

1953

The unit organization and classroom presentation of the topic getting along with yourself and others.

<https://hdl.handle.net/2144/15512>

Downloaded from DSpace Repository, DSpace Institution's institutional repository

Ed.
Frost, Mabelle S.
Service paper
1953

copy
I

stored

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Paper

THE UNIT ORGANIZATION
AND CLASSROOM PRESENTATION
OF THE TOPIC
GETTING ALONG WITH YOURSELF AND OTHERS

Submitted by

Mabelle Sophia Frost

(B.S. in Ed., Framingham State Teachers College, 1922)

In partial fulfillment of requirements for
the degree of Master of Education

1953

Boston University
School of Education
Library

1
First Reader J. Wendell Yeo, Professor of Education

Second Reader Roy O. Billett, Professor of Education

TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM AND ITS BACKGROUND	1
1. The Problem Stated	1
2. The Background	1
Curricular background	1
The pupils	2
Chronological age	2
Intelligence quotient	3
Language achievement	4
Arithmetic achievement	5
Pupils' Activities In and Out of School ...	6
Home Background	8
3. The School	9
The school	9
The laboratory	10
Preparation of the room for the unit	12
4. Preparation of the unit	14
Preliminaries	14
Stating and delimiting the unit	15
The unit assignment	15
Preparation of the test	16

TABLE OF CONTENTS (Continued)

Chapter	Page
I. Preparation for teaching the unit	17
II. UNIT ORGANIZATION OF THE TOPIC GETTING ALONG WITH YOURSELF AND OTHERS	19
1. General Statement of the Unit	19
2. Delimitation of the Unit	19
3. List of Probable Indirect and Incidental Learnings ..	21
Indirect learning products	21
Incidental learning products	22
4. List of Materials and References for Teacher's use only	22
5. The Unit Assignment	24
Tentative time allotment	24
Introductory activities	24
Core activities	25
Optional-related activities	28
List of references and materials for pupils' use	34
General evaluative activities	40
The objective test	41
Directions for administering the test	42
The diagnostic test for <u>Getting Along with Yourself and Others</u>	43

TABLE OF CONTENTS (Continued)

Chapter	Page
III TEACHING AND EVALUATING THE UNIT	52
1. Log of the Teaching-Learning Situation	52
Purpose of the log	52
2. Introductory Phase	52
The pre-test	52
The introduction	53
3. Laboratory Phase	53
Laboratory activities started	53
Use of the library	55
The third day of the unit	55
The fourth day	57
The fifth day	58
4. Pooling-and-Sharing of Experiences Phase	59
The sixth day	59
Planning the party	61
5. Estimating Educative-Growth Phase	61
The party	61
The final test	62
The personality check list	64
The pupil opinion poll	64

TABLE OF CONTENTS (Continued)

Chapter		Page
III	6. Test Results	65
	Comparison of pupils' results	63
	Analysis of test results	66
	7. Other Means of Evaluation	74
	Other means of evaluating the unit	74
	Evidences of pupils' attitudes	74
	Evidences of pupils' growth	75
	Changes in pupil behavior	76
	Value of unit extended outside the laboratory	78
	Value in Everyday Life	79
	Results of the pupil opinion poll	80
	8. Revisions Needed	84
	9. Final Comments	84
APPENDICES		
A	1. Pupils' General Study and Activity Guide	86
	2. References for Pupils' Use	89
	3. Special Study Guide for Movie, <u>Are You Popular?</u>	91

TABLE OF CONTENTS (Continued)

APPENDICES		Page
B	1. Personality Check List	92
	2. Objective Test	95
	3. Key to Objective Test	103
C	1. Pupils' Opinion Poll	104

LIST OF TABLES

Table	Page
1. Distribution of Pupils in Each Class According to Chronological Age as of October 20, 1952	2
2. Distribution of Pupils in Each Class According to Intelligence Quotient, as Determined by Otis Quick Scoring Test Form Beta DM, Given October 26, 1949	3
3. Distribution of Pupils in Each Class According to Percentile Scores in the Stanford Achievement Advanced Language Arts Test, Form DM, Given April 3, 1952	4
4. Distribution of Pupils in Each Class According to Percentile Scores in the Stanford Achievement Advanced Arithmetic Tests, Form DM, Given April 2, 1952	5
5. Pupils' Activities Out of School	7
6. Clubs Attended by Pupils	7
7. Occupations of the Fathers of the Pupils	8
8. Native Country and Number of Mothers and Fathers Born There	8
9. Foreign Languages Spoken in Homes of Pupils	9

LIST OF TABLES (Continued)

Table	Page
10. Comparison of Pupils' Ages, Intelligence Quotient, Language Achievement, Arithmetic Achievement, Initial Score, Final Score, and Gain on the Test	67
11. The Mean and Standard Deviation of Thirty Pupils' Scores on the Pre-test in a Grouped Frequency Dis- tribution	68
12. The Mean and Standard Deviation of Thirty Pupils' Scores on the Final Test in a Grouped Frequency Dis- tribution	70
13. The Mean and Standard Deviation of Thirty Pupils' Scores on the Gains in a Grouped Frequency Distri- bution	72
14. Results of the Questionnaire on Value of the Unit in Everyday Life	80
15. Results of the Pupil Opinion Poll	81

LIST OF FIGURES

Figures	Page
1. Relative-Growth Scale Showing Distribution of Pre-test Scores	69
2. Relative-Growth Scale Showing Distribution of Final Test Scores	71
3. Relative-Growth Scale Showing Distribution of Gains	73

LIST OF PLATES

Plate		Page
1.	The Foods Laboratory Before Improvements	11
2.	The Foods Laboratory After Improvements	11
3.	Corner in Front of Room Showing Reference Books, Magazines, and Pamphlets	13
4.	Group Working on Activities in Unit Kitchen	13
5.	Girls Using Reference Materials. Bulletin Board Shows Posters Made by the Pupils	56
6.	Class Participating in Round Table Discussions and Summarizing Core Activities	56
7.	Class Listening to Short Broadcast in Pooling- and-Sharing of Experiences	60
8.	Skit Demonstrating Good and Bad Posture and Good and Bad Telephone Manners	60
9.	The Party in the Home Economics Dining room	63
10.	Exhibit of Teen-Age Personality Books and Materials Arranged by the Girls in the School Library	63

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

1. The Problem Stated

The problem. - - It is the purpose of this paper to apply the basic principles and procedures set forth in Fundamentals of Secondary-School Teaching^{1/} and in the course in the Unit Method in the Secondary School^{2/} to the unit organization and classroom presentation of a unit in Getting Along with Yourself and Others for two classes in grade nine-one home economics in a junior high school.

An attempt will be made to place the emphasis on applying to everyday living the things the pupils already know and will learn about getting along with themselves and others. For this purpose the unit method creates more meaningful and realistic experiences to enrich the teaching-learning process.

2. The Background

Curricular background. - - The home economics course of study for the junior high school includes three major areas:

^{1/} Roy O. Billett, Fundamentals of Secondary-School Teaching. Houghton Mifflin Company, Boston, 1940.

^{2/} "Unit Method in the Secondary School", Roy O. Billett, Instructor, Boston University School of Education.

clothing, foods and nutrition, and home management and nursing. In the seventh and eighth grades, these courses are compulsory but in the ninth grade the girls are allowed to elect one of them for more advanced work. Although there is a printed course of study, it is now in the process of revision and this is one unit that will be included. Each teacher is allowed to use flexibility and to adjust the course to her own classes and pupils' needs. The ninth-grade classes meet for two double periods each week, a total of 170 minutes.

The pupils. - - This unit was planned for two heterogenous groups of grade nine-one girls in the foods course in a junior high school. One group contains nineteen pupils and the other group eleven; they come from eight different homerooms.

Chronological age. - - In class I the ages ranged from 14-0 to 15-10. In class II they ranged from 13-9 to 15-8.

The median in each class was 14-5. See Table 1.

Table 1. Distribution of Pupils in Each Class According to Chronological Age as of October 20, 1952.

Age	Number of Pupils	
	Class I	Class II
(1)	(2)	(3)
13-6 to 14-0	1	1
14-0 to 14-6	6	10
14-6 to 15-0	2	4
15-0 to 15-6	1	3
15-6 to 16-0	1	1
Total	11	19
Median	14-5	14-5

Intelligence quotient. - - In Class I the intelligence quotient range, determined by the Otis Quick Scoring Test, Form Beta, DM., given October 26, 1949, was from 87 to 119 (Table 2). Of the eleven pupils tested, six have an intelligence quotient of 100 or more, five have an intelligence quotient below 100. The median intelligence quotient for the class is 102. In Class II the intelligence quotient range on the same test was from 89 to 109 (Table 2). Of the 19 pupils tested five have an intelligence quotient of 108 or 109, six have an intelligence quotient less than 100. The median intelligence quotient for the class is 101.

Table 2. Distribution of Pupils in Each Class According to Intelligence Quotient, as Determined by Otis Quick Scoring Test Form Beta D.M., Given October 26, 1949.

Intelligence Quotient	Number of Pupils	
	Class I	Class II
(1)	(2)	(3)
115 - 119	1	0
110 - 114	3	0
105 - 109	1	7
100 - 104	1	6
95 - 99	2	3
90 - 94	2	2
85 - 89	1	1
Total	11	19
Median	102	101

Language achievement. -- The Stanford Achievement

Advanced Language Arts Test, Form DM, was administered to both classes April 3, 1952. The results are given in percentiles. In Class I the achievement range was from 11 to 93 with a median of 60. In Class II the results ranged from 19 to 81 with a median of 46. Two girls were absent at the time of the test.

Table 3. Distribution of Pupils in Each Class According to Precentile Scores in the Stanford Achievement Advanced Language Arts Test, Form DM, Given April 3, 1952.

Language Achievement in Percentiles	Number of Pupils	
	Class I	Class II
(1)	(2)	(3)
92 - 98	1	0
85 - 91	1	0
78 - 84	2	2
71 - 77	0	0
64 - 70	0	3
57 - 63	2	1
50 - 56	0	2
43 - 49	0	3
36 - 42	1	3
29 - 35	0	1
22 - 28	1	1
15 - 21	1	1
8 - 14	2	0
Total	11	17
Median	60	47

Arithmetic achievement. - - The Stanford Achievement

Advanced Arithmetic Tests, Form DM, was administered to both classes on April 2, 1952. The results are given in percentiles. In Class I the achievement range was from 20 to 98 with a median of 78. In Class II the range was from 6 to 95 with a median of 44. Three girls were absent at the time of this test.

Table 4. Distribution of Pupils in Each Class According to Percentile Scores in the Stanford Achievement Advanced Arithmetic Tests, Form DM, Given April 2, 1952.

Arithmetic Achievement in Percentiles	Number of Pupils	
	Class I	Class II
(1)	(2)	(3)
92 - 98	2	1
85 - 91	1	1
78 - 84	3	1
71 - 77	1	1
64 - 70	0	1
57 - 63	0	1
50 - 56	1	1
43 - 49	0	2
36 - 42	0	1
29 - 35	1	0
22 - 28	1	1
15 - 21	1	2
8 - 14	0	2
1 - 7	0	1
Total	11	16
Median	78	44

Pupils' activities. - - The pupils' social backgrounds are varied, but are mostly from the middle and the lower income groups. Students living in the vicinity of the school are housed in three-decker tenement houses, see Plate 4. They have limited yard space, but the school has a large play-ground available for community use.

As shown in Table 5, the girls have a wide variety of interests and activities out of school. Dancing is predominantly the most popular activity preferred, with swimming and skating next on the list. Collecting movie star photographs headed the list of hobbies. Babysitting is a part-time job for the majority of the girls. The totals are high in these tables because most of the girls put down more than one answer.

