experience besides teaching. Work experience other than teaching included the Oregon Extension Service for several. One respondent indicated 15 years of merchandising experience. Several respondents had also indicated that they had done some substituting while they were raising their families.

Teachers' Responses to Questions Asked by Investigator

Do you believe boys homemaking classes are important? The predominant number of respondents said that homemaking for boys was important to meet the needs of their present homes, their future homes, and the changing attitudes toward male and female roles. Ten out of the 13 respondents gave specific answers to this question.

Three respondents said that boys were doing more homemaking activities today than in past generations. Four also indicated that boys would be doing more homemaking activities in the next generation than ever before.

Several respondents indicated that there was a changing attitude toward male and female roles. This point is emphasized in the following illustration:

Illustration 1.

Roles have changed. Men and women no longer subscribe to the idea that certain functions are the sole responsibility of a particular sex. Couples work together toward personal, professional, and economic goals. It follows then, the need to share this business of living. It is important for young men to be able to select foods from a market or a menu that will serve their bodies well. It is also important for fellows to be able to enjoy nourishment more exciting than a bowl of cornflakes when the family cook is away. It is possible, too, that the foods classes will introduce a young man to a career or a hobby.

It was brought out by many respondents that there is an increasing number of wives and/or mothers working today. Since more

women are working, one respondent said that boys homemaking can help boys to understand their wives and mothers better. With more women working, husbands can enjoy a double income and therefore, they will quite naturally have to participate in more homemaking activities.

The husband is assuming more and more of the responsibilities in the home. Usually he no longer has complete control of the money in the home for he cooperates with his wife. One respondent thought that "After homemaking comes homekeeping and the latter is the more troublesome task for which we need to prepare boys today."

It was also pointed out that the status between husband and wife is narrowing. Today couples are working together toward personal, professional, and economic goals.

Several teachers stressed the importance that boys are the other part of the homemaking team. They will be becoming husbands and fathers, and it is hoped that boys homemaking will help them to become both better husbands and better fathers. An example of this type of reply was stated as follows:

Illustration 2.

They are important because these boys are going to be the husbands and fathers in the families that are going to be here in a few years. They are going to play a terribly important role in that family. It is getting so that more and more of the wives seem to be going out into the working world while the husbands are assuming more and more of the responsibilities in the home.

Boys homemaking classes can offer homemaking units, for example in foods, which will introduce a young man to a career or a hobby. One respondent also said that boys homemaking can help boys to develop social graces which are so important in boy-girl relations, and personal and family relations. It was also pointed out by one respondent that boys homemaking will help boys to care for themselves during their bachelorhood period which, for some boys, might last for several years.

What do you do differently in a boys class than in a girls class?

A coed class? Ten of the 13 respondents gave specific answers to this question. Of the ten respondents, three did not feel that they taught boys homemaking classes much differently than they did girls homemaking classes. They said that only on occasion did there seem to be any change in teaching methods and techniques. Two respondents said that they could use the same lesson plans for the boys as they did with the girls. Only one respondent stated that the emphasis of a boys homemaking class was entirely different than a girls homemaking class.

Several respondents indicated that boys were a little less experienced than girls in homemaking. Boys were described as very hyperactive. On the other hand, boys have different interests and activities than girls. One teacher described her boys as "quite the hunters

in comparison to the girls". Centering class work around this interest, this teacher utilized the wild meat and fish as a point of emphasis for storing and cooking food properly.

According to one respondent, the teacher of boys needs to be more flexible in planning homemaking units. Another respondent thought that there should be fewer required reading assignments for the boys than for the girls. Many recognized that boys were more interested in "doing", and so they planned more actual experiences for boys than for girl students. In a boys class, the class tempo has to go much faster than in most of the situations with girls.

Boys were described as more daring, for example, in their approach to foods. According to one respondent, they are more imaginative in foods while the girls tend to stick to recipes that promise success or they limit themselves to foods they know. One respondent also discovered that boys are not interested in final finishing touches such as the girls are in foods.

Several respondents said that more discipline was necessary with the boys classes. This can be seen in the following illustration:

Illustration 3.

I found that I have to be very strict and quite frank with the boys in the foods lab or they get quite carried away with being smart or being brave or being loud, and even causing waste.

Girls classes were reported to have heavy enrollments whereas the majority of boys classes were limited to 10 to 15 students. Small classes are necessary for success.

Many respondents have said that the emphasis in an all boys class is different than in an all girls class. In a boys class, the main emphasis is on their bachelorhood while girls tend to think more about marriage and having a family. One respondent indicated that stress could be put on job aspects and schooling, because most fellows will either be looking for a job, going to school after high school, or going into the service.

Another respondent believed that nutrition was easier to teach in an all boys class because she could stress the importance of eating well balanced meals and the development of their physique, thus holding their interest better.

An all boys homemaking class can stress a man's point-of-view and still give them a woman's opinion when there is a woman teacher. This type of class also gives boys a chance to try different ideas. This point is emphasized by the following illustration:

Illustration 4.

Another thing, an all boys class gives the boys a chance to try different things, practice, and attain a certain degree of proficiency in, say, sewing or cooking without their female peers looking on at this time so that they have obtained a certain degree of proficiency before the girls see them doing anything.

Only three respondents commented about coeducational homemaking classes. One respondent said that she had not had the opportunity to try a coed homemaking class but that she would like to try one. Another respondent did not think that a coed homemaking class would require more planning and preparation. The third respondent said that she would much rather teach an all boys class than a coed class in homemaking.

What kinds of units are taught to boys? Only two of the 13 respondents teach all six areas of homemaking to the boys. Four of the respondents taught only one area. Eleven of the 13 respondents taught some foods. Foods was the most popular unit taught to boys. Two of these respondents taught only foods to the boys. There was a wide variety of topics included in the food units. For example, these were some of the topics that several respondents emphasized: measurements and abbreviations, washing dishes, kitchen safety, table setting, kitchen equipment, and meal planning and preparation.

Clothing is the next most emphasized unit. Ten of the 13 respondents teach clothing and its related arts. One of the ten respondents taught only clothing to the boys. Topics included in this unit were: grooming and etiquette, laundry, textiles, clothing selection, care of clothing, and some actual clothing construction. She was one of a team of three who each taught one area for 12 weeks.

Money management was the third most emphasized unit. Eight of the respondents taught money management. One of the eight respondents taught only money management. Topics included in this unit were: insurance, contracts, understanding and using credit, budgeting, reading advertisements, and consumer hints in buying. This teacher was also one of the team for the year's course.

Seven of the 13 respondents taught some part of relations to the boys. This unit included topics such as: responsibilities and privileges of being a boy, basic learning for getting a job, dating and getting along with others, and being on their own.

Three of the 13 respondents included child development in their homemaking program for boys. One of the respondents had the boys involved in play school. The other two respondents had the boys do special reports on topics in child development in which they showed interest.

Only two of the 13 respondents included a housing unit in their boys homemaking class. One of the two teachers said that she included housing in this class so that the boys would have "enough interior decorating to make a comfortable home for a bachelor".

How do you give depth to this teaching? Five respondents gave specific answers to this question. Three of the respondents told that they gave depth to their teaching by relating school learning

to home and community activities. As suggested by the respondent, this could be done through home projects or special projects where they could repeat a successful experience at home. Two respondents expressed it as follows:

Illustration 5.

For depth I try to relate all school learning to present day home activities and/or their future way of life. They have home projects to encourage their use of school learnings and so they must work with their families.

Illustration 6.

We encourage the boys to repeat any experiences at home that they have at school. This can be done in their out-of-classroom work, at home, or they can become involved in community projects. Sometimes a boy is particularly interested in an area and we carry him along here with extra projects.

Another respondent added that it was good to relate problems that came up into the daily lesson plan.

Individualized instruction and guest meals in foods were suggested by other respondents as ways of giving depth to their teaching. One respondent recognized that allowing for actual experiences, for example going shopping downtown instead of just talking about it, helped the students to understand subject matter much better.

One respondent thought that her biggest problem in teaching boys homemaking was the lack of guides and other materials. Another teacher expressed hope that homemaking teachers would get together and trade or share their homemaking materials. At least one

respondent reinforced the writer's belief that this way (a tape) of filling out a questionnaire was much easier than typing reports. Several teachers also were pleased to be included in this survey.

Do you believe the level at which you teach boys is the best for their exposure to homemaking? There were ten teachers who gave specific responses to this question concerning the level at which boys should have homemaking education. The opinions were diverse as to which level was best for exposure to homemaking for boys. Many respondents had not had the opportunity to try teaching boys homemaking at other levels.

In many cases, the seniors had priority or the classes were limited to senior boys because the demand for the class exceeded the class space. Many respondents thought that because the senior boy was closer to being on his own the class should be organized around his needs. Two respondents expressed their beliefs as follows:

Illustration 7.

The senior boys are closer to the situation because they will soon be out on their own and I feel this is important for this type of class; otherwise, it seems to be just a play period with no real meaning or relation to what is in the future. Being a play period is probably one of the greatest difficulties as far as discipline.

Illustration 8.

I believe that senior boys level is a good level because it prepares them for a bachelorhood, apartment life, or military and even married life.

One teacher said that her class which was composed of sophomores, juniors, and seniors decided that it would be best to offer boys homemaking to just juniors and seniors. Another respondent described her tenth grade boys as too immature to take the information seriously. A third respondent described freshmen as almost too young to see how these learnings might be important to them.

Some respondents thought boys homemaking would be effective if it were offered at lower levels. One respondent thought that seventh and eighth graders' immaturity presented some problems in this type of class. Another respondent said that she would like to see boys homemaking offered at both eighth and ninth grade levels and then an immature boy could be counseled into taking it the second year.

If you teach one area of homemaking, why did you choose this area? Six respondents gave answers to this question. There seemed to be three overall reasons why respondents chose to teach one area of homemaking to the boys.

Two respondents replied to this question by saying that they taught one area because this was defined as their responsibility when they came to the school. Two other respondents said that they

stressed foods or food preparation because they believe this is what the boys are mainly interested in. The other two respondents also emphasized this because they feel that this is something that the boys will use the most in the future.

Do you emphasize individual development? Family centered teaching? Dual role of men and women being homemaking and wage earners? Some of the teachers, when answering this question, treated what was intended to be three questions as "an either or" proposition. They confused individual development with individualized instruction, and family centered teaching with family life education.

Two illustrations follow:

Illustration 9.

Again, I think I like individualized instruction. I like to talk with each boy as often as I can.

Illustration 10.

We do emphasize individual development rather than family centered teaching although I do try to dwell some on the fact that men may be playing the dual role while their wives are out working. They may also be helping around the house in order to accomplish the things that it takes to maintain a home.

It is evident that the latter illustration and the one that follows show that these teachers do not understand the concepts of family centered teaching.

Illustration 11.

Some of the boys don't even announce at home that they are taking homemaking because they will be made fun of. We want to get rid of this attitude. I know that homemaking is supposed to provide family life experiences but really these last couple of years the family has had difficulty in being the basic unit of our society. All the ways that it is being pulled apart and our young people especially are getting the brunt of this.

Several respondents said that they emphasized individual development, family centered teaching, and dual roles of men and women being homemakers and wage earners in their teaching, but the majority of respondents who answered this question said that they stressed individual development the most.

Many respondents encouraged development in areas of special interest. For example, two respondents expressed the importance of men playing the dual role of homemaker and wage earner while their wives were also doing both jobs. The importance of men helping with children and household duties was also pointed out by several. One emphasized the importance of stressing masculinity throughout the course.

How do you emphasize the other units? Very few respondents gave specific replies to this question. Already it has been shown that the area of foods was all some teachers taught or that many of the classes for boys were predominantly foods classes. However, when the total discussion of each teacher was taken into

consideration, there was some subjective evidence that they taught many aspects of homemaking. For example, one teacher said that she related personal and family relations in foods by having family groups for meal service. These were changed frequently to extend the boys' opportunities to work with a variety of people. They discussed relationships in getting along with future wives. Most specifically, the wide variety of teaching aids and references sent to this investigator indicated that many must integrate a variety of experiences into their units.

One respondent answered this question by saying,

Illustration 12.

...but food has been their reason for enrolling so we cook and I toss in everything I can possibly relate to it.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to develop a resource unit for teaching family relations and child development to boys. In order to have a basis for curriculum planning, it was necessary to investigate present teaching practices in homemaking for boys.

To discover what innovative classes were being taught in (1) boys homemaking, (2) coeducational homemaking, (3) specialized, (4) family life, and (5) consumer education, a post card questionnaire was sent to 285 homemaking departments in Oregon. One questionnaire was sent to each homemaking department with the hope that the distributor of mail would pass the card onto the department head or the teachers involved. One hundred and fourteen post card questionnaires were returned, but only 111 (39 percent) were returned in time to be used for this study.

Data Concerning the Exploratory Questionnaire

There was some confusion in checking these five innovative classes, for some teachers indicated that they taught units of less than nine weeks rather than classes in some of the five areas. The writer was only concerned with classes and therefore, those questionnaires which indicated units were not tabulated. Of the returned questionnaires, 42 schools reported that they did not have any of

these innovative classes and 68 reported that they had one or more of the innovative classes. One questionnaire was excluded because it was from an ungraded school for exceptional students in an unplanned program. The breakdown of innovative classes was as follows:

33 schools had boys homemaking classes

22 schools had family life classes

17 schools had specialized classes

14 schools had coeducational classes

13 schools had consumer education classes

Of the 33 schools teaching boys homemaking, nine were at the junior high school and 24 were at the senior high school. Boys homemaking was taught in grades seven through twelve and in some schools it was taught at mixed grade levels. The length of time for boys homemaking classes varied from nine weeks to 36 weeks. Summarization of the areas of homemaking taught to the boys was inaccurate due to the lack of responses in this area, although many of the ones that did respond seemed to concentrate in the area of foods and clothing. Twenty-seven of the boys homemaking teachers were willing to be consultants for this study and 25 were willing to send a list of their resources.

Data Concerning the Discussions of Boys Homemaking
Classes on a Tape

A second letter was sent to the 27 Oregon homemaking teachers who said that they would be consultants in boys homemaking for this study. They were asked if they would be willing to spend one period (not more than one hour) in discussing their boys homemaking class on a tape, using a tape recorder. Of the 13 replies who were willing to discuss their boys class on a tape, one was not returned, another one was discarded because the teacher reported on an occupational education class in food service, and one school sent back responses from three teachers, so this brings the total to 13 respondents for this study.

Personal and Professional Background of the Respondents

The respondents included 12 women and one man who taught boys homemaking in the State of Oregon. Eleven respondents were married, one was single, and one was a widow. Six of the teachers indicated that they had children. The respondents ranged in age from the early 20's to middle age.

The teaching experience of these respondents seemed to be quite varied for one was a first year teacher and two had taught for 18 years. Nine of the 13 respondents had received their bachelor of science degrees from Oregon State University. One teacher indicated

that she had her master's degree and three others indicated that they had their fifth year teaching certificate requirements. Several respondents indicated that they had been involved in other work experience besides teaching.

Data Concerning the Teachers' Responses to Questions
Asked by Investigator

The predominant number of respondents said that homemaking for boys was important to meet the needs of the boys' present homes, their future homes, and the changing attitude toward male and female roles. Several teachers indicated that boys are doing and will be doing more homemaking activities than ever before. With more women working, husbands can enjoy a double income but they will also have to assume more and more of the responsibilities in the home. The status between husband and wife is narrowing, so the couples will be working together to meet their goals.

The majority of the respondents did not feel that they taught boys homemaking classes much differently than girls homemaking classes except on occasions there were some changes in teaching methods and techniques. Many teachers recognized that boys were more interested in "doing" and so they planned more actual experiences for the boys than for the girls. The main emphasis in a boys homemaking class is their bachelorhood while girls tend to think

more about marriage and having a family.

Foods and clothing were the most emphasized units. Child development and housing were the least emphasized units for most teachers did not teach these at all.

Many of the teachers did not tell how they gave depth to their teaching. Others suggested home projects or special projects, individual instruction, and actual experiences as ways of giving depth to their teaching.

The opinions of teachers were very diverse concerning the level at which boys should be exposed to homemaking. Many teachers have not had the opportunity to try teaching boys homemaking at other levels, so their opinions and experiences were rather limited in this area.

There were three reasons why teachers chose to teach one area of homemaking which was usually foods: (1) it was defined as their responsibility when they took the job, (2) it was what they thought boys were most interested in, and (3) it was something they thought boys would use most in the future.

Several respondents indicated that they emphasized individual development, family centered teaching, and the dual role of men and women being homemakers and wage earners in their teaching, but the majority of the teachers thought they stressed individual development the most. Many teachers seemed to confuse individual

development with individualized instruction, and family centered teaching with family life education.

Although many of the teachers predominantly taught foods classes, it was concluded by their discussions and lists of resources that they integrate a variety of other experiences into their foods unit.

Conclusions

Based on the findings of this study, the following conclusions were made:

1. There is a small percentage of boys classes in Oregon, but judging from the 111 schools represented in this study this percentage is greater than any other innovative program.
2. Most of the home economics teachers felt the boys class would be most beneficial if taught at the senior high level.
3. Authors in writing about boys homemaking seem to believe that it should be taught differently, but the majority of the respondents did not feel that they taught boys much different than girls.
4. The respondents felt that bachelorhood should be emphasized. They recommended that a study be made on personal and family living needs of the adolescent and the

young man before he marries rather than emphasizing marriage.

5. There seems to be a need for courses emphasizing changing roles of men and women, consumer education, and housing.
6. Many of the respondents stated that they taught predominantly foods because they needed teaching resources in the other areas. They particularly stated that they needed more in depth curriculum planning for boys homemaking units in family finance, grooming, care of clothing, and housing.
7. There is a dearth in the recent literature on the characteristics of the adolescent male and studies in either boys or coeducational classes in homemaking education.