Table 6 shows that the Worcester Girls' Club, the Junior High School Dancing Class, and Y.W.C.A. classes are better attended by the girls than any others out of school. In school, clubs favored most are Field Hockey, Cheer Leaders, and Glee Clubs.

Table 5. Pupils' Activities Out of School.

Activities Preferred	No. of Pupils	Hobbies	No. of Pupils	Part time Jobs	No. of Pupils
(1)	(2)	(1)	(2)	(1)	(2)
Dancing....	18	Movie Star		Baby sitting..	21
Swimming...	13	Photos....	9	House work....	6
Skating....	12	Collect		Farm work.....	2
Reading....	8	Stamps....	5	Selling cards..	2
T. V.....	8	Collect		Cooks in cafe..	1
Movies.....	5	Postcards..	4	Works in spa..	1
Drawing....	3	Collect		School	
Bicycle		Dolls.....	4	reporter....	1
riding....	3	Autographs..	2	Packs	
Play bas-		Funny books	2	sausage.....	1
ketball...	3	Design			
Play		clothes...	1		
tennis....	2	Recipes....	1		
Play					
records...	1				
Listen to					
radio.....	1				
Total	77		28		35

Table 6. Clubs Attended by Pupils.

Out of School	No. of Pupils	In School	No. of Pupils
(1)	(2)	(1)	(2)
Girl's Club.....	11	Field Hockey Club.	5
Jr.H.S.Dancing Class..	10	Cheer Leaders.....	5
Y.W.C.A Class.....	10	Glee Club.....	4
Sorority.....	5	Library Club.....	2
Fan Club	4	Jr. Red Cross.....	1
Girl Scouts.....	3	Orchestra.....	1
Skating Club.....	2		
B'nai Brith Girls Club	2		
Total	47		18

Home background. - - The incomes of the families, as shown in Table 7 are derived from a variety of occupations. About one-half of the pupils' fathers work in factories or in a steel mill; only two of them are part-owners of their business; none are in professional occupations.

Table 7. Occupations of the Fathers of the Pupils.

Occupations (1)	Number	
	Class I (2)	Class II (3)
Professional	0	0
Managerial	0	2
Clerical & kindred	1	2
Sales & kindred	2	1
Skilled	3	10
Semi-skilled	5	4
Unskilled	0	0
Total	11	19

Table 8 shows that approximately one-half of the parents are foreign born, with Italian predominating.

Italian or French are spoken in one-half of the families, as indicated in Table 9.

Table 8. Native Country and Number of Mothers and Fathers Born There.

Country (1)	Class I		Class II	
	Mothers (2)	Fathers (3)	Mothers (4)	Fathers (5)
England.....	1	0	1	1
Greece.....	0	0	1	1
Ireland.....	1	0	0	0
Italy	1	1	3	2
Lithuania.....	0	0	1	1
Poland	0	0	0	1
United States ...	8	10	13	13
Total	11	11	19	19

Table 9. Foreign Languages Spoken in Homes of Pupils.

Language	Class I	Class II
(1)	(2)	(3)
French	2	5
Greek	0	2
Hebrew	0	1
Italian	3	5
Lithuanian	2	0
Polish	0	1
Swedish	1	0
Syrian	0	1
Total	8	15

3. The School

The school. - - The Grafton Street Junior High School, one of three in an industrial city of 260,000 population, was built in 1924 at a cost of \$1,250,000. It is a red brick building accommodating 800 pupils and consists of three floors and a basement. It is located on the corner of two busy streets, with a large playground on one side.

Besides the 53 classrooms, it has an auditorium, a cafeteria, two gymnasiums, a dental clinic, and a medical clinic, a visual aids room, two art rooms, two rooms for vocal and orchestral music, seven shop rooms, and seven rooms for home economics. There is also a library with 2387 volumes and a guidance department with two offices and an occupational library.

The administrative staff is composed of a principal, an

assistant principal, and two full-time clerks. The faculty consists of 44 permanent teachers, two guidance counselors, a librarian, and part-time teachers for the following: remedial reading; the deaf; orchestra and band. A visiting physician and dentist come once a week, and the school nurse comes part of each day.

School equipment available to all teachers includes a duplicating machine, a tape recorder, and a projector, and screen for films. The home economics department has for the use of its teachers a projector for film-strips or slides, and a collection of up-to-date and appropriate filmstrips and slides.

The laboratory. - - Located on the third floor is the home economics suite which consists of two foods laboratories with unit kitchens, a dining room, a home management room, a bed room, and a bath room. In another section of the third floor there are two clothing rooms.

The foods laboratory in which this unit is to be taught is a room 40 feet by 22 feet, with a south-west exposure. It has six unit kitchens separated by black slate partitions and an aisle the length of the room. It also has a multitude of exposed water pipes overhead which are an eyesore, see Plate 2. In the front of the room there is a pantry, a cupboard, a blackboard 4 feet by 9 feet covering the space in back of the teacher's desk, a supply table, an electric refrigerator, clothes washer, and

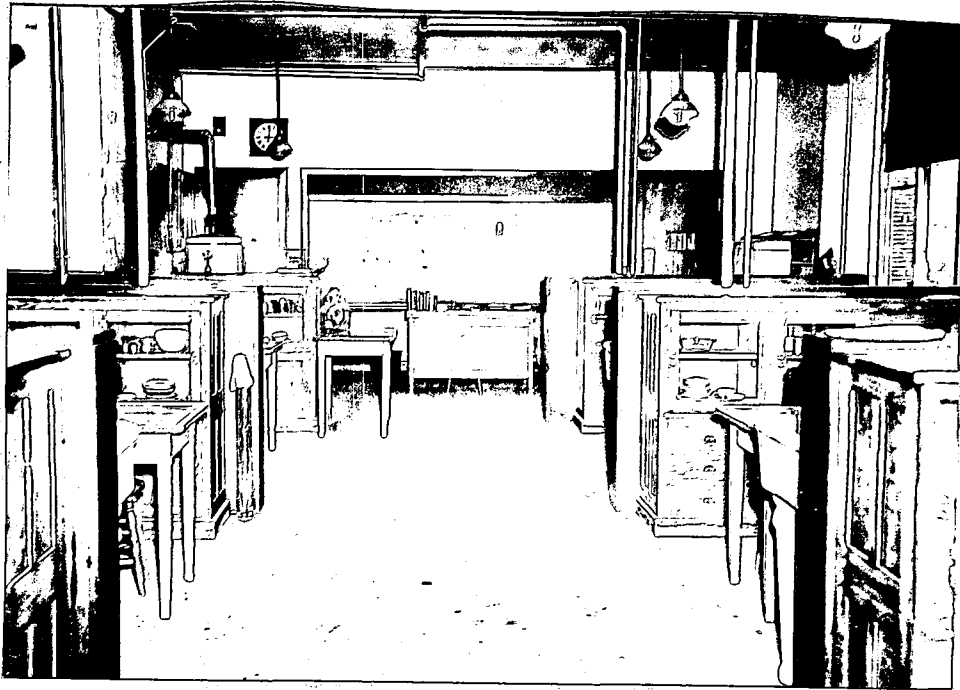


Plate 1. The Foods Laboratory Before Improvements.

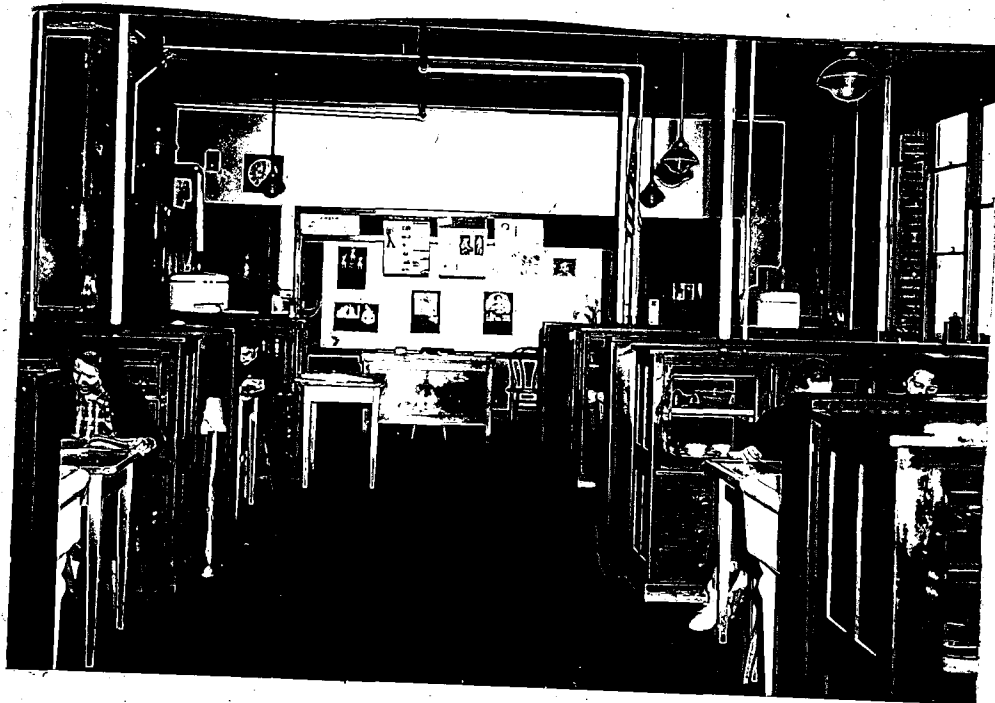


Plate 2. The Foods Laboratory After Improvements.

dryer, and two sets of shelves, see Plates 2, 3 and 5. On one side wall there is a bulletin board 3 feet by 4 feet.

The floor is oiled wood; the walls are painted a drab light brown. There are three doors in the room; one leads into the hall, one into the dining room and one into the home management room. The light from three sets of large windows (see Plate 4) is usually adequate, but there are also six overhead electric lights. The ventilating and the heating systems are both good.

Preparation of the room for the unit. - - There was not much that could be done to change or improve the foods laboratory for classroom use because most of the equipment was large and permanently installed, and also because other classes had to use it for their foods lessons. The writer feels that the ideal situation would be to have a modern all-purpose home economics room with movable equipment. However, there were certain improvements that could be made to change the present set-up into a more attractive and efficient room for the unit teaching.

The shelves beside the refrigerator were usually used for the pupils' school books and uniform boxes. They were now filled with reference books, pamphlets, and magazines, see Plate 3. Above them were placed posters made by the girls. The tops of the clothes washer and clothes dryer were covered with heavy cardboard and then used for displaying pamphlets and literature concerned with the unit, from commercial firms. The supply table was used as another reference center for certain books and magazines. The



Plate 3. Corner in Front of Room Showing Reference Books, Magazines, and Pamphlets.



Plate 4. Group Working on Activities in Unit Kitchen.

tops of the cabinets in the first two kitchens were also used for placing the Life Adjustment Booklets. Even the teacher's desk was cleared and then used for the file of optional related activities, for reference material, and for note-taking. This made several reference centers so that the girls might get at them easily and efficiently without getting in each other's way.

The blackboard was made into a bulletin board by covering it entirely with very heavy, light-green cardboard. See Plates 2 and 5. This heavy cardboard was also used to make a bulletin board for each unit by attaching it to the wall with masking tape, see Plate 4. Posters, pamphlets and clippings could be put on them by means of thumb tacks. This made an attractive, colorful, and inspirational environment for each group of girls in the different unit kitchens. It also helped to transform the laboratory into more of a class room.