Recommendations

In light of the findings in this study, the investigator would like to point out the need for studies which answer the questions:

1. At what grade level would boys gain the most from a consumer and homemaking course?
2. What characteristics of adolescent males are important to recognize in order for maximum learning to take place?
What teaching methods are most effective in teaching boys?

3. What are the characteristics of the most effective teachers of boys homemaking?

Field studies should be made in various curricula for boys' classes, and boys and girls classes. Most important would be in the consumer and homemaking areas of housing, household equipment and home furnishings, consumer education, and personal and family finance. Certainly much more work should be done in personal and family relations and child development.

The investigator would particularly recommend a curriculum study emphasizing the changing life styles of young men due to the drastic transformations taking place in our society. Out of such an inclusive study should come a dynamic curriculum which would attract boys because it would be based on all areas of personal and family living and would be taught by meaningful and exciting methods.

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APPENDICES

APPENDIX A

Dear Oregon Homemaking Teachers:

I'm beginning a thesis for a master of science degree in Home Economics Education, OSU. It will concern one innovation in secondary homemaking. My major goal is to produce a study which will help teachers. The attached post card is asking what innovations you have in your department and for your cooperation. Those of you who have checked the innovation which I decide to use and also say **you** are willing to help will be contacted again.

We appreciate your help in returning the questionnaire immediately. Since only one questionnaire is being sent to a school, we assume you will check with others involved. Thank you very much for your assistance.

Sincerely,

Virginia Montag

Name _____

School _____

Address _____

Classes in:	Grade level						Wks in yr	Areas of Hmkg
	7	8	9	10	11	12		
Boys Hmkg								
Coed Hmkg								
Specialized								Comments:
Family Life								
Consumer Ed								

If there is one or more of these innovations in your school would the teacher in charge be willing to be a consultant and/or resource person for this study? _____. May we write for ideas, feelings, problems, helps in this area. Would you or she be willing to send us some of your handouts and/or lists of resources? _____.

APPENDIX B

2510 N.W. Van Buren #6
Corvallis, Oregon
January 10, 1970

Dear Boys Homemaking Teachers:

Last fall I sent you a post card questionnaire asking what innovative programs you had in your school. You said that you had boys homemaking and that you would be willing to be a consultant and/or to send some of your handouts or resources. Your cooperation and willingness to help in this study is greatly appreciated. I have chosen boys homemaking as the innovation for my thesis. My purpose in this study is to develop some materials (resource units) that can be used in teaching boys homemaking classes.

I have tried to think of the easiest way for you to contribute your ideas, opinions, and helps concerning boys homemaking classes. Would you be willing to spend one period (not more than one hour) in discussing your boys homemaking class(s) on a tape? I realize that for many of you this is a very busy time of the year, but I am sending this out now because some of you will have more time before the semester break and others will have more time after the semester break. On the return post card, there is a place for you to mark when it would be the best time for me to send the tape. Also enclosed in this letter is the directions for using the tape. I have enclosed it now so that you will have time to think about your reactions and to collect your ideas.

I would like to have all of the tapes back by February 15, 1970.

Enclosed in this letter is a list of resources for boys homemaking classes which was compiled for a Home Economics Education class at Oregon State University. What are your reactions to this list? Have you used some of these ideas before?

I would appreciate your help in returning the post card immediately. Good luck with your boys homemaking classes and thank you very much for your assistance.

Sincerely,

(Miss) Virginia Montag

Directions for Using the Tape

On the tape, I would like you to react to these four main areas:
(1) a short description of your personal and professional history,
(2) teaching resources that have been useful to you, (3) unique learning activities that you have used, and (4) other comments.

In reacting to your boys homemaking classes, would you answer the following questions:

1. Why do you believe boys homemaking classes are important?
2. What do you do differently in a boys class than in a girls class? A coed class?
3. Please tell us what your class contains. Perhaps you may wish to just talk freely about your boys classes. For your guidance, here are some questions:
 - a. Kinds of units?
 - b. Kinds of learning experiences?
 - c. How do you give depth to this teaching?
 - d. Do you believe the level at which you teach boys is the best for their exposure to homemaking?
 - e. If you teach one area of home economics to them, why have you chosen this area?
 - f. Do you emphasize individual development? Family centered teaching? Dual role of men and women being homemakers and wage earners?
 - g. If so, how do you emphasize -- management, consumer education, child development, family relations, housing, home furnishings, and household equipment?
4. Would you just tell us some of the teaching materials you use? Please say:
 - a. Is it a book, film, filmstrip, free pamphlet, extension bulletin, or whatever it is?
 - b. Title
 - c. Where to send for it
 - d. Cost, if possible
 - e. How you use it?

Remember:

1. Do not spend more than one hour on the tape.
2. Be sure that the tape is returned by February 15, 1970.

APPENDIX C

Example of Taped Discussion

Greetings from the _____ High School home-making department. You are listening to the recorded voices of teacher _____ and a select group of boys from our school who have been fortunate enough to participate in a new innovation of an old idea. Here are the comments of some class members when they were asked whether the boys homemaking class was worthwhile to them. (#1) "I learned quite a lot this semester, especially under the category of cooking and the rules for cooking. Although I do not remember everything I was taught, everything I learned about food I seem to have retained. I feel that the course was worthwhile because a boy has to know something about what goes on in cooking and good grooming just in case of emergencies." (#2) "Bachelor Know How has been a very useful class to me because I have learned how to operate equipment and how to read measurements and make different meals. I think Bachelor Know How is a very good class to take."

Other suggestions made by the boys were to include a longer laundry unit, especially on sorting and how to care for special clothing and to actually do more laundry at least more from the practical approach. Also included in their list of things that they would like to

spend more time on was more on food buying, actually purchasing the food, and also something on insurance and income tax. One or two boys mentioned especially that they would like something on housing at least enough interior decorating to make a comfortable home for a bachelor, and also a little bit on the consumer angle of buying furniture. The only other major complaint from the boys was that they would like to spend a full year in the class instead of the one semester as it is presently set up.

Bachelor Know How is a class title and it means boys in the home economics department with their own special class attempting to gain a knowledge of the fundamentals necessary to maintain life, health, and the pursuit of happiness for bachelors. Old idea -- well, there have been boys homemaking classes in different parts of the country for years.

A little bit about myself. I'm from Wyoming. Grew up on a farm, and was active in 4H work which was probably my first acquaintance with guys in the kitchen. I attended the University of Wyoming and graduated in 1964 with a B.S. degree and a certificate to teach. I taught for three years in Wyoming, both at junior and senior high levels in the same town. From there I moved to _____, Oregon and _____ High School, which is my present position. This is my sixth successful year of teaching, and my first experience with boys in the home economics classroom..

In many ways it has been a successful and gratifying experience, but the boys react a little differently to subject matter and the fine points from the ways that the girls react. One of the biggest difficulties encountered has been finding appropriate materials before their need has passed. A big help would be a more complete list of resources, some of which have been included with your letter.

A reference which I have found useful is Male Manners, The Young Man's Guide, by Corrent and Sargent. Another basic book which I found very useful in the area of foods was So You Are Ready To Cook by Duffy, and published by Burgess Company.

Pamphlets which I have found useful and their sources are:

"Your Life Style" from the American Institute of Mens and Boys Wear Inc. ; "Know How to Dress and Look" from The Avon Products, Inc. ; "Appearance Makes a Difference" from Celanese Fibers Marketing Company; "Focus on the Family Wash" from Proctor and Gamble; "Who, Me?" and "A Boy and His Physique" from the National Dairy Council; "VD Information For Young Adults" from the Oregon State Board of Health; "Habits that Handicap, Attitudes that Antagonize" unknown source; "Cooking Terms Crossword Puzzle" from What's New in Home Economics; "Bachelor Buttons" from Simplicity Company which is free, I believe.

Some films which I have found useful are: "No Reason to Stay" and "A Quarter Million Teenagers," both available from our local

intermediate education district but also available from other sources. A useful filmstrip is "Careers of Tomorrow," which is available from the American Institute of Mens and Boys Wear, Inc.

Approaching things as I usually do from the practical standpoint, I found that actual experience was probably the best teacher and I tried to provide as much of this as possible during the class. We did actual grocery shopping; we actually prepared meals; we actually did some laundry; we had some discussion units on relationships and good grooming; and, of course, along with these we used pamphlets, filmstrips, and films to the best advantage that I could see.

Of course, I believe that boys homemaking is very important, especially with the changing attitudes toward male and female roles in our society, and boys taking on more and more of the work at home.

Our class was directed toward boys who are juniors and seniors in high school. I might offer the suggestion that perhaps offered at lower grade levels, it might be a little more effective but, of course, we were also operating with a brand new course which always meets difficulties from the standpoint of acceptance.

Among the units which I included and I don't really feel that I taught them too much differently from the way that I would teach them to girls except that you have to allow, perhaps, from the standpoint of actual working experience. The fact that the boys are a little less experienced and also, perhaps, do not want to take the time to put on

final finishing touches in the preparation, especially of food, that girls might do.

Starting out with the foods unit, we spent some time on learning how to cook, kitchen safety, organization and management; of course, all the measurements and abbreviations which they did not know, simple cooking terms, how to read recipes, increase-decrease recipes, how to wash dishes paying special attention to getting them clean. We prepared some actual meals to get across some of the principles of cooking, especially protein cookery, and then cereal and pasta product cookery. We did some on meal selection and preparation including barbecuing and also a little bit on table setting. Now, the boys have a one track mind: they would rather eat than prepare the food; but they came out with some extremely good meals. We also spent two weeks on nutrition which I felt was important from the standpoint of maintaining their health.

Perhaps our class is oriented a little different from some of the other boys homemaking classes in that we did not do much on the family approach this year. Perhaps in another year we will emphasize more from the standpoint of preparation for family living rather than for bachelor living. As I said, this was an experimental course and it was on trial this semester.

Some of the more successful things that we did during the equipment unit included some demonstrations on the different equipment in

the kitchen; we also did some food demonstrations. This was quite a successful way of getting across equipment because the boys enjoyed preparing the food. This also gave them an opportunity to demonstrate and explain about their piece of equipment.

Another very successful learning experience which we did was to have the boys prepare a market order, go to the grocery store themselves with money in hand to purchase their food; of course, this took careful planning to make sure they had enough money to cover the essentials that they were buying to prepare their meals.

In our laundry unit we actually did some experiences using the washer and dryer in the home economics department. We laundered some shirts, paying particular attention to the fiber content of the shirt so that they would know how to care for that type of shirt. Then they dried and ironed their own shirts. The boys did not feel that it was really important to learn how to iron wash 'n wear shirts, but they did learn something about touch-up pressing. We sewed on buttons and did a few minor repairs. Here you find that the boys are unaccustomed to working with their hands. Most of them are not used to working with such small things as needles and thread. They are a little bit clumsy, but it is something that they can master. Some of the boys said that they very much appreciated the opportunity to learn to mend their own clothes, and they did bring some things to mend which they said had not gotten mended at home.

In order to individualize instruction the boys are encouraged to develop in the area of any special interest that they might have. Any report or special study along any line that they are particularly interested in. Some of these could include: special things on food buying, or going into more difficult food preparations and demonstrating them for the class. They are also encouraged to go home and use the things that they have learned in class so that they will get some practice in doing these things and not forget them within the next few weeks before they use them again.

We do emphasize individual development rather than family centered teaching, although I do try to dwell sometimes on the fact that men may be playing the dual role while their wives are out working. They may also be helping around the house in order to accomplish the things that it takes to maintain a home.

I can foresee some changes for next year. A little more on the consumer angle of purchasing food, and also of home furnishings and clothing. I would like to expand the relationships unit more, and the boys requested that some information on insurance and income tax be included. One thing that I did not do this year which I felt that I could have done more adequately was to use more of the resource people in the area; for instance, insurance agents, meat cutters, grocery store owners, and people like this who could have possibly offered the boys some information which I did not.

APPENDIX D

June 1, 1970

Dear _____:

As part of my thesis, I have developed a resource unit which was designed to help homemaking teachers for boys classes in the areas of family relations and child development.

I would appreciate your help in evaluating the learning experiences in this resource unit. Would you please react to the learning experiences by:

1. Rate each learning experience (on blank provided at the left) starting on page four as follows:
 - 1 -- Excellent
 - 2 -- Good
 - 3 -- Poor
 - 4 -- Clarify
 - 5 -- Repetitive
 - 6 -- Use another teaching method
 - 7 -- Make up your own adjectives
2. Feel free to add any other learning experiences that have been successful for you.

The introduction and the unit are set up as I hope they will be done in final form. Any comments or suggestions on any part of the unit will be greatly appreciated.

I realize that this is a very busy time of the year, but I hope that you will find time to help me evaluate this unit.

I would appreciate your help in returning this resource unit as soon as possible. If you have any questions, feel free to call me at 752-2607. Your cooperation and willingness to help in this study are greatly appreciated.

Sincerely,

(Miss) Virginia Montag
Graduate Student
Home Economics Education

APPENDIX E

Appendix Table 1. Respondents' reactions to learning experiences in original unit.

Learning Experience Number	Number of responses below 2.					Total
	3	4	5	6	7	
Concept A1						
A1a1		1	1	3		5
A1a2	1	4	1	2		8
A1b1						0
A1b2	3	1		1		5
A1b3	1			3		4
A1c1	2					2
A1c2		2				2
Concept A2						
A2a1	1					1
A2a2	4		1			5
A2a3	4	1		2		7
A2a4	6		1	1		8
A2a5	2			1		3
A2a6				1		1
A2a7	2	1		1		4
A2b1	1		2			3
A2b2					1	1
A2b3	4	1		3		8
A2b4a	2	1				3
A2b4b						0
A2b4c	1		1			2
A2b4d						0
A2b4e	1	1				2
A2c1	1		1	4		6
A2c2	2	1				3
A2c3	7			1		8*

*Illustration: 8 respondents rated this experience "poor" or below.

APPENDIX E (Cont.)

Learning Experience	Number of responses below 2.					Total
Number	3	4	5	6	7	
Concept A3						
A3a1	3					3
A3a2			1			1
A3a3						0
A3a4	1					1
A3a5	1		1	1		3
A3a6	2		2			4
A3a7						0
A3a8	3	1				4
A3b1	2	1	4			7
A3b2	1		1			2
A3b3						0
A3b4	1	1		1		3
A3b5	1					1
Concept A4						
A4a1	2		1	1		4
A4a2	1			1		2
A4a3	2			1		3
A4b1	1			1		2
A4b2						0
A4b3	1				1	2
A4b4	1					1
A4c1		1				1
A4c2	1			1		2
A4c3			1	2		3
A4c4	2	1	1	1		5
A4d1	1					1
A4d2	2			2		4
A4d3	1	1				2
A4d4				1		1
A4d5	1	1	1	1		4

APPENDIX E (Cont.)

Learning Experience	Number of responses below 2.					Total
Number	3	4	5	6	7	
Concept A5						
A5a1		1				1
A5a2	3			1		4
A5a3	1			1		2
A5a4	1			1		2
A5a5				4		4
A5a6	4					4
A5a7						0
A5b1	3	3		1		7
A5b2	4					4
A5b3	1	1				2
A5b4	1					1
A5b5	1					1
A5c1	2	1				3
A5c2	1		1			2
A5c3	4	1				5
A5c4	1					1
A5c5	4					4
A5d1	2					2
A5d2	3			1		4
A5d3	1					1
A5d4	1					1
Concept A6						
A6a1	1					1
A6a2	1					1
A6a3	1	1				2
A6b1	4	1				5
A6b2	1					1
A6b3	1	2				3
A6b4	1		1	1		3
A6c1				1		1
A6c2	2					2

APPENDIX E (Cont.)

Learning Experience	Number of responses below 2.					Total
Number	3	4	5	6	7	
Concept A7						
A7a1	2					2
A7a2	3			1		4
A7a3	2					2
A7a4	1					1
A7a5	2	1				3
A7a6	1					1
A7b1	2					2
A7b2	4					4
A7b3						0
A7b4	1		1			2
A7b5	3					3
A7b6	2					2
A7c1	1		1			2
A7c2	1			2		3
A7c3	1	1	2	1		5
A7c4	2					2
A7d1	2		1			3
A7d2	2		5			7
A7e1	2		1	1		4
A7e2						0
A7e3	3					3
A7e4						0
Concept B1						
B1a1	2					2
B1a2	4		3			7
B1a3	2	1		1		4
B1a4	2					2
B1a5	2	3		1		6
B1a6	1	1		1		3
B1b1	2	1	1			4
B1b2	3					3
B1b3	4			1		5
B1b4	1					1
B1b5	1			1		2
B1b6			2	1		3
B1b7				1		1

APPENDIX E (Cont.)

Learning Experience	Number of responses below 2.					Total
Number	3	4	5	6	7	
Concept B2						
B2a1	2					2
B2a2	4					4
B2a3						0
B2a4		1				1
B2a5	1					1
B2a6	2					2
B2a7	1					1
B2a8	2			2		4
B2a9	3					3
B2a10						0
B2b1						0
B2b2	2			1		3
B2b3						0
B2b4	2		1			3
B2b5	1					1
B2b6	1		3			4
B2c1	2					2
B2c2	2	2				4
B2c3	1	1	1	1		4
B2c4	3		1	1		5
B2d1	2	2				4
B2d2	1			2		3
B2d3	1			2		3
B2d4	2	2	1	1		6
B2d5	2					2
B2e1	3	1				4
B2e2	2					2
B2e3	2			1		3

APPENDIX E (Cont.)