The room possessed the following advantages. The unit kitchens with the movable tables and stools would make good study and work centers for small groups of the girls. The wide center aisle would make it possible for the tables to be put end to end for round table discussions, see Plate 6.

4. Preparation of the Unit.

Preliminaries. - - To find out the needs and interests of the specific group of pupils, objective data was gathered by means of the pupils' cumulative records, and also by a questionnaire which the teacher administered to them.

Following the suggestions made in Fundamentals of Secondary-School Teaching,^{1/} the specific class room situation was analyzed and the teaching-learning situation was created to meet the interests and needs of the specific pupils.

Stating and delimiting the unit. - - The general statement of the unit, a statement of the teacher's own purpose and goal,^{2/} was first written down in declarative sentences. Next, the general statement was delimited by means of declarative itemized statements to express the lesser learning products of the unit.^{3/} This was used by the teacher in preparing the unit assignment, The ideals, attitudes, and appreciations which the pupils might be expected to achieve were stated as probable indirect and incidental learning products.^{4/} References for the teacher were compiled and studied.

The unit assignment. - - In order to attain the desired learning products, the teacher-pupil activities in the unit assignment were written as questions or problems to be solved.^{5/} These were followed by references for the pupils' use. Individual differences of pupils were provided for by means of the optional-

^{1/} Ibid.

^{2/} Ibid., p. 505.

^{3/} Ibid., p. 505-506.

^{4/} Ibid., p. 506.

^{5/} Ibid., p. 508.

and-related activities.^{1/} These were to be put on the bulletin board, and instructions for those who wanted to carry them out were written in detail on cards kept in a file on the teacher's desk.

Preparation of the test. -- The teacher prepared an objective test based upon the statement of the unit and its delimitations, and the probable indirect and incidental learning products. The test contained 85 items requiring 100 separate responses of the following types: multiple choice, true-false, matching, situation, and a combination of completion and multiple choice.

For diagnostic purposes, the items were so arranged that the teacher could note strength or weakness in a significant phase of the unit. The test was to be given as a pre-test to determine the amount of learning relative to the unit that each girl had already achieved in other classes or at home. At the end of the unit, the same test would be given as a final achievement test, and then the actual growth and the relative growth of each pupil noted.

The writer tried out the original test on a sample group of 30 nine-one girls to find out whether the test items were significant enough. The results were then analyzed and showed that many items were too easy, i.e. the girls had already achieved learning relative to certain parts of the unit subject. Upon inquiry, it was found that this knowledge was acquired through other classes,

1/ Ibid., p. 507.

such as orientation, other home economics classes, dancing classes, and outside of school in their home and social contacts. All items found to be answered correctly by 80 per cent or more of the pupils were dropped.

The test was then revised to fit their needs by putting more emphases on areas in which the pupils were weak, and by adding new items. The new items were then tried out on the sampling group and proved to be significant. The revised test contained 76 items with 90 possible responses, and was used effectively as a pre-test and a final test in the teaching of the unit. For results see Chapter III.

Preparation for teaching the unit -- Sufficient copies of the following were prepared ahead of time so they would be available when needed: the objective test, the pupils' study-and-activity guide with pupils' reference list, the study guide for the movie, the personality check list, and the pupils' opinion poll. The teacher's log of accomplishments, successes and failures was to be kept in a note book during the teaching-learning cycle. This would aid in improving and revising the unit assignment for the future. The optional-related activities were written on 3 by 5 inch cards and filed in a recipe box on the teacher's desk.

The movie will be previously ordered for the introductory phase. Film-strips and the projector will be available in the

home economics department.

Books and pamphlets from the Public Library will be reserved in advance. Reference books, pamphlets and magazines will be arranged on the book shelves and other reference centers in the room. Arrangements will be made with the school librarian to have a reserve shelf of references for the unit.

Posters, pictures, pamphlets, and clippings pertaining to the unit will be placed in the front of the room and in the unit kitchens. A sample teen-age personality scrapbook made by the teacher will be available for reference. Later on, the pupils will contribute their share to the bulletin boards.

The teachers of English, art, science, clothing, home management and the school librarian and guidance counselors will all be asked to cooperate by helping the pupils with suggestions or criticisms in activities correlated to their subject.

CHAPTER II

THE UNIT ORGANIZATION OF THE TOPIC

GETTING ALONG WITH YOURSELF AND OTHERS

1. General statement of the unit. -- During the adolescent period, girls need to build up a feeling of poise, security and self-confidence, gained by learning to understand themselves and how to become well-adjusted members of society.

2. Delimitation of the unit. --

1. Learning to live with yourself is smart.
2. Learning to get along with others is an art.
3. In order to live with ourselves, we must understand ourselves.
4. Young people need to understand the effects of heredity and environment on their personalities.
5. Each person acts differently because of the different things that happen to him in infancy, childhood, and adolescence.
6. Our immediate environment can be created and improved by the choices we make.
7. Every person has basic human needs that must be met adequately if he is to be happy and well-adjusted.
8. If these needs are not met over a period of time, they

- will have a bad effect on a person's behavior.
9. Much of the happiness and success in life is determined by the ability to get along with people. This skill has to be learned.
 10. Successful and happy adjustments are made easily by people who learn to solve their social problems while growing up.
 11. By forming habits of friendly living with others, young people can become more likable.
 12. Young people should try to get a clear picture of the weak places in their adjustments by taking a personality inventory.
 13. Playing the game of life successfully depends on learning to solve our own problems instead of evading them.
 14. Adolescent girls must have an opportunity to experience approval and affection outside of their homes and have an ever-widening group of friends.
 15. Real friendship is a two-way relationship.
 16. Attractive manners such as thoughtfulness, cheerfulness, fairness, self-control, and self-respect help to make and keep friends.
 17. Happy, wholesome association between boy and girl friends helps to develop a sound attitude toward sex.
 18. It is important that boys and girls work and play together as they grow up.

19. Dating is a necessary phase of adjustment and is essential to happiness in later life.
20. Boys and girls can do much to improve their prospects for happiness: by good habits of health, posture, and grooming; by polishing their manners; and by developing such social skills as dancing, conversational ability, and knowing how to play several group sports and games.
21. Youth must gradually and successfully progress from dependence upon adult protection toward personal decision making and freedom of behavior.
3. List of probable indirect and incidental learning products.

A. Indirect

1. An attitude of tolerance and respect for individual differences.
2. Increased desire to solve their own problems.
3. Greater interest in selection and care of clothing and being well-groomed.
4. Increased tendency toward thoughtfulness of others.
5. Increased desire to broaden their interests in things and in people.
6. Increased participation in group activities in school and outside school.

B. Incidental

1. Increased ability in social skills and entertaining.
2. Appreciation of the value of becoming adjusted now,
in order to be happy and successful when "grown up."
3. A greater ability to make life happier for themselves
and for others.
4. List of materials and references for teacher's use
only.

1. Bennett, Margaret E. and Harold C. Hand, Designs For Personality. McGraw-Hill Book Company, Inc., New York, 1938.
2. Bennett, Margaret E., College and Life. McGraw-Hill Book Company, Inc., New York, 1941.
3. Biester, L.L., W. Griffiths, and N.O. Pearce, Units in Personal Health and Human Relations. University Minnesota Press, Minneapolis, 1947.
4. Billett, Roy O., Fundamentals of Secondary School Teaching. Houghton-Mifflin Company, Boston, 1940.
5. Billett, R. O., and J.W. Yeo, Teacher's Manual of Growing Up. D.C. Heath and Company, 1951.
6. Bode, Boyd H., Modern Educational Theories. The Macmillan Company, New York, 1927.
7. Bullis, H. Edmund, and Emily E. O'Malley, Human Relations in the Classroom. Delaware State Society for Mental Health, Wilmington, Delaware, 1947.
8. Cary, Miles E., "Looking at Teen Age Problems," Journal of Home Economics. (December, 1948), 40:575-576.
9. Dewey, John, Experience and Education. The Macmillan Company, New York, 1948.
10. Greene, Harry A., Alber & N. Jorgensen and J. Raymond Gerberich, Measurement and Evaluation in the Secondary School. Longmans, Green and Company, New York, 1944.

11. Hatcher, Hazel M., and Mildred E. Andrews, The Teaching of Homemaking, Houghton-Mifflin Company, Boston, 1945.
12. Havighurst, Robert J. and Hilda Taba, Adolescent Character and Personality. John Wiley and Sons, Inc., 1949.
13. Jones, Arthur, E.E. Grizzell, and Wren J. Grinstead, Principles of Unit Construction. McGraw-Hill Book Company, New York, 1940.
14. Kirkendall, Lester A., and Ruth F. Osborne, Dating Days. Science Research Associates, Chicago, 1950.
15. Malmquist, Myrtle, "Helping Youth Solve Personal Problems," Journal of Home Economics (September, 1949), 40:361-362.
16. McKinney, Frederick, The Psychology of Personal Adjustment. John Wiley and Sons, Inc., New York, 1941.
17. Morrison, Henry C., The Practice of Teaching in the Secondary School (revised). The University of Chicago Press, Chicago, 1931.
18. National Society for the Study of Education, Adolescence, Part 1, Forty-Third Yearbook. University of Chicago Press, Chicago, 1944.
19. Neissner, Edith G. When Children Start Dating. Life Adjustment Booklet, Science Research Associates, Chicago, 1951.
20. New York State Department of Mental Hygiene, Teen Time, Albany, New York, 1949.
21. Parkhurst, Helen, Education on the Dalton Plan. E.P. Dutton and Company, New York, 1922.
22. Pierce, Wellington G., Youth Comes of Age. McGraw-Hill Book Company, Inc., 1948.
23. Post, Emily, The Blue Book of Social Usage. Funk and Wagnalls, New York, 1945.
24. Rath, Louis E., Do's and Don't's of the Needs Theory. Bronxville, New York.
25. Seventeen Magazine Reprint, Your New Emotions. Triangle Publishers, Inc. 1949.

26. Shellhamer, L.B., "Solving Personal Problems Through Socio-Drama," English Journal (November, 1949), 38:503-505.
27. United States Office of Education, Federal Security Agency, Life Adjustment Education for Every Youth. United States Government Printing Office, Washington, D.C., 1948.

5. The Unit Assignment.

Tentative time allotment. - - Three or four weeks with two double periods, making a total of 170 minutes a week.

Introductory activities. - -

1. Give the objective test built for the unit to find out the amount of learning relative to the unit that each girl has achieved in other classes or at home. This same test will be given at the end of the unit to measure the gains in educational growth.

2. On the bulletin boards in the room there will be placed pamphlets and pictures illustrating teen-age problems, in order to stimulate interest.

3. The movie, Are You Popular? will be shown. A mimeographed study guide for the movie will be given out for the pupils to fill in during and after viewing it. There will be discussions before, and summarizations and discussions after seeing the pictures.

The study guide for the movie follows:

Study Guide
for film
"ARE YOU POPULAR?"

1. Why was "Miss Popularity" rejected by the group?
2. What made them invite Carolyn to join them?
3. In what way did Carolyn win friendship?
4. How did Wally show thoughtfulness when calling for a date?
5. What are the disadvantages in going steady with one boy?
6. What advice would you give Jerry?
7. Describe the courtesies shown Wally by Caroline when he called at the house for her.
8. Do you think Carolyn's mother should have told her what time to get home? Why?
9. What three things shown in the film make a person popular?

Core Activities - - This was also the General Study and Activity Guide. See Appendix Page 86.

1. What are the personal qualities which make an impression on others? (18:463-464; 24:219-221; 26:6-7)
2. What characteristics make you different from all other individuals? (26:6)

3. Where do you get your personality characteristics? (6:65-66; 8:18; 14:318-321; 23:28-29)
4. How does environment affect and influence people? (1:1-5; 23:28; 24:219-220)
5. Can you improve your environment? (24:221-226)
6. What are some of the basic human needs? (6:129-130; 19:112)
7. How do lack of these affect our behavior? (22:58-60; 28:9-13)
8. What are the three A's of basic social needs? (23:34-40; 28:9-13)
9. How well do you get along with yourself? (15:317-318; 2:214, 220-221)
10. What are some of the traits that make us liked? (6:25-26; 14:318-325; 19:117-119)
11. What can you do to get people to like you? (2:5; 13:90-109; 14:325-329; 20:255-264)
12. In order to become popular, you should know and practice rules of good etiquette. What ones do you think are important to you? (3:3-49; 137-153; 4; 7: 14:281-282, 285-294; 20; 21:191-204)
13. Does your personal appearance influence others? Would you like to improve it? (2:144-148; 6:171-185; 191-199; 9: 14:465-478; 15:293-300; 18:374-395; 21:19-27; 22:120-122; 25)
14. Are your clothes right for you? (3:95-120; 8:44-56; 9; 14:481-497; 18:396-406; 21:139-167; 23: 127; 24:86-98)
15. What is meant by good grooming? (1:14-21; 3:80-94; 7:15-18; 8:19-43; 9:8-29; 12:91-96; 14:465-478; 18:374-380; 20:176-186; 21:31-104)
16. Do posture and health have any effect on your personality? (3:50-61; 9:2-7; 14:476-477; 18:381-383; 23:186; 199-205)
17. Describe some of the qualities that make for pleasing conversation. (2:105-123; 3:122-134; 6; 7:28-34; 70-90; 12:23-26; 14:329-331; 17:97-101; 20:211-227)

18. Can you make introductions easily? Find out rules; choose two people from the teacher's list to introduce in class. (1:40-46; 3:154-160; 6:218-219; 7:78-84; 8:125-131; 14:283-285; 20:15-28; 15: 320-323; 22:24; 25.)
19. After making out the personality check list which will be given to you, find out how you rate. What are your strong points and your weak points? (18:464-467; 20:170; 23:62-64.)
20. How can you get rid of bad habits? (6:130-131; 13:49-72; 20:171)
21. What good habits will help you in learning to solve your problems? (2:45-47; 54-55; 6:132-133; 26:16-17; 37-38; 27: 4-6)
22. How are new habits formed? (20:168-171; 26:37-38)
23. Do you know anyone who thinks that she is not as happy as she should be? What suggestions could you offer? (2:177-178; 23; 98; 26:49-50)
24. Should girls try to widen their group of friends? Why? (10: 290-294; 13:242-243)
25. What are some of the groups a girl your age can belong to? (10:242-243)
26. In what ways can friendships be valuable to you? (2:88-92; 24:136-148; 26)
27. Explain the saying, "to have a friend, you must be a friend." (2:69-74; 22:90-91; 23:90-91; 26:50)
28. List the qualities that attract and keep friends. (1:153-160; 2:69-74; 92-104; 15:304-314; 22: 112-114; 23:91, 112-113; 29:47-48)
29. Make a list of things to avoid in friendships. (2:74-82; 192-193; 12:7-17; 22:115-116; 23:115-116)
30. What qualities do you like in boys? Bring a list to class for discussion. (1:79-85; 3:194-195; 7:246; 11:152-156; 19:146-148; 23:90)
31. Ask your boy friends what qualities they like in girls. Bring a list to class for discussion. (1:86-92; 3:196-197; 7:247; 11:161-165; 19:149-151; 23:90; 24:155)

32. At what age do you think boys and girls become attracted to each other? (13:139-140; 19:100; 28:28-29)
33. Why should a girl be allowed to go out with mixed groups? (19:101-102)
34. What are some of the activities for mixed groups? (4:8; 19:215; 11:211-233; 12:70-74; 14:682-707; 15:324-345; 23)
35. What social skills help to make girls and boys feel comfortable and at ease in their friendships? (19:102; 23:90-104)
36. Why is dating a necessary part of adjustment? (19:25)
37. List some of the courtesies you think boys should show girls while on a date? (3:137-141; 11:39-42; 23:99-101)
38. List some of the courtesies girls should show boys while on a date. (3:144-145; 23:99-101)
39. Describe what is meant by a "wholesome attitude toward sex." (7:242; 11:56-60; 13:147; 13:139)
40. Do your parents treat you as a child or a grown up? Why? (2:124-127; 13:140-142; 26)
41. How can you tell when a person is emotionally mature? (2:88; 13:6-12; 235; 20:241-266; 26:52)
42. When is a person socially mature? (29:47-48)
43. Have you any problems that we have not taken up that you would like discussed in class? (2:160-179; 11:177-207; 13)

Optional-related activities. - - Look over this list of activities and see if there are any that you would like to do. Maybe they will suggest other topics or activities that you might prefer to do. Talk them over with your teacher. References and suggestions will be given to get you started.

Oral

1. Write and present a short radio broadcast to the class.
Examples: What does growing up mean? It pays to be friendly.
2. Decide on the personality traits that you need to develop or improve. Make a plan for improving and practicing each of them. Then report on its success.
3. Panel discussions are interesting. Would you like to join a group to discuss a topic such as, "Traits Girls Like in Boys" or "The Value of Friendship" - - or some other related topic?
4. Observe the manners of fellow students in the school lunch-room or in a classroom. Describe for the class 5 examples of good manners and 5 examples of bad manners that have been shown.
5. Discuss the meaning of being tactful. You might give the 5 first aids to tact. (20:256-259)
6. Read and discuss problems of a junior high school girl. (20:259-265)
7. Tell the story of how Jim earns his independence from his family. Then discuss it with the class. (2:9-14)
8. Make a list of current radio, movie, or television programs portraying adolescents and their problems. Discuss them with the class.

Written

9. Read one biography from the following list or from a list that the librarian will give you. Write down the qualities which helped to make the person an admirable and influential character.
 - a. The Life of Alice Freeman Palmer by George H. Palmer, Chapter 15.
 - b. Clara Barton by Mildred Pace.
 - c. The First Woman Doctor by Rachel Baker.
 - d. There Were Giants in the Land, compiled by 28 contemporary Americans, Farrar & Rinehart.

10. You say and do things because you are the kind of person that you are, because of traits of character. Read the short, short stories in 15:307-314. See if you can fill in the blanks of some of these stories.
11. Read "Love at the Threshold" by Frances Bruce Strain. Also encourage your mother and father to read it. Write out your impressions of the book.
12. Describe the kind of person you would like to be when you grow up and give your reasons.
13. Write a short article for the school paper on any of the subjects we take up in this unit or related subjects.
14. Select a student friend who is popular socially. Try to analyze the reasons that make her so popular. List the traits that people like in her.
15. List 5 worth-while school time habits, and 5 habits that would add to your enjoyment of social life.
16. In this unit, you will learn many suggestions for improving conversation. If these suggestions are to help you, you have to put them into practice.
 - a. Make a list of adjectives that you might use in describing voice qualities.
 - b. Write down some phrases or slang expressions that are being overworked.
17. Suppose that a friend of yours is inclined to be self-conscious at social affairs. Make out a definite list of suggestions that might help her. (20:246-247)
18. To improve your ability to write or to converse, write down lists of words that you do not understand in this unit. Then put the definitions beside each.
 - a. Define list of words (15:306) and fit into the stories on pages 307 to 314.
19. Make personality books or scrapbooks. Following are some suggestions of things that might be included:

Worth-while articles on personality
Good illustrations of personality

Quotations
 Pictures
 Poems
 Cartoons
 Traits that make us liked
 Good manners at school
 Good manners when I have a date.
 Hair dos. (24:48-50)
 Styles of clothing suitable and becoming to you. (9)
 Colors that fit your personality, the fashion, the
 occasion and the season. (9:86-89)
 Find an example of a dress style that is suitable
 for each of the following figures: the average
 girl; the short, stout girl; the tall, slender
 girl; and the tall, stout girl. (9:62-68)

Poetry.

20. Write a poem on etiquette, friendship, or teen-age problems; submit to class, or school paper.

Music.

21. Many of you belong to the Glee Club. Would you like to get together a program of songs suitable for our class party? (4:101-116)
22. Look up and learn songs suitable for group singing. Teach them to the class. (4:101-116)

Drama.

23. Put on skits or role-playing, demonstrating one of the following, or other related topics:

Introductions. (6:218-219; 15:320-323; 22:17)
 Telephone manners. 6:216-217; 22:171)
 Courtesy toward your teacher (6:220)
 Good and poor manners at the movies. (3)
 How to greet a hostess at a party. (3)
 How to take leave from a party. (3)
 Mistakes that a hostess might make. (20:35-36)
 How to be an ideal guest. (20:39-48)

24. Put on a play. Suggestions given below.

Personality Plus! 2 girls, Gillum Book Company.

It's A Date. 2 boys and 2 girls, Gillum Book Company.
Alice Sit by the Fire. Barrie, J.M., published by
 Scribner and Sons.

Playing the Game. Whelan, Rachel P. and Adelaide M.
 Courtney. Two-act play on social relations. 5
 girls and 4 boys. Practical Home Economics Journal.

25. Socio-dramas are fun. Why not do one of these playlets.
 They are available through the National Committee for Mental
 Hygiene, 1790 Broadway, New York, 19, N.Y.

"Ins and Outs"
 "Fresh Variable Winds"
 "High Pressure Areas"

Art.

26. Make a poster on any of the following or related topics:

Do's and Don'ts of Etiquette. (3)
 Manners at School (3:14:102-104)
 Being Tactful. (2:30-33)
 Building Self-Confidence (2:54-57)
 Sense of Humor (2:37)
 Friendships (2:71-79)
 Poise. (2:147)
 Teen-age Problems. (2:169)

27. Draw a cartoon or illustration for the school paper. Use
 any of the references in 26.

Bulletin Board.

28. Make a collection of cartoons, comic strips, or pictures
 which illustrate adolescent problems or behavior. Arrange
 them on the bulletin-board.
29. Bring in special articles and feature pages from news-
 papers or magazines, illustrating problems or careers of
 teen-agers.
30. Make a collection of pictures of outstanding girls and boys
 or men and women who have become famous or successful.
31. Bring in pictures and articles illustrating good and bad
 manners or any other topic related to this unit.

Exhibits or Demonstrations

32. You might arrange an exhibit for the class; example, pictures of hair styles for different shaped faces.
33. Would you like to demonstrate manicuring the nails or some other grooming activity?

Self-evaluative activities

Would you like to know how you rate on any of the following? If so, look up the references and find out your score.