Learning Experience	Number of responses below 2.					
Number	3	4	5	6	7	Total
Concept B3						
B3a1	4					4
B3a2						0
B3a3		2				2
B3a4						0
B3a5	1	1				2
B3a6			1			1
B3b1	1			2		3
B3b2	1			2		3
B3c1	3					3
B3c2	1		2	1		4
B3c3	1					1
B3c4	6			3		9
Concept B4						
B4a1	5	1		1		7
B4a2						0
B4a3	2		1			3
B4b1	1	1		1		3
B4b2						0
B4b3	2					2
B4b4				1		1
B4b5	3					3

STEPPING STONES TO A SATISFYING HOME LIFE

Resource Unit in Family Relations
and Child Development for Boys

by

Virginia Montag

INTRODUCTION

This resource unit* in boys homemaking has been developed to help teachers in the areas of family relations and child development. In order to write this unit the investigator made a study of the present practices and beliefs of some Oregon teachers who now have such classes.

The unit was designed primarily for junior and senior levels in high school, although some of the ideas could be applied to the lower levels. This was aimed toward the older students because most boys classes seem to be taught at this level and most teachers recommend this level.

The ideas contained in this unit have been gathered from a variety of sources. Taped interviews with various home economics teachers in the State of Oregon who have had experience in working with boys, various current textbooks, curriculum guides, as well as this investigator's ideas are some of the sources.

* A resource unit is "a comprehensive collection of suggested learning and teaching activities, procedures, materials, and references organized around a unifying topic or learner problem, designed to be helpful to teachers in developing their own teaching units appropriate to their respective classes" (Good, 1959, p. 466).

This resource unit was organized and developed to contain concepts, generalizations, behavioral objectives, learning experiences, and resources which are appropriate to use with high school boys. It does not include all possible learning experiences but attempts to include a variety. For each concept there are more learning experiences than can be used and so the teacher will need to make choices. The learning experiences were written in verb form so that the teacher or the student can initiate the action depending upon the particular classroom situation.

Many teachers have expressed a need for curriculum materials which are appropriate for boys classes. Therefore, a list of suggested resources are also included at the end rather than as learning experiences within the unit. These books, pamphlets, films, filmstrips can serve as bases for students to gain knowledge that they need to carry through other classroom activities. The teacher will be expected to choose her own resources at the appropriate time for her students to have the bases for following through on other activities.

Only one big behavioral objective was prepared for each concept. No attempt was made to set up specific ones for subconcepts, only learning experiences were given. Each behavioral objective was written in three steps for clarity. Some were written in complete sentences whereas others were written in phrases. There are also learning experiences in these behavioral objectives to be used as methods of evaluation.

ConceptsA. Developing Sound Personal and Family Relations

1. UNDERSTANDING OURSELVES
 - a. Our Basic Needs
 - b. Character Development
 - c. Defense Mechanisms
2. MAKING FRIENDS
 - a. Friendships
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3. DATING
 - a. Dating
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4. PREPARING FOR MARRIAGE
 - a. Understanding Sex
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 - d. Love
5. ESTABLISHING AND BUILDING THE NEW FAMILY
 - a. Wedding Customs
 - b. Family Roles
 - c. Marital Adjustments
 - d. Family Life Cycle
6. FAMILY CRISES AND PROBLEMS
 - a. Adoption
 - b. Divorce
 - c. Death
7. PLANNING A FAMILY
 - a. Parenthood
 - b. Prenatal Care
 - c. Birth
 - d. Infant Care
 - e. Parent-Sibling Relationships

B. Becoming a Person -- Child Development

1. UNDERSTANDING CHILDREN
 - a. What Is a Child?
 - b. The Child and His Family
2. WORKING WITH CHILDREN
 - a. Responsibility for Children
 - b. Children's Play
 - c. Discipline of Children
 - d. Behavior Problems of Children
 - e. Nursery Schools and Day Care Centers
3. HELPING CHILDREN GROW AND DEVELOP
 - a. Principles of Development
--Social, Emotional, Physical and Intellectual
 - b. Understanding the Fears of Children
 - c. Personality Development
4. LOOKING TOWARD MATURITY
 - a. Self-Awareness
 - b. Behaving Maturely

Developing Sound Personal and Family Relations

1. Concept: Understanding Ourselves

Generalization: To understand others, first we must understand ourselves.

Behavioral Objective:

Boy's Action or Behavior:

The boys are able to recognize their own status on a rating scale of personal traits.

Specifications, Givens, Restrictions
and/or Limitations and Method of
Evaluation:

Using the same rating scale for both a pretest and a ~~post~~test, they will be able to mark themselves at least one degree higher on a scale of five for any characteristic which was below three (the average).

Concepts

Learning Experiences

a. Our Basic Needs

- In small buzz groups, compare what we do for our parents and what our parents do for us.
- Have each student list five types of needs which are fulfilled at home to help students understand their needs. From these lists, compile a class list using the overhead projector.

b. Character Development

- Invite a panel of teenagers and adult men to discuss, "The moral and social responsibilities of boys and men."
- By circular response, identify where we obtain our values on what is right and what is wrong.
- Organize groups to plan and develop a "code of ethics" for socially adjusted teenagers which can be published in the school newspaper.

c. Defense Mechanisms

- Define and list defense mechanisms that people use today.
- Role play a series of defense mechanism situations to have as a basis for observing and recording other behavior mechanisms that are displayed when one becomes frustrated or discouraged. Each student reports his findings to class.

2. Concept: Making Friends

Generalization: To have friends, you must be a friend.

Behavioral Objective:

Boy's Action or Behavior:

Each boy will be able to list ways for making friends with others and plan his strategy to work on two ways of improving his friendships with others.

Specifications, Givens, Restrictions
and/or Limitations:

Two ways

Method of Evaluation:

The boys will be able to state five positive ways for improving relations with others.

Concepts

a. Friendships

Learning Experiences

- INTEREST APPROACH: Have boys who work in the instructional center make selected transparencies from Chas. M. Schulz's book, I Need All of the Friends I Can Get.
- List qualities that would be helpful in making and keeping friends.
- Define and/or write a description of "a friend," "a true friend," "friendships," "pal," and "buddy."
- Have each boy write a short paper entitled, "What are my obligations to others?"
- Review the reasons why boys like to have friends (talk over questions, share interests, do things together, exchange confidences).
- Discuss ways and techniques of communicating better with others.
- Interview a friend or a relative to find out what has been his or her most difficult problem that he has called on a friend to help him solve.

b. Popularity

- Discuss the different kind of traits and mannerisms that make people popular, and distinguish between popularity and likability.
- Discuss why first impressions are so important.
- INTEREST APPROACH: Have the boys collect pictures of attractive, vivacious young people to be used for a bulletin board. Then discuss the reasons why you would want to get to know them.

- Choose groups for a series of debates. Possible topics:
 - a. "I would rather be rejected than tolerated." (both positive and negative sides)
 - b. "The generation gap is unsurmountable."
 - c. "The adult should expect us to conform to their standards of dress."
 - d. "Teenagers should follow the goals and values set by their parents for them."
 - e. "It is more important to be popular with your peers than with adults."

c. Peer Influences

- List ways your friends have influenced your reactions and ways of thinking. Make a composite list on the chalkboard.
- Collect newspaper articles for one week on teenagers in trouble, divide into groups to categorize and write a series of newspaper articles "From teenagers to teenagers" on how to keep it "cool."
- Have boys give examples of how their attitudes and feelings about girls have changed since they were in elementary school.

3. Concept: Dating

Generalization: Dating, the first step to marriage, is a social process which enables the sexes to grow in understanding of each other.

Behavioral Objective:

Boy's Action or Behavior:	Through class discussions of specific situations, the boys will be able to verbalize ways of handling dating practices.
Specifications, Givens, Restrictions and/or Limitations:	Dating situations related to: 1) Manners, 2) Control of sex relations, 3) Dating activities, and 4) Parental relations.
Method of Evaluation:	The boys will make four generalizations related to sound dating practices.

Concepts

a. Dating

Learning Experiences

- In small groups, discuss why dating is important and relate some social skills which are helpful in dating situations.
- Invite parents to participate in a round table discussion of dating (include places to go, how late to stay out, how often to date, age of dating, cost, and dating behavior).

- Take an anonymous survey of class members and of FHA girls to compare their reactions toward, "Dutch Dates," "Blind Dates," "Group Dates," "Single Dates," "Double Dates," and "Going Steady."
- Role play dating etiquette (making a date over the telephone--being accepted and declined, calling for a girl and meeting parents, other courtesies depending on situation such as dances, eating out, sports events, parties, movies).
- Have each boy interview three members of each sex to determine qualities in boys and qualities in girls which the opposite sexes consider important in a date.
- Arrange a display of hobbies which family members might enjoy doing together and which boys might enjoy having their dates share with their families.
- Invite a foreign student to discuss dating in his country.
- Have each boy write a paper on "My Idea of a Good Time on a Date," as a basis for class discussion.

b. Problems of Dating

- Have each student define, "What is a successful date?"
- List ideas for helping a boy to be a more interesting "date."
- Use questions from a question box as a springboard to discussing typical dating problems, as money to spend, what to do, how to keep from parking and going too far.
- Organize a "Dating Game" and let the boys role play some question that might be asked of them on a date.
- Invite a doctor to discuss V. D., alcohol, drugs, and other teenage problems.