34. How do I feel about my friends? (26:26-27)
35. How popular should I be? (26:42-43)
36. How socially mature are you? (27:13-16)
37. How do you rate as a friend? (17:84-85)
38. How do you rate with other people? (2:42-43)
39. Popularity self-quiz. (28:41-43)

References for Pupils' Use

1. Allen, Betty, and Mitchell Pirie Briggs, Behave Yourself. J.B.Lippincott Company, New York, 1950.
2. Baillard, Virginia, and Ruth Strang, Ways to Improve your Personality, McGraw-Hill Book Company, Inc., New York, 1951.
3. Beery, Mary, Manners Made Easy. McGraw-Hill Book Company, Inc., New York, 1949.
4. Betz, Betty, Party Book. Grosset and Dunlap Company, Inc., New York, 1947.
5. Betz, Betty, Your Manners Are Showing. Grosset and Dunlap Company, Inc., New York, 1946.
6. Billett, Roy O., and J. Wendell Yeo, Growing Up. D.C. Heath and Company, Boston, 1951.
7. Boykin, Eleanor, This Way Please. The Macmillan Company, New York, 1948.
8. Bryant, Bernice, Future Perfect. Bobbs-Merrill Company, New York, 1944.
9. Carson, Byrta, How You Look and Dress. McGraw-Hill Book Company, Inc., 1949.
10. Grow, Hester D., and Alice Grow, Our Teen-Age Boys and Girls. McGraw-Hill Book Company, Inc., New York, 1945.
11. Daly, Maureen, What's Your P.Q. (Personality Quotient)? Dodd, Mead & Company, New York, 1952.
12. Daly, Sheila John, Personality Plus. Dodd, Mead & Company, New York, 1947.
13. Fedder, Ruth, A Girl Grows Up. McGraw-Hill Book Company, Inc., New York, 1948.
14. Greer, Carlotta C., Your Home and You. Allyn and Bacon Company, Boston, 1943.
15. Harris, Florence, and Treva Kauffman, Young Folks at Home. D.C. Heath and Company, Boston, 1948.
16. Harris, Florence Land and Hazel L. Huston, Home Economics Omnibus. Little, Brown and Company, Boston, 1935.

17. Hunter, Lucretia P., The Girl Today - The Woman Tomorrow. Allyn and Bacon Company, Boston, 1940.
18. McDermott, Irene E. and Florence W. Nicholas. Homemaking for Teen-Ager. Charles A. Bennett Company, Peoria, Illinois, 1951.
19. Pierce, Wellington G., Youth Comes of Age. McGraw-Hill Book Company, Inc., New York, 1948.
20. Reid, Lillian N., Personality and Etiquette. D.C. Heath and Company, Boston, 1950.
21. Scott, Judith Unger, Lessons in Loveliness. Macrae-Smith Company, Philadelphia, 1947.
22. Shacter, Helen, Gladys G. Jenkins, and W. W. Bauer, You're Growing Up. Scott, Foresman and Company, New York, 1950.
23. Shacter, Helen, Gladys G. Jenkins, and W. W. Bauer, Into Your Teens. Scott, Foresman and Company, New York, 1950.
24. Ullman, Frances, Girl Alive! World Publishing Co., Cleveland, 1947.

Life Adjustment Booklets

Science Research Associates, Chicago

25. Chapman, Paul W., Your Personality and Your Job. 1948.
26. Menninger, William C., Understanding Yourself. 1948.
27. Seashore, Robert H., and A. C. VanDusen, How To Solve Your Problems, 1950.
28. Shacter, Helen, Getting Along with Others. 1949.
29. Weitzman, Ellis, Growing Up Socially. 1949.

Magazines

Calling All Girls	Modern Miss
Junior Miss	Scholastic
Charm	September to June
Ladies Home Journal	Seventeen
Forecast	Teen-Topics
Mademoiselle	The American Girl
Good Housekeeping	What's New in Home Economics
McCall's Magazine	Woman's Home Companion

List of Pamphlets and Charts With Their Sources

The following pamphlets and charts have been collected by the teacher, and will be available for pupils' use during the unit. Most of them are free and may be obtained in quantity:

Pamphlets. - -

Bristol-Myers Company, Educational Service Department, 45 Rockefeller Plaza, New York 20, N.Y.

Guide for a Good Grooming Program
Click With the Crowd
Now is the Time
Give Yourself a Boost

Pond's Good Grooming Service, Pond's Extract Company, New York 13, N.Y.

Posture and Exercise
Your Skin and You
Make-Up Manual
Your Complexion Care
Good Grooming Quiz

Maltex Home Economics Department, Maltex Company, Burlington,
Vermont..

Daily Diet Record
Height-Weight Chart

Educational Department, The Toni Company, Merchandise Mart,
Chicago 54, Illinois.

Hair Beauty on a Budget

Home Economics Department, Procter and Gamble Company, Cincinnati,
Ohio.

Through the Looking Glass to Good Grooming

New England Dairy and Food Council, Boston, Mass.

My Reflection
Fit for Fun
Postures on Parade
An Inside Story

Elgin National Watch Company, Educational Bureau, Elgin,
Illinois.

The Time of Your Life - 3 issues a year.

State of N.Y. Department of Mental Hygiene, Albany, N.Y.

Blondie Comic Book

Girl Scouts of America, 155 East 44th Street, New York 17,
N.Y.

Your Ticket to Popularity

Charts

Bristol-Myers Company

Grooming for Girls and Boys
Facts About Perspiration
Honor Your Partner

Pond's Company

Your Make-Up Shades
Good Grooming Fashion Notes

Toni Company

Good Grooming Chart

Audio-visual Aids

The following is a list of films and filmstrips which might be used in the unit.

16 millimeter sound films.

1. Are You Popular? Coronet, 10 minutes. Teen-age problems of social behavior.
2. Act Your Age. Coronet, 15 minutes. Common types of infantile reactions in emotional immaturity.
3. Charm and Personality Plus Character. Warren, 37 minutes, color. Shows how to build good character as well as developing pleasing manners.
4. Dinner Party. Association Films, 23 minutes, Demonstrates good table manners for high school boys and girls.
5. Fun of Making Friends. Coronet, 12 minutes. The value of friendship, and how to make and keep friends.
6. How to Be Well Groomed. Coronet, 10 minutes. Shows how to improve personal appearance through good grooming habits.
7. How Do You Do? Young America, 15 minutes. Shows acceptable social introductions.
8. Junior Prom. Association Films, 22 minutes. Pictures the junior prom dates of two high school couples.
9. Miss Dunning Goes to Town. Association Films, 27 minutes. A shy girl gains poise through self-improvement.

10. Shy Guy. Coronet, 13 minutes. Helps the shy adolescent to improve social relations.
11. Telephone Courtesy. American Telephone and Telegraph Company, 25 minutes. Points out the value of good telephone manners.
12. What Shall I Wear? Modern Talking Picture Service, 18 minutes. Discusses appropriate clothes for teen-age activities.
13. You and Your Friends. Association Films, 8 minutes. Shows factors that make or mar a friendship.

Filmstrips.

1. As Others See You. McGraw-Hill. Contains information on how to stand and walk; the importance of good health habits, good grooming habits and good appearance.
2. Developing Social Maturity. Young America. Shows how to measure social growth. Growing up socially means developing the right habits and attitudes for all situations.
3. Good Manners at the Movie or Theatre. Eye Gate House, Inc. Shows how teen-agers should act at the movie or theatre.
4. Home Ground. McGraw-Hill. Depicts cooperation at home, respect for the privacy of others, maintaining harmony.
5. School Spirit. McGraw-Hill. Describes correct behavior in class, in the library, in the lunchroom, and in the school auditorium.
6. Stepping Out. McGraw-Hill. Illustrated how to behave on dates, formal and informal, and do's and don't's of dating.
7. You and Your Grooming. Young America. Explains the important of good grooming and the basic elements that influence its achievement.

8. Your Clothing. Young America. Discusses clothing as a basic element in good grooming - its selection and its care.
9. Your Face. Young America. Stresses the fact that a fresh complexion is the result of good diet, good clean-up and make-up.
10. Your Figure. Young America. Discusses four elements essential in achieving a good figure: posture, diet, foundation garments, and exercise.
11. Your Hair. Young America. Demonstrates that good styling and good care of the hair are essential to good grooming.
12. Your Hands and Feet. Young America. Shows correct grooming of the hands and feet.

Sources of Films and Filmstrips Listed Above

Association Films, 347 Madison Ave., New York 17, N.Y.

American Telephone and Telegraph Company, Film and Display Division, 195 Broadway, New York 7, N.Y.

Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois.

Eye Gate House, Inc. 330 W. 42nd St., New York 18, N.Y.

McGraw-Hill Book Company, Inc., Text-Film Department, 330 Forty-second Street, New York 18, N.Y.

Modern Talking Picture Service, 9 Rockefeller Plaza, New York 20, N.Y.

Warren's Motion Pictures, P.O.Box 107, Dayton 1, Ohio.

Young America Films, Inc., 18 East Fortyfirst Street, New York 17, N.Y.

General evaluative activities. — —

1. In connection with discussions on posture, health, or good

grooming, the pupils might check the leaflets, Click with the Crowd, My Reflection, or You and Your Charm for a period of two weeks. Note improvement in habits formed.

2. Pupils may report orally or in writing on some problem situation, or improvement in personality they have worked out during the unit.
3. Pupils may report on the number of friends they have made, or on social relations improved during the unit.
4. Personality check lists, including the self-evaluations under optional-related activities.
5. Evaluations of the following.
 1. Notes taken on the General Study and Activity Guide and the Special Study Guide for the Film.
 2. Reports, oral and written.
 3. Projects and presentations.
6. Evaluations of educative growth made by oral questioning and careful observation of pupils before, during and after the unit on the following.
 1. Pupils' behavior, attitudes, and interest.
 2. Pupils' questions and comments.
 3. The quality and number of activities accomplished, and the time and effort put into them.
 4. Co-operation and ability in group and committee work.
 5. Application of knowledge gained to improve relationships in their school life, home life, and social life, example, the class party.
7. A log of pupil progress and miscellaneous significant items derived from observation and questioning of individual pupils.
8. A pupil opinion poll to find out the pupils' evaluation of the unit, and to aid in making revisions for future use.

The objective test. -- The diagnostic objective test was

built for the unit to be given as a pre-test and a final test. It contains items distributed over the learning products represented by the statement of the unit, its delimitation, and the probable indirect and incidental learnings. Items are arranged so as to note pupils' strengths and weaknesses in significant phases of the unit.

The purpose of the pre-test is to determine the amount of learning relative to the unit that each girl has already achieved. The purpose of the final test is to find the actual growth and the relative growth of each pupil. See Chapter III for an analysis of test results.

Directions for administering the test. - - The teacher will proceed as follows:

1. Restate the purpose of the test. (The teacher would discuss the purpose of the test before the day of administration.)
2. Tell the pupils to fill in the heading of the test.
3. Read the general directions aloud while the pupils read them silently.
4. Read the directions for the different types of items and have examples of each type on the board.
5. Ask for any questions and answer them clearly.
6. Tell them that when they have finished, they may hand in their papers to the teacher.
7. Tell them to start.

DIAGNOSTIC TEST FOR UNIT IN NINTH-GRADE HOME ECONOMICS

"Getting Along With Yourself And Others."

Name _____ Home Room _____

Possible Score _____ Date _____

Final Score _____

General Directions

Read the directions carefully and follow them. Answer the items that you are sure of first; return to the others later. Do not spend too much time on any one item. You will have 45 minutes to do the test. Ask no questions after the test is started. Do not begin until you are told to do so by the teacher.

Part IItems 1-23

Directions: Each of the following incomplete statements or questions is followed by four or more possible answers. For each item, select the answer that best completes the statement or answers the questions, and put its number in the parentheses at the right.

Sample: The Worcester Court House is at - - -

1. Webster Square.
2. Lincoln Square.
3. Tatnuck Square.
4. Newton Square.....(2)

1. When you know that you look your best it makes you - -

1. feel superior.
2. feel conspicuous.
3. feel self-confident.
4. feel sorry for others()

2. If you want to gain self-confidence, how would you start?

1. Talk it over with your parents.
2. Talk it over with your best friend.
3. Figure out a plan by yourself.
4. Make out personality tests or check lists()

3. Boys and girls need recreation in order to - - -

1. learn to enjoy people.
2. get away from home.
3. get some exercise.
4. fill in their time()

4. Which is the best reason for developing a pleasant personality?

1. To make living more enjoyable.
2. To make you more popular.
3. Enable you to get your way with others.
4. Help you to put across your ideas.....()

5. Improvement in your voice comes from - - -

1. learning to talk rapidly.
2. talking loudly.
3. correct breathing.
4. raising the pitch of your voice()

6. Which is the least likely to be true in the following statements?

Young people need to - - -

1. be with others.
2. excel in sports.
3. be accepted by others.
4. have friendly associations with others()

7. Which of the following is least likely to be true of a socially mature person?

1. She is independent.
2. She takes care of herself.
3. She plans for the future.
4. She is self-centered()

8. If one of your classmates excels you in sports or studies, you should - - -

1. get angry with her.
2. congratulate her.
3. find fault with her.
4. ignore her.....()

9. To be considered a good conversationalist, you should -
(More than one)

1. talk every chance you get()
2. start the other person talking()
3. talk about things that interest the other
person()
4. keep up on the latest gossip()
5. argue well to prove your points()

10. When leaving a party you should - - (More than one)

1. say goodbye to everyone()
2. leave as quickly as possible()
3. stay until everyone has gone()
4. thank the hostess for your good time()

11. How can you and your date show good manners at
the movies? (More than one)

1. Discuss the picture thoroughly, as it
progresses()
2. Face the screen as you move past others
in the row()
3. Remove your hat immediately()
4. Sit with your heads together()

12. The role of hostess includes - - - (More than one)

1. consideration for others()
2. tact()
3. having a lovely home()
4. owning beautiful table settings()

13. In replying to introductions, which of the
following is best?

1. "Pleased to meet you"
2. "How do you do?"
3. "Charmed"
4. Nod in acknowledgment()

14. If you were trying to improve your posture, which
of these items would you be least likely to follow?

1. Exercise 20 minutes a day.
2. Stand and sit stiffly erect.
3. Practice good posture in whatever you are doing.
4. Get 8 to 10 hours of sleep()

15. Which of the following would be least likely to help you have a lovely skin?

1. Use plenty of powder.
2. Have a sensible diet.
3. Use plenty of soap and water.
4. Stop worrying()

16. To keep clean, a bath should be taken - - -

1. once a week.
2. once a day.
3. twice a week.
4. twice a month()

17. In caring for the teeth, you should - - -

(More than one)

1. brush your teeth once a day()
2. bite on hard objects()
3. eat a well-balanced diet()
4. brush your teeth after eating()

18. An attractive appearance is attained by having - -

(More than one)

1. expensive clothes()
2. appropriate and becoming clothes()
3. jewelry to match every costume()
4. pleasant facial expression()
5. graceful carriage()
6. good teeth.....()

19. Which one of the following helps most in developing "clothes sense?"

1. Keeping up with the latest styles.
2. Being able to buy what you want.
3. Good taste.
4. Knowing the different kinds of clothes available()

20. Girls want to be attractive in order to - - -

(More than one)

1. feel at ease with others()
2. make friends()
3. feel superior()
4. be complimented()
5. be successful in getting a job()

21. To help improve your personality, you should - - -
(More than one)

1. plan ahead for the future()
2. think continually of yourself()
3. realize what makes you think or act as
you do()
4. develop positive opinions()

22. Ruth is anxious to get along with herself and others.
Yet at times she does things that make her dis-
gusted and discouraged. She meant to be kind, but
she was cross; she meant to be sympathetic, but she
was cruel. Which of the following courses will help
her the most? (More than one)

1. Decide where she was wrong()
2. Shift the blame to others()
3. Make excuses for herself()
4. Assume responsibility for the blame()
5. Resolve to improve next time()

23. If a friend has tried to help you by kindly
criticism, what action should you take?
(More than one)

1. Become very angry()
2. Cry to relieve your tension()
3. Berate your friend()
4. Take it good-naturedly()
5. Show that you are hurt and walk away()
6. Try to remedy your fault()

Part II

Items 24-27

Ellen wants to form a good habit which will improve her person-
ality. From the list below, advise her what to do first, second,
third and fourth by placing the numbers 1, 2, 3, 4 in the correct
parentheses.

24. Keep encouraging herself()
25. Work out a definite scheme and program()
26. Get habit she wants to form clearly in mind()
27. Start at once while enthusiastic()

Items 28-31

Directions: Below in Column 2 is a list of personality types. Write in the parentheses following each, the NUMBER of the color group in Column I which harmonizes best with that type.

Column I (colors)

- | | |
|-----------------------------|-------------------------------|
| 1. reds, pinks, greens. | 28. blondes with: white skin, |
| 2. pastel tints, orchid, | light blue eyes() |
| pale blue. | 29. brunettes with: black |
| 3. chartreuse, strong blue, | hair, dramatic type() |
| emerald green. | 30. brunettes with: medium |
| 4. brown, navy blue, dull | brown hair, blue eyes ... () |
| pinks. | 31. red-heads() |
| 5. bright reds and greens, | |
| royal blue. | |
| 6. greens, browns, plum. | |
| 7. orange, lavender, light | |
| blue. | |

Items 32-36

Directions: In Column 2 is a list of facial shortcomings. Write in the parentheses the NUMBER of the hair style in Column I which is best suited to each.

Column IColumn 2

- | | |
|-----------------------------|------------------------------|
| 1. bangs. | 32. narrow forehead() |
| 2. hair built out and up | 33. turned up nose() |
| from temples. | 34. long nose() |
| 3. parallel with curls. | 35. square jaw() |
| 4. hair flat on top and | 36. low forehead() |
| filled in behind ears. | |
| 5. curls at right angles to | |
| length. | |
| 6. curls at or above cheek. | |
| 7. conceal hairline, then | |
| brush sides up. | |

Items 37-50

Directions: Read each statement carefully. If you think the statement is TRUE pencil a circle around the number of the statement. If you think it is FALSE make an X through the number of the statement. Remember, if any part of the statement is false, the statement as a whole is false.

37. It is polite for a guest at a party to allow time to be

coaxed before entering into activities.

38. Lack of poise means lack of knowledge.
39. The patterns you set for love and hate in early childhood are the ones you follow afterwards.
40. At the table, you should pick up a piece of bread with your fork.
41. A girl should have more than one close friend.
42. Comradeship is the best basis for friendship with boys.
43. Personality is your outward appearance.
44. Girls learn to get along with boys from the reactions of their own father to them.
45. A girl should hold on to a boy's arm when they go down the aisle of a theater.
46. It is tactful to include the term "my friend" in an introduction.
47. Your feelings about sex are the result of knowledge acquired in early years.
48. Not working efficiently is the reason why most people are fired from jobs.
49. At buffet suppers, you should wait to be served.
50. To introduce two boys, you say, "John, shake hands with Jack."

Items 51-63

Directions: All omitted words appear in the column at the right of the page. Show that you know which word or words have been omitted from each blank by putting the number of the blank in the proper parentheses at the right. For example, 1 is put in the parentheses in front of the word omitted from the blank number 1. More than one number may be put in the parentheses.

The skillful introduction presents two or more persons to each other in such a way as to put them on a (1) _____ and (2) _____ basis. Introductions should not be made if making them is (3) _____.

At large parties, a guest should be introduced to (4) _____ groups at a time. A guest of honor should be introduced to (5) _____ during the early part of a party. If you want to introduce a girl and a boy who are in different parts of the room, you must take the (6) _____ to the (7) _____.

Girls rise when introduced to (8) _____ and (9) _____.

Hostesses (10) _____ when introduced to (11) _____.

Men and boys (12) _____ when introduced to (13) _____.

- | | | |
|-------------------------|---|---|
| - large | (|) |
| - formal | (|) |
| - awkward | (|) |
| - everyone | (|) |
| - girl | (|) |
| - impolite | (|) |
| - friendly | (|) |
| - boy | (|) |
| - small | (|) |
| - comfortable | (|) |
| - few | (|) |
| - rise | (|) |
| - men | (|) |
| - sit | (|) |
| - older women | (|) |
| - distinguished persons | (|) |
| - women | (|) |

Items 64 - 76

Directions: In Column II are some characteristics of a person who would make a desirable friend. In Column I are a series of phrases describing the actions of friends who may possess one or more of these characteristics. Find in Column I the phrase or phrases which you think most nearly describe each characteristic in Column II, and place the NUMBER or NUMBERS in the spaces provided at the right.

Sample: Kindness may be shown by a friend who (1) is considerate of the feelings of others; and also acknowledges good qualities in others. Therefore, (1) and (11) should be placed after kindness.

<u>Column I</u> (Shown By A Friend Who)	<u>Column II</u> (Characteristic)
1. is considerate of the feelings of others.	a. loyalty _____
2. has a respect for the property of others.	b. punctuality _____
3. does what she is asked graciously.	c. poise _____
4. is on time for appointments.	d. tact _____
5. keeps quiet and calm in the midst of a trying situation.	e. honesty _____
6. controls temper when things go wrong.	f. self-control _____
7. has a respect for the privacy of others.	g. thoughtfulness _____
8. has the ability to keep confidences	h. courtesy _____
9. does not talk about her friend behind her back.	i. kindness <u>1, 11</u>
10. is a friend even when circumstances are most unfavorable.	
11. acknowledges good qualities in others.	

CHAPTER III

TEACHING AND EVALUATING THE UNIT

1. Log of the Teaching-Learning Situation.

Purpose of the log. - - Throughout the teaching of the unit, entries were made in a notebook each day by the teacher. These included the progress made in the classroom each day by the class as a whole, by groups or committees, or by individuals; significant strengths and weaknesses encountered in the different phases of the unit; observations of pupil behavior; and comments made by the pupils. These notes were recorded in order to help in evaluating the pupils' progress, and also to help in improving the unit for future use. Each class record was kept separately but they are combined in this paper.

2. Introductory Phase.

The pre-test. - - The unit was introduced on Monday, October 20, 1952. A pre-test was given during the first period in the audio-visual room which has regular classroom desks and seats. Previously, the pupils had been told the purpose of the test and that the results would in no way affect their term mark. The morale was excellent, probably due to the fact that many of their classmates had already taken the test in the sampling group. Most of the girls finished the test in one

period, but a few girls took five to ten minutes longer.

The introduction. - - The second period a sound moving picture film, Are You Popular? was shown. The film shows teen-age problems of social behavior when boy dates girl, and forms a guide to boy-girl proprieties and popularity. The pupils were briefed about the picture beforehand and given a mimeographed study guide (Appendix, page 91) to use and fill in during and after viewing the film. Following the showing of the movie, the pupils read their notes and discussed and summarized the points covered. There was enthusiastic and unanimous approval of the film. Some of the pupils' comments were: "Can't we have some more films like this?" "I wish the boys could see this film, too. They need to learn the right way to act on dates."

3. Laboratory Phase.

Laboratory activities started. - - The second day the class met in the foods laboratory which was transformed by posters, reference books, pamphlets, and magazines into a work room for the unit. The light green background of the heavy cardboard covering the blackboard, the bright colors of the posters, and even the varied-colored books made the room a much more cheerful and attractive environment.

There was a brief overview of the different phases of

the unit and their purposes. Then the Study-and-Activity Guide was passed out, followed by an explanation of how to use it. The locations of reference materials were pointed out. The pupils were allowed to look over the questions and then decide whether they would work individually or divide into groups and then pool and share their results. They preferred to work in small groups, each person in the group to take separate items from the Study-and-Activity Guide, write down her findings and then copy the results from the others. At the end of the laboratory phase they were to give their reports to the rest of the class who would take notes on them.