4. Concept: Preparing for Marriage

Generalization: When both marriage partners understand themselves and each other, then they can have a basis for a sound marriage.

Behavioral Objective:

Boy's Action or Behavior:

The boys are able to list specific guidelines in terms of understanding human behavior that boys should consider in preparing for marriage.

Specifications, Givens, Restrictions
and/or Limitations:

Method of Evaluation:

Specific guidelines in terms of understanding human behaviors.

Each boy writes a role playing situation which illustrates one guideline to consider in preparation for marriage.

Concepts

a. Understanding Sex

Learning Experiences

- Discuss the differences between boys and girls--physically, emotionally, socially, and roles. In groups set up guidelines for behavior on dates in terms of now and in future consequences.
- Discuss the differences of what boys want in girls on dates as compared to what boys want of girls in marriage.
- Invite young men, two to four years out of high school, to discuss with the class the question of "In light of what you know now what suggestions concerning sex would you offer teenage fellows?"

b. Selecting a Mate

- Discuss the following factors in selecting a marriage partner: religious beliefs, educational level, physical and mental health, attitudes, interests, standards, goals, length of acquaintanceship, age differences, parental attitudes and approval, and cultural and racial differences.
- Have students debate the advantages and disadvantages of marrying while still in school. Then compile a list of the financial obligations of married couples.
- Use a rating scale to determine the most important characteristic(s) to consider when selecting a mate. Compare and compile results.
- Invite a lawyer to class to discuss the pros and cons of young marriages as he sees them, emphasizing the legal and financial aspects which make a marriage strong.

c. Reasons for Marriage

- Contrast peoples' reasons for marriage with those of 100 years ago.
- Discuss whether marriage is going out of style.
- After buzz sessions, list reasons why some couples rush into marriage. Then evaluate if these reasons are valid.

- After group research, prepare a check list to explore changing attitudes toward marriage. Using this check list, each student will interview two married couples to discover their attitudes. Have class compile and discuss results.

d. Love

- ENRICHMENT PROJECT: Have each boy find a definition of love. Report findings to class and contrast some of the definitions that the boys have found.
- Have each boy evaluate the types of love portrayed in television, movies, dramas, literature, and in advertisements.
- Have a popcorn session to discuss the different types of love--infatuation, romance, love on the rebound, puppy love, parental love, and married love.
- Read part of Fromm's The Art of Loving to the class. Groups of boys present their definition of love of a man for a woman on a transparency.
- List ways that love is expressed through actions in a home that you are familiar with.

5. Concept: Establishing and Building the New Family

Generalization: Before marriage, young people need to be able to clarify their goals for establishing and building their families in order to be able to handle the ensuing stages of family development.

Behavioral Objective:

Boy's Action or Behavior:	The boys are able to interview at least two couples, married one to five years, to explore these couples views, ideas, and guidelines for establishing and building their families.
Specifications, Givens, Restrictions and/or Limitations:	Two couples, married one to five years.
Method of Evaluation:	Each boy will write a feature article for the newspaper to interpret these guidelines. The one "judged" best will be printed in the newspaper.

Concepts

a. Wedding Customs

Learning Experiences

- INTEREST APPROACH: A bulletin board showing the growth of dating to courtship and engagement can introduce this topic. It might be quite effective to use cartoons to show the growth of dating to engagement.

- Have individual students give ten minute reports on wedding customs in other countries.
- Take a poll of the boys in the class to see how much influence they feel that the groom should have upon deciding the type of wedding the couple will have.
- Invite a local marriage counselor or clergyman to speak on the meaning of various wedding customs.
- On a flip chart, list the complications which could develop from an elopement or a secret marriage.
- Have each boy collect as many common cliches about marriage as possible. Discuss findings.
- Set up several case situations such as a home wedding, a small church wedding, a large wedding. The boys are assigned to these groups to interview the appropriate people and plan the man's responsibilities in these different types of weddings such as 1) minister, 2) license, 3) doctor, 4) the stag dinners, 5) flowers, 6) gifts for his members in the wedding party, and 7) honeymoon.

b. Family Roles

- Discuss family roles in today's society.
- Explore and evaluate the roles of men today as compared with those of 1900.
- Take a poll of class members to see which marriage roles are personally acceptable to the boys.
- Invite a family planning expert to explain the importance of birth control in terms of the population explosion.
- Using family case studies of a young couple living on the income of one wage earner, on two pay checks, explore the different ways of life that each couple lives financially, level of living, recreation, future plans.

c. Marital Adjustments

- Instruct students to tell desirable and undesirable characteristics of different family members. Make a check list of these qualities.
- Have the boys illustrate "in-law" conflicts in minute dramas.
- Invite a young married couple to class to discuss common marital problems.

- Read case studies which illustrate marital conflicts. Have boys suggest solutions and alternatives for the conflicts.

- Have a select group of students present a panel on "Their Ideas of a Successful Marriage."

d. Family Life Cycle

- INTEREST APPROACH: Plan a bulletin board showing the stairsteps of the family life cycle.

- Discuss and list ways that the students can help older people feel useful and of worth in the family and in the community.

- EXTENDED EXPERIENCE: Plan a personal project for sharing an hour every two weeks with an older person.

- Assign student to observe families in various stages of the family life cycle. Discuss similarities and differences of the families.

6. Concept: Family Crises and Problems

Generalization: The ability of a family to meet a crisis or a major problem is usually based on the family goals and values which have been developing since the marriage of the parents.

Behavioral Objectives:

Boy's Action or Behavior:
and

Specifications, Givens, Restrictions
and/or Limitations:

Method of Evaluation:

The boys will be able to analyze several family problems such as death, divorce, serious illness, moving to a new town, money shortage, juvenile delinquency.

Each boy will evaluate a new situation by writing a short paper giving specific alternatives for the solution of the problem or for living with the problem.

Concepts

a. Adoption

Learning Experiences

- Interview a lawyer, a doctor, and a welfare worker to find out how a couple would go about adopting a child.

- Invite two couples who have adopted children to speak to the class as to what they did to get their children, the joys and heartaches, their beliefs about raising adopted children.

- Ask a couple who have foster children to tell of their situation.

b. Divorce

- Study local, state, and national newspapers for vital statistics concerning divorce rates.
- Take a community survey to see what community services and organizations are available to help solve family problems.
- Ask a judge for a divorce court decision so that the class can discuss, "What are some of the causes of divorce? Is divorce really the solution? How does divorce effect other members of the family?"
- Have students tape an interview with a marriage counselor on some of his suggestions on how to build a satisfying marriage.
- Take class on a field trip to divorce court - possibly meet with judge in his chambers at break.

c. Death

- Discuss how parents can help prepare children for a possible death of a family member, a close friend, or a pet.
- Read and discuss case studies of how some people react to death.
- Discuss the importance of having a will.

7. Concept: Planning a Family

Generalization: If parents plan together to meet the responsibilities and challenges of parenthood, they are more able to consistently care for and guide their children to maturity.

Behavioral Objective:

Boy's Action or Behavior:

The boys are able to list specific responsibilities and obligations of parenthood.

Specifications, Givens, Restrictions and/or Limitations:

Groups of boys will be given different situations representing the different stages of parenthood (the beginning, expanding family, and crowded years).

Method of Evaluation:

In groups, the boys will present a skit which illustrates two or more of the responsibilities of parenthood.

Concepts

a. Parenthood

Learning Experiences

- BULLETIN BOARD SUGGESTION: A good parent is one who ... Have boys bring pictures, cartoons, drawings, etc. of "good parents."

- Discuss the privileges and responsibilities of being parents.
 - Let the boys calculate the estimated cost of raising a child in today's world.
 - Assign a committee to do research and report to the class on the laws of the state concerning the parent's legal responsibilities in the care and welfare of their children.
 - Have the boys debate the question, "Why is it important for the parents to agree on how to raise children?"
 - Interview a "mixed marriage" (mix = between races, religion, and cultures) as to their beliefs about raising their children.
- b. Prenatal Care
- Invite a doctor to speak on the importance of fathers sharing in the planning and caring for babies, how to go to the doctor and how to make hospital arrangements, financial arrangements, and what to expect in the nine months.
 - Discuss the effects of pregnancy on the emotional needs of the father.
 - Develop a list of things that a father can do to help prepare for a baby.
 - Select a committee to make a study of what the community is doing to help educate expectant parents.
 - Invite a nurse to help the boys learn the techniques of bathing, diapering, feeding a baby.
 - Have a panel of young mothers tell how their husbands shared in the prenatal period, some feelings that young women need to share.
- c. Birth
- BULLETIN BOARD SUGGESTION: Plan a bulletin board with appropriate baby pictures, a birth certificate, etc.
 - Prepare a list of changes that take place in the life of a young couple when the first baby arrives.
 - Have each student identify the father's new responsibilities when a child is born.
 - Go to the hospital maternity ward to see exactly what happens when a husband takes his wife in to have a baby.
- d. Infant Care
- Invite a panel of young fathers to discuss what they do to help care for the new baby.

e. Parent-Sibling Relationships

- Let students discuss their own attitudes and experiences with children, their care and guidance, and relationships between children and adults.
- Debate: "Should parents be held responsible for the delinquencies of their children?"
- During class discussions, have a class secretary record ways that children can be included in family plans. Duplicate the list and give it to the students the next day.
- Discuss how love is expressed to a three week old infant, a two year old child and a seven year old child.

Becoming a Person--Child Development

1. Concept: Understanding Children

Generalization: Understanding small children helps in developing self-understanding.

Behavior Objective:

Boy's Action or Behavior:

The boys will demonstrate their understanding of small children.

Specifications, Givens, Restrictions
and/or Limitations:

By accepting, enjoying, and being interested in small children.

Method of Evaluation:

As evidenced by their comments, recommendations, and reactions to a series of cartoons of "Dennis the Menace."

Concepts

a. What is a Child?

Learning Experiences

- INTEREST APPROACH: Have each student bring a baby picture of himself and play a guessing game entitled, "How I have changed."
- Invite a panel of parents to discuss how children add to the enjoyment of a couple.
- Discuss and list reasons on the chalkboard why some parents do not want children, and why some parents should not have children.
- Have students bring magazine pictures of children doing things that they seem to enjoy. Then discuss and suggest ways of meeting the needs of children.

- Discuss the needs vs. the wants of children. Then have the boys make a list of their needs and wants. Make composite list on the chalkboard.
- Select a group of boys to observe the reactions of other boys in the classroom as various materials are passed around the classroom in bowls. (Include such things as sand, colored water, a strong smelling cheese, etc.) Have the boys report the reactions to the class and then discuss how children learn through smelling, touching, seeing, tasting, and hearing.

b. The Child and His Family

- Divide class into groups to discuss the functions of families in today's society. Have group leaders summarize findings to the class.
- Compile a list of values represented by the families of class members and compare this list to "Unique Values of Family Life" in Building Your Marriage, pp. 656-657.
- Observe a classmate and try to guess his probable position (oldest, middle, or youngest) in the family. Check with him to evaluate your conclusions and report your results to class.
- Have students cite examples of desirable and undesirable rivalry displayed by families in their neighborhoods.
- Discuss why it is important for a child to feel needed and belonging to the family.
- Compose a list of things that a whole family can do together (jobs, vacations, games, hobbies, family decisions).
- In small groups discuss ways of resolving brother - sister conflicts.

2. Concept: Working with Children

Generalization: How an adult communicates verbally, what he does, what he expects of a child will affect how the child grows and develops.

Behavioral Objective:

Boy's Action or Behavior:

The boys are able to plan and conduct a children's party.

Specifications, Givens, Restrictions
and/or Limitations:

The outdoor party will be given after school for 15 preschoolers.

Method of Evaluation:

The next class period, each boy will tell three new ideas which he learned about children from the party.

Concepts

a. Responsibility for Children

Learning Experiences

- Have a current events session where the boys will bring newspaper clippings of children's accidents. Discuss how many of these accidents could have been avoided.
- Prepare a First Aid Kit that you or your girl friend could use while babysitting.
- Try out two new games with brothers and sisters that could be used to entertain young children.
- EXTENDED EXPERIENCE: Assist with the care of small children on a rainy day at a neighbor's home, library, or Sunday School.
- Interview parents to see what they expect from a person who cares for their children.
- Read case studies of babysitting problems and have boys suggest alternative ways of handling the situation.
- Role play some typical problems to show ways of handling and working with children.
- Invite the school librarian or kindergarten teacher to demonstrate how to tell a story to a small child. Assign each boy to read a story to the class. Tape the story and let each boy hear the way he sounds on the tape recorder.
- Have students volunteer to sponsor a child care service with the FHA girls for children during a PTA meeting, on election night, or some other community event.
- Visit a child care center for working parents, a juvenile home, a home for drug addicts, a home for pregnant girls, an intermediate home for juvenile delinquent boys, Y. M. C. A. , Boy Scouts, children's hospital, or other organizations which have as their goal the responsibility for helping children.

b. Children's Play

- Discuss the term "constructive play" and how does this help children to grow and develop.
- Plan a display of play materials for children of different ages.
- Compare the cost and value of commercial and home-made toys for young children.
- Demonstrate the different play materials and then let the boys experiment with them (play dough, clay, finger paint, water paints).

- Have each student bring a safe and an unsafe toy to class. Then make a check list for evaluating the toys that children use (safe, sanitary, provide satisfying play experience).
- In small groups, plan and make posters to illustrate rules for keeping children safe while they are playing.

c. Discipline of Children

- Discuss the differences between "discipline" and "punishment." What kind of discipline should be used with children.
- Students and parents debate whether parents should take responsibility of **being** strict in guiding and disciplining their children today.
- Discuss at what age children can be expected to learn certain rules and regulations.
- Have students list five positive ways of directing and guiding children, and then have them try them out.

d. Behavior Problems of Children

- Have boys give examples of children's emotional outbursts and suggest ways that these could have been avoided and/or how to cope with the outbursts.
- Have small groups present minute dramas which illustrate children's emotional problems.
- Discuss some of the causes and preventions of behavior problems.
- Have the boys react to, "We like you, John, but we just don't like the way you are behaving."

e. Nursery Schools and Day Care Centers

- Cooperatively plan and set up committees that would be needed to plan a play school.
- Invite a mother to discuss the advantages and disadvantages for both child and mother of day care centers in the community.
- Discuss how day care centers, play schools, and nursery schools are similar and how they differ.

3. Concept: Helping Children Grow and Develop

Generalization: Each child is unique and differs in his rate of growth and development.

Behavioral Objective:

Boy's Action or Behavior

Specifications, Givens, Restrictions
and/or Limitations:

Method of Evaluation:

The boys are able to observe children at three different age levels.

They will visit the second grade and a day care center which cares for children three to five years old and a child no older than two years will be brought to class by its mother.

The boys will be able to describe the similarities and differences between these age groups.

Concepts

a. Principles of Development

--Social, Emotional, Physical,
and Intellectual

b. Understanding the Fears of Children

c. Personality Development

Learning Experiences

- Give each student a picture of a child and ask him to describe in a short story the child's emotions as seen in the picture. Stories and pictures could be posted.
- Invite a nursery school teacher to discuss social development and adjustments of children in the nursery school.
- Volunteer to take a child to a movie or the zoo and evaluate the child's intellectual development. Report findings to class.
- Observe children at play and then discuss what activities encourage growth and physical development.
- Discuss whether a mother working away from the home jeopardizes the development of a child.
- Observe children with their parents. Then list ways that parents can give positive encouragement to their children.
- Discuss case studies of stress situations such as: thumb sucking, eating, learning to share and take turns, being frightened, falling off tricycle or other play equipment, and wetting pants when toilet trained.
- Role play how parents can plan to help their children to overcome their fears.
- HOME EXPERIENCE: In a 24 hour period, jot down likable and irritating personal traits of brothers and sisters. Then discuss how these traits lead to or prevent a good personality.
- Have each student identify his personality characteristics by using a personality check list (example -- Homemaking for Teenagers, Book I).

- In small groups, discuss how your environment or change in the environment can effect the development of one's personality.
- After reading a short story, have each group make a list of the strengths and weaknesses of the main character in the story. The groups will then prepare a minute drama to illustrate one strength or weakness of the main character.

4. Concept: Looking Toward Maturity

Generalization: Understanding and control of feelings leads to emotional maturity.

Behavioral Objective:

Boy's Action or Behavior:	The boys are able to observe and compare the behavior of freshman and senior boys.
Specifications, Givens, Restrictions and/or Limitations:	Five freshman -- five senior boys.
Method of Evaluation:	Each boy will be able to identify ten specific differences in behavior of these two groups and give specific examples of each one.

Concepts

a. Self-Awareness

Learning Experiences

- Have each student write a short autobiography emphasizing the concept of self. From that autobiography, choose another class member to analyze your paper as to the positive and negative traits of self concept.
- List ways that your family, other adults, or your friends might threaten or strengthen your self-image without intending to.
- Discuss ways that a child learns to accept himself and gain a sense of self-respect.

b. Behaving Maturely

- Define independence and brainstorm a list of privileges and restrictions that teenagers should have.
- Discuss the characteristics which show maturity. Have students explain what it means to be mature in one way and not in another.
- Have each student rate himself as to the kind of example he sets for the younger children in his family.

- Discuss why we do some things that we do when we are not showing maturity.
- Observe a ten year old boy, a teenager, and a man thirty years or older. Then check each on signs of maturity such as communicating with you, accepting responsibility, directing his own activities, concern for others, and supporting others.

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New York, New York 10017
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Gill Coliseum 133
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503/754-2911

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Early Marriage -- 26 minutes, rental fee in Oregon only \$2.25, 1961.

Game -- 28 minutes, rental fee \$5.00, 1966.

Her Name Was Ellie, His Name Was Lyle -- 29 minutes, rental fee \$5.00, 1966. (Venereal Diseases)

How Do I Love Thee -- 28 minutes, color, rental fee \$8.00, 1965.