There was some confusion when they first began looking up references. It seemed as if everyone wanted the same book at the same time. However, with the teacher's help they began to realize that they could find answers for the same question in several of the different references given.

The teacher gave some guidance to individuals in getting the meaning from what they read. The girls were accustomed to having answers pointed out to them or unmistakably labeled. In this method, they had to read through the reference and think it over before getting the answer to a particular question.

The girls enjoyed the teen-age books and several asked permission to take them home over night. Others came in their study periods to read them. Some of the comments follow. "I

like to read books about girls my own age." "Can we get books like this at the library?"

By the next day, the teacher had acquired more copies of some of the books that seemed to be in greater demand. Also, by that time, the girls had become accustomed to looking up answers by means of references.

Use of the library. - - The librarian had a shelf reserved for reference books for the class. However, the girls did most of their reference work in the laboratory (see Plate 5), using the library more for looking up words in the encyclopedia or the big dictionaries.

The third day of the unit. - - During the first period most of the pupils worked on the core activities. Some of the brightest ones had finished their quota. These girls looked over the list of optional-related activities which were listed on the board and in more detail in a file on the teacher's desk. After talking it over with the teacher, they chose their activities and began working on them.

Inspired by the introductory display on the bulletin board and by the reference materials on hand, the pupils brought in clippings from newspapers and articles from teen-age magazines that related to the unit. They arranged these on the bulletin board or on the table for reference use.

In the second period, the personality check list was

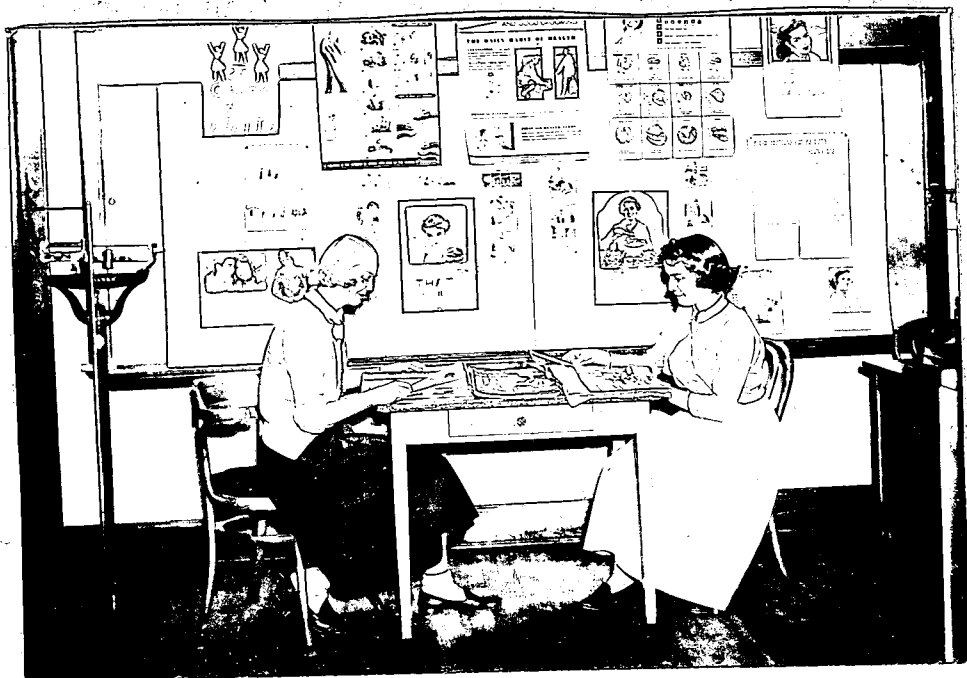


Plate 5. Girls Using Reference Materials. Bulletin Board Shows Posters Made by the Pupils.



Plate 6. Class Participating in Round Table Discussions. and Summarizing Core Activities.

passed out (Appendix, page 92). The different traits were discussed as to meaning and value. Then each girl analyzed herself by checking the list in the left-hand column to find out where she was weak or strong and where improvement should be made. The list was to be checked again at the end of the unit to find out how much progress had been made.

The fourth day. - - The pupils chose two filmstrips which were shown during the first half hour. You and Your Grooming, a Young America Filmstrip, explained the importance of appearance and showed that it is dependent on good posture, good health habits, and careful grooming. These lead to confidence in class and poise in social activities.

As Others See You, a McGraw-Hill filmstrip, illustrated the fact that your appearance gives others their first impression of you, and how it is affected by following good health rules, by cleanliness, good grooming, and a happy disposition.

There was a briefing before viewing each of these; also there were pauses for discussion throughout the showing of the filmstrips. At the end, the girls reviewed the important points and were especially interested in applying them to themselves.

The following hour was spent in summarizations of the core activities. For this, the tables from the unit kitchens were put together lengthwise in the center aisle (see Plate 6) and the pupils and teacher sat around them. Each girl read the summary

that she had made of her answers to the Study-and-Activity Guide. The other pupils took notes in their personality notebooks. The teacher was able to observe the degree of interest taken in the different items by their expressive faces, by their comments, and by the amount of discussion evoked. Some of the discussions had to be postponed to a later date because of lack of time.

By this time, most of the girls were working on their optional-related activities in their study hours or at home. The English, art and clothing teachers and the school and neighborhood branch librarians helped them with suggestions and criticisms.

The fifth day. - - Part of the first period was spent in viewing filmstrips, and discussing them during and after the showing. The following filmstrips were chosen by the pupils. Stepping Out, a McGraw-Hill filmstrip, showed social behavior of boys and girls on formal and informal dates. Do's and don'ts of manners in a restaurant, on the street, and at dances, were illustrated.

Developing Social Maturity, a McGraw-Hill filmstrip, showed the ways to measure social growth. It also showed that growing up socially means developing right habits and attitudes for all situations; and that to be socially mature one must be able to get along with others.

The girls were enthusiastic about both filmstrips. However,

it was most gratifying to the teacher to find that the pupils had acquired the basic understandings which enabled them to fully appreciate and enjoy the filmstrip on social maturity.

The remainder of the lesson was spent on optional-related activities. A committee of two was formed in each class to work with the teacher in drawing up the agenda for the pooling-and-sharing of experiences in the optional-related activities. They included the following: personality scrapbooks, posters, articles for the school paper, and an original short radio broadcast. Skits on good and bad posture, and good and bad telephone manners, making introductions of various kinds, ways to greet a hostess at a party and how to take leave from a party were in the program. Also the girls who had brought in cartoons and pictures of good and bad manners, hair-dos, and teen-age problems were to describe their collections.

4. Pooling-and-Sharing of Experiences Phase.

The sixth day. - - The sixth day of the unit came November 6 in the third week. Each class held the program in which they pooled and shared their experiences in the home management room which adjoins the foods laboratory. The room has movable chairs with arms and plenty of space to move the chairs into a semi-circle (see Plate 7). A committee of three had previously put up an exhibit there consisting of pamphlets and clippings brought in by the girls and of posters made by them.



Plate 7. Class Listening to Short Broadcast in Pooling-and-Sharing of Experiences.



Plate 8. Skit Demonstrating Good and Bad Posture and Good and Bad Telephone Manners.

One member of the program committee acted as announcer. Each girl showed or demonstrated her special activity, explained its meaning and how it fitted into the subject of the unit. Skits were acted out and a short broadcast was given. (see Plates 7 and 8). Articles written for the school paper were read. The class was intensely interested in the activities of this phase of the unit.

Planning the party. - - During the second period, the girls planned a party which would demonstrate their ability to put into practice the manners and maxims they had learned about getting along with themselves and others. Committees were formed to take care of refreshments, table decorations, entertainment, and hospitality. Two hostesses and two waitresses were elected. The pupils also voted to invite six girls from outside their class as guests. Girls were named to sponsor each guest at the party, and to see that she had a good time. A committee was formed to write the invitations and deliver them, after consulting their English teacher for correct wording. Party manners, and the qualities of a good hostess and a good guest were reviewed.

5. Estimating Educative-Growth Phase.

The party. - - On November 13, 1952, the seventh day and in the fourth week of the unit, the class held their party during their home-room study period. This party served the teacher's

purpose of evaluating the pupils' educative-growth as applied in actual practice. The different committees set the table and decorated the dining-room; prepared and served the refreshments. (see Plate 9).

The sponsors introduced the guests to the teacher and the two hostesses, seated them and took the responsibility of providing them with refreshments, and saw that they had an enjoyable time.

Although the party was conducted on a high level of good manners, it was by no means stilted. Some poor manners were shown, probably due to habits from their home backgrounds. Everyone seemed to have a good time. The teacher was very pleased with the evidences of educative-growth shown by the pupils through their behavior, their manners, and improvement in poise.

After the party, the class efficiently and wholeheartedly cleaned up, showing that they could co-operate and share in the work as well as in the fun.

The final test. - - On November 17, 1952 in the fifth week of the unit, the pupils were given the same objective test which they had taken at the beginning of the unit as a pre-test. This was for the purpose of estimating the educative-growth objectively. The test was given in a regular class room with desks. A few pupils took the whole 42 minutes of the period to finish, but most



Plate 9. The Party in the Home Economics Dining-room.



Plate 10. Exhibit of Teen-Age Personality Books and Materials Arranged by the Girls in the School Library.

of them finished in a shorter time than in the pre-test. For results see page 65 under Testing or Pupil Results.

The personality check list. - - During the second period of that day, the same personality traits list checked near the beginning of the unit was given out to be checked again and passed in. This was to help the teacher and the pupils evaluate any changes or improvements made. See Page 92. The girls were urged to be honest when checking the list. Discussions of the value of the different personality traits followed.

The pupil opinion poll. - - At the end of the fifth week of the unit on the ninth day, November 20, 1952, a mimeographed questionnaire was administered. The girls were urged to give frank answers and to offer any constructive criticism so that others might profit from improvements when the unit was given another time. Papers were allowed to be anonymous, if desired. However, the majority of girls put their names on their papers. Table 15 reports the result of the poll.

The remainder of the time was spent in discussing the test questions and results. The pupils were told their standing on the final test in relation to the others in the class. They were also urged to realize that the most valuable result of the unit to them was to put the things they had learned into practice in their everyday living, so that their lives would be richer and happier.

6. Test Results.

Comparison of pupils' results. -- Table 10 contains the initial test scores, final test scores, and gains of all thirty pupils with comparisons of their ages, intelligence quotients, and achievement in language and arithmetic. The table is arranged according to the intelligence quotient of each pupil, designated by a number. According to the figures in Table 10 an average gain of approximately 20.4 points was made by all pupils. The average gain of the first five pupils was approximately 30 points, while the average gain of the last five pupils was 10 points.

Pupil 7 who made the greatest gain is the school reporter for the daily paper. She is a very dynamic girl and became so enthusiastic about the unit that she spent most of her extra time working on it.

Pupil 5 made the next highest gain. She is fourth from the top in intelligence quotient and the youngest pupil in the two classes. Her low pre-test score may have been due to her foster home environment and unfortunate background. Her high score on the final test was due to meticulous work and painstaking application.

Pupil 26 with an intelligence quotient of 94 made the third highest score in the pre-test, due to excellent home environment and social advantages. She is very conscientious and works hard

Table 10. Comparison of Pupils' Ages, Intelligence Quotient, Language Achievement, Arithmetic Achievement, Initial Score, Final Score, and Gain on the Test.