Phoebe -- 29 minutes, rental fee \$5.00, 1964.

Psychological Differences Between the Sexes -- 19 minutes, rental fee \$4.50, 1964.

Quarter Million Teenagers -- 16 minutes, rental fee \$6.50, 1964. (Venereal Diseases)

FILMS (Cont.)

She Understands Me -- 45 minutes, rental fee \$7.00, 1965.

Worth Waiting For -- 28 minutes, color, rental fee \$8.00,
1962.

Brigham Young University
Department of Family Life Education
Provo, Utah 84601

Love Is for the Byrds

Teenage Marriage -- 28 minutes, black and white or
color, 1962.

Walk in Their Shoes

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Boy to Man -- 16 minutes, black and white or color,
purchase, 1962.

Communicable Disease Center
Public Health Service Audiovisual Facility
Atlanta, Ga. 30333

Dance Little Children -- 28 minutes, black and white,
purchase or loan, 1961. (Venereal Disease)

Contemporary Films, Inc.
1211 Polk Street
San Francisco, California 94109

Smoking and You -- 11 minutes, color, purchase or
rent, 1963.

Davis, Sid, Productions
1418 North Highland Avenue
Hollywood, California 90028

The Bottle and the Throttle -- 10 minutes, black and
white or color, purchase, 1961.

FILMS (Cont.)

Moment of Decision -- 10 minutes, black and white or color, purchase, 1962.

Seduction of the Innocent -- 10 minutes, black and white or color, purchase, 1961. (Drug addicts)

Too Tough to Care -- 18 minutes, black and white or color, purchase, 1964.

Los Angeles County Bureau of Adoptions
2550 West Olympia Boulevard
Los Angeles, California 90012

Angel by the Hand -- 23 minutes, color, loan, 1964.

McGraw-Hill Book Co.
Text-Film Department
330 West 42nd Street
New York, New York 10036

The Chosen Child -- 54 minutes, black and white, purchase or rent, 1964.

Oregon State Board of Health
Health Education Section
1400 Southwest Fifth Street
Portland, Oregon 97201

Emergency Childbirth
Planned Families

Vista Del Mar Child-Care Services
3200 Motor Avenue
Los Angeles, California 90034

The Teenage Unwed Father -- 30 minutes, black and white, loan for handling charge, 1963.

FILMS (Cont.)

Yeshiva University
 Audio-Visual Center
 526 West 187th Street
 New York, New York 10033

Smoke, Anyone? -- 9 minutes, color, purchase or rent,
 1964.

FILMSTRIPS

Family Filmstrips
 Dealer:
 Christian Supply Center
 825 S. W. 4th Ave.
 or
 1330 Lloyd Center
 Portland, Oregon
 or
 Better Book and Bible House
 414 S. W. Morrison
 Portland, Oregon

Facing Problems of Modern Marriage -- (Kit - 59)
 (includes filmstrips, commentary, and record)
 Part A Problems of Early Marriage
 Part B Marrying Outside Your Faith
 Part C Christians and Divorce
 Part D Problems of the Modern Mothers

Being Responsible About Sex and Love
 Part I: Responsible Sexual Attitudes
 Part II: Responsible Sexual Behavior
 (Distributed by SVE and includes teachers
 guide)

Guidance Associates
 Harcourt, Brace and World
 Pleasantville, New York 10570

FILMSTRIPS (Cont.)And They Lived Happily Ever After? Understanding Teenage Marriage

Two full color filmstrips and two 12" lp records

Part I: 106 frames/19 minutes

Part II: 104 frames/21 minutes

\$35.00

Sex: A Moral Dilemma for Teenagers

Two full color filmstrips and two 12" lp records

Part I: 89 frames/16 minutes

Part II: 81 frames/15 minutes

\$35.00

Boy-Girl Relationships (Set D-2)

Set of six filmstrips is \$33.00

Each filmstrip is \$6.00

No. 303. Going Steady?No. 312. What About Dates?No. 327. When Are You Ready for Marriage?No. 329. Why Should I Care How He Feels?No. 334. Can You Afford This Date?No. 358. Friendship and LoveFamily Living I (Set D-6)

Set of four filmstrips is \$22.00

Each filmstrip is \$6.00

No. 306. Parents Are People, TooNo. 315. Getting Along with Your Brothers and SistersNo. 324. Is There a Typical Family?No. 343. Getting Along with Your FamilyPAMPHLETS

Cooperative Extension Service
 Oregon State University
 Corvallis, Oregon 97331

PAMPHLETS (Cont.)

PNW 60	<u>Planning for Retirement</u>
PNW 61	<u>Family Communication</u>
PNW 84	<u>You and the Family Life Cycle</u>
PNW 85	<u>You and Tension</u>
PNW 86	<u>Teenagers</u>
PNW 87	<u>Facing the Middle Years</u>
PNW 88	<u>Death -- A Family Crisis</u>
PNW 89	<u>Early Marriage</u>

Oregon State Board of Health
 Health Education Service
 1400 Southwest Fifth Street
 Portland, Oregon 97201

V. D. Information for Young AdultsTRANSPARENCIES

Visual Products Division
 3M Center
 2501 Hudson Road, Box 3344
 St. Paul, Minn. 55101

Attitudes of Character -- Home Economics No. 10

Printed originals Cat. No. 368
 Prepared color transparencies Cat. No. 868

Values and Goals -- Home Economics No. 22

Printed originals Cat. No. 3022
 Prepared color transparencies Cat. No. 3522
 Printed originals \$ 1.25 per packet
 Prepared color transparencies ...\$33.00 per set

References in Child DevelopmentBOOKS

- Arnstein, Helene S. What to Tell Your Child About Birth, Death, Illness, Divorce, and Other Family Crises. New York: Pocket Books, Inc., 1960. 240 p. (paperback \$.50)
- Baker, Katherine Read, and Fane, Xenia F. Understanding and Guiding Young Children. Philadelphia: J. B. Lippincott Co., 1967. 346 p.
- Brisbane, Holly, and Reher, Audrey Palm. The Developing Child. Peoria, Illinois: Charles A. Bennett Co., Inc., 1965. 480 p. (senior high; teacher's guide available)
- Duvall, Evelyn Millis. Family Living. New York: The MacMillan Co., 1961. 401 p.
- Preschool Guide. 1968. 90 p. (copies available from State Advisor, Colorado Association of Future Homemakers of America, 207 State Services Building, Denver, Colorado, 80203, \$2.50)
- Shuey, Rebekah, Woods, Elizabeth, and Young, Esther. Learning About Children. Philadelphia: J. B. Lippincott Co., 1964. 310 p.
- Smart, Mollie Stevens, and Smart, Russell Cook. Living and Learning with Children. Boston: Houghton-Mifflin Co., 1961. 289 p.
- Wood, Mildred Weigley. Observation of Children in a Home Economics Program. 78 p. Order from: Arizona Association of Future Homemakers of America, 400 State Building, Phoenix, Arizona. (\$1.00)

FILMS

Davis, Sid, Productions
 1418 North Highland Avenue
 Hollywood, California 90028

The ABC of Baby Sitting -- 10 minutes, black and white
 or color, purchase, 1962.

Communicable Disease Center
 Public Health Service Audiovisual Facility
 Atlanta, Ga. 30333

Children at Play -- with Poison -- 10 minutes, color,
 for loan, 1963.

National Association for Nursery Education
 115 East Ohio Street
 Chicago, Ill. 60611

Focus on Children -- 26 minutes, black and white,
 purchase or rent, 1961.

PAMPHLETS

American Insurance Association
 85 John St.
 New York, New York 10038

Babysitting

American Toy Institute Inc.

How to Choose Toys
Playtools to Shape a Child's World

Cooperative Extension Service
 Oregon State University
 Corvallis, Oregon 97331

PNW 64	<u>Child Guidance Techniques</u>
PNW 83	<u>Helping Children Develop Responsibility</u>
PNW 110	<u>Teaching Money Skills to Preschool Children</u>

PAMPHLETS (Cont.)

Edna Mae McIntosh, Nutritionist
Gerber Products Company
Fremont, Michigan

Sitting Safety

Johnson and Johnson
Programmed Materials
New Brunswick, New Jersey

Infant Care

National Safety Council

Accident Handbook

Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402

When Teenagers Take Care of Children

(Children's Bureau Publication No. 409 - 1964, 25¢)

TRANSPARENCIES

Visual Products Division
3M Center
2501 Hudson Road, Box 3344
St. Paul, Minn. 55101

Growth and Development Patterns -- Home Economics

No. 11

Printed originals.....Cat. No. 369

Prepared color transparencies Cat. No. 869

Safety for Children -- Home Economics No. 12

Printed originals.....Cat. No. 370

Prepared color transparencies Cat. No. 870

TRANSPARENCIES (Cont.)Importance and Selection of Toys -- Home Economics

No. 20

Printed originals.:.....Cat. No. 378

Prepared color transparencies .Cat. No. 878

Printed originals\$ 1.25 per packet

Prepared color transparencies . \$33.00 per set