Pupil	Age	I.Q.	Lang- uage %tile	Arith- metic %tile	Number of Items Right		
					Initial Score on Test	Final Score on Test	Gain
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1...	14-11	119	93	84	63	87	24
2...	14-5	113	84	81	62	85	23
3...	14-2	112	81	98	60	80	20
4...	14-2	112	86	98	57	77	20
5...	13-9	109	78	69	46	80	34
6...	14-10	108	66	8	55	71	16
7...	14-0	108	60	54	48	86	38
8...	14-0	108	70	84	53	69	16
9...	14-8	108	51	29	47	61	14
10..	14-3	108	81	90	60	85	25
11..	14-1	107	46	16	52	75	23
12..	14-4	107	46	73	56	74	18
13..	14-7	102	*63	24	45	62	17
14..	14-1	102	63	39	44	70	26
15..	14-3	102	33	20	52	64	12
16..	15-8	101	56	44	42	52	10
17..	14-5	101	42	--	46	70	24
18..	14-7	101	60	95	44	70	26
19..	14-5	101	37	--	44	60	16
20..	14-5	98	28	54	47	66	19
21..	14-10	97	19	44	49	63	14
22..	14-4	97	12	34	45	70	25
23..	15-10	96	19	20	40	67	27
24..	15-3	95	*37	13	48	58	10
25..	14-5	94	42	90	51	73	22
26..	14-1	94	28	58	61	80	19
27..	14-3	90	46	58	47	63	16
28..	15-0	90	--	--	50	71	21
29..	15-5	89	--	6	43	68	25
30..	15-0	87	*11	73	28	32	4

a/ Otis Quick-Scoring Beta Test Form B

b/ Stanford Achievement Test, Advanced Language Arts Form Dm

c/ Stanford Achievement Test, Advanced Arithmetic Tests Form Dm

*. In remedial reading class.

Table 11. The Mean and Standard Deviation of Thirty Pupils' Scores on the Pre-test in a Grouped Frequency Distribution.

Raw Score Limits	Frequency	Deviation	Frequency Deviation	Product of Column 3 and 4
(1)	(2)	(3)	(4)	(5)
62-64...	2	+ 6	+12	72
59-61...	3	+ 5	+15	75
56-58...	2	+ 4	+ 8	36
53-55...	2	+ 3	+ 6	18
50-52...	4	+ 2	+ 8	16
47-49...	6	+ 1	+ 6	6
44-46...	7	0	0	
41-43...	2	-1	-2	2
38-40...	1	-2	-2	4
35-37...	0	-3	-0	0
32-34...	0	-4	-0	0
29-31...	0	-5	-0	0
26-28...	1	-6	-6	36
Total	30		+ 45	265

MEAN

$$M = A.M. + (\text{Sum of FD} \div N) \times \text{Class Interval.}$$

$$M = 45 + (+45 \div 30) \times 3$$

$$M = 45 + (1.5) \times 3$$

$$M = 45 + 4.5$$

$$M = 49.5 \text{ (or 50)}$$

STANDARD DEVIATION

S.D.

$$\sqrt{\frac{\text{Sum of FD}^2}{N} - \frac{(\text{Sum of FD})^2}{N}} \times \text{Class Interval}$$

S.D.

$$\sqrt{\frac{265}{30} - \frac{(45)^2}{(30)}} \times 3$$

Table 11. (concluded)

$$\text{S.D.} \quad \sqrt{\frac{265}{30} - \frac{2025}{900}} \times 3$$

$$\text{S.D.} \quad \sqrt{8.83 - 2.25} \times 3$$

$$\text{S.D.} \quad \sqrt{6.58} \times 3$$

$$\text{S.D.} \quad 2.57 \times 3$$

$$\text{S.D.} \quad 7.71 \text{ (or 8)}$$

The figures from Table 11 were used in constructing the pre-test histogram (Figure 1).

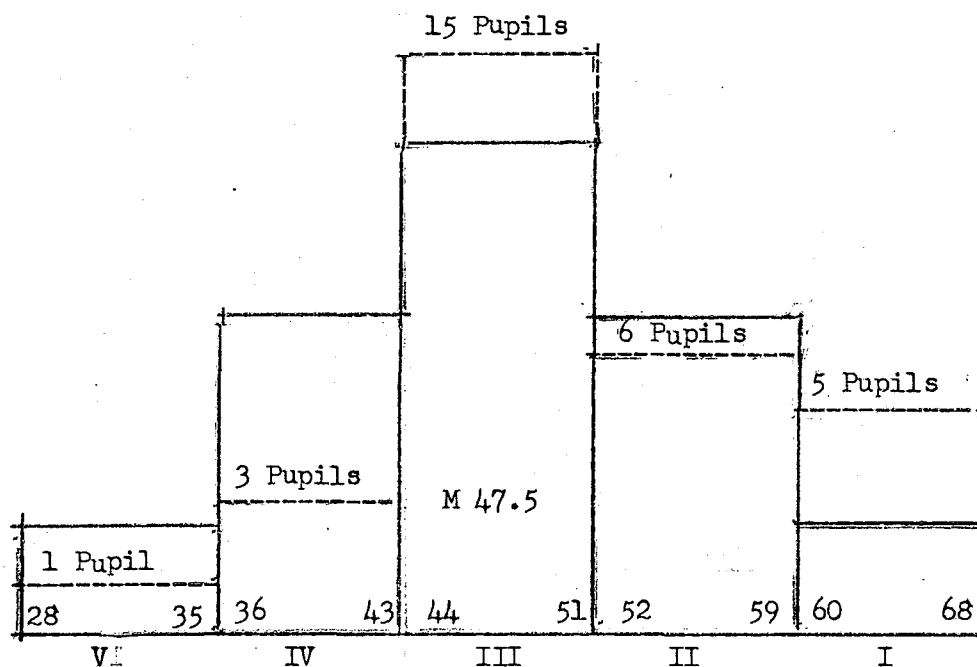


Figure 1. Relative-Growth Scale Showing Distribution of Pre-test Scores. The Normal Distribution is shown by the Solid Lines with the Actual Growth indicated by the Broken Red Lines.

Table 12 shows the final test mean to be 70.15 and the standard deviation to be 11.65. These results were rounded off to 70 and 12 respectively. The range of scores was from 32 to 87.

Table 12. The Mean and Standard Deviation of Thirty Pupils' Scores on the Final Test in a Grouped Frequency Distribution.

Raw Score Limits	Frequency	Deviation	Frequency Deviation	Product of Column 3 and 4
(1)	(2)	(3)	(4)	(5)
85-89...	4	+ 5	+ 20	100
80-84...	3	+ 4	+ 12	48
75-79...	2	+ 3	+ 6	18
70-74...	8	+ 2	+ 16	32
65-69...	4	+ 1	+ 4	4
60-64...	6	0	0	
55-59...	1	-1	-1	1
50-54...	1	-2	-2	4
45-49...	0	-3	-0	0
40-44...	0	-4	-0	0
35-39...	0	-5	-0	0
30-34...	1	-6	-6	36
Total	30		+ 49	243

MEAN

$$M = A.M. + (\text{Sum of FD} \div N) \times \text{Class Interval}$$

$$M = 62 + (+49 \div 30) \times 5$$

$$M = 62 + (1.63) \times 5$$

$$M = 62 + 8.15$$

$$M = 70.15 \text{ (or 70)}$$

STANDARD DEVIATION

$$S.D. = \sqrt{\frac{\text{Sum of FD}^2}{N} - \left(\frac{\text{Sum of FD}}{N}\right)^2} \times \text{Class Interval}$$

$$S.D. = \sqrt{\frac{243}{30} - \frac{(49)^2}{(30)}} \times 5$$

(Concluded on the next page)

Table 12 (concluded)

$$\text{S.D.} \quad \sqrt{\frac{243}{30} - \frac{2401}{900}} \times 5$$

$$\text{S.D.} \quad \sqrt{8.10 - 2.66} \times 5$$

$$\text{S.D.} \quad \sqrt{5.44} \times 5$$

$$\text{S.D.} \quad 2.33 \times 5$$

$$\text{S.D.} \quad 11.65 \text{ (or 12)}$$

The figures from Table 12 were used in constructing the final test histogram (Figure 2). It showed much larger percentages in group I and II, slightly smaller in group III and V and considerably smaller in group IV. This was due to the high pre-test scores.

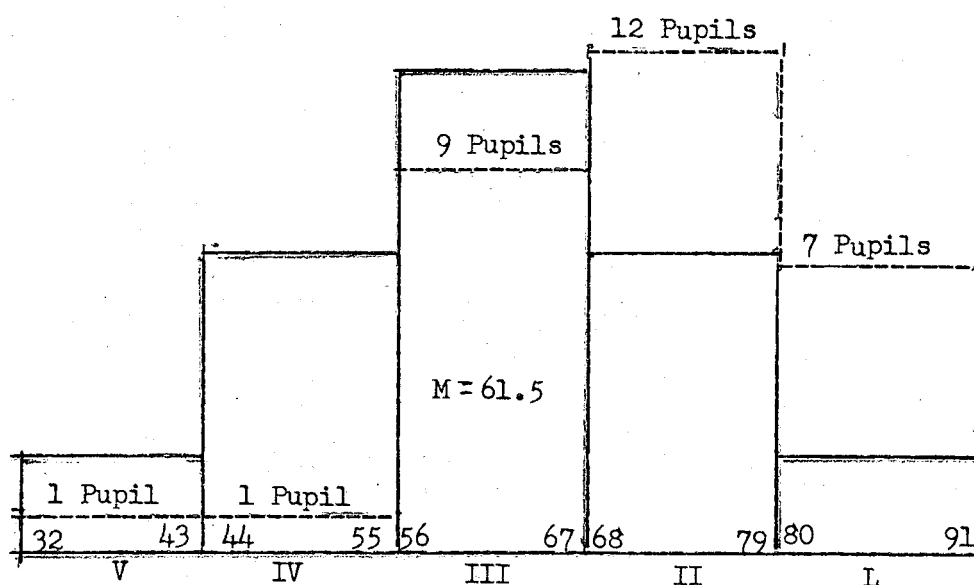


Figure 2. Relative-Growth Scale Showing Distribution of Final Test Scores. The Normal Distribution is Shown by the Solid Lines with the Actual Growth indicated by the Broken Red Lines.

The gains made by the pupils are shown in Table 13. All but one pupil made gains ranging from 8 to 38 points. That pupil made only 4 points. The mean was 20.4 and the standard deviation 6.84, rounded off to 20 and 7, respectively.

Table 13. The Mean and Standard Deviation of Thirty Pupils' Scores on the Gains in a Grouped Frequency Distribution.

Raw Score Limits	Frequency	Deviation	Frequency Deviation	Product of Column 3 and 4
(1)	(2)	(3)	(4)	(5)
37-39...	1	+ 6	+ 6	36
34-36...	1	+ 5	+ 5	25
31-33...	0	+ 4	+ 0	0
28-30...	0	+ 3	+ 0	0
25-27...	6	+ 2	+ 12	24
22-24...	5	+ 1	+ 5	5
19-21...	5	0	0	
16-18...	6	-1	-6	6
13-15...	2	-2	-4	8
10-12...	3	-3	-9	27
7-9 ...	0	-4	-0	0
4-6 ...	1	-5	-5	25
Total	30		+ 4	156

MEAN

$$M = A.M. + (\text{Sum of FD} \div N) \times \text{Class Interval}$$

$$M = 20 + (+4 \div 30) \times 3$$

$$M = 20 + (.133) \times 3$$

$$M = 20 + .399$$

$$M = 20.399 \text{ (or 20)}$$

STANDARD DEVIATION

S.D.

$$\sqrt{\frac{\text{Sum of FD}^2}{N} - \left(\frac{\text{Sum of FD}}{N}\right)^2 \times \text{Class Interval}}$$

S.D.

$$\sqrt{\frac{156}{30} - \left(\frac{4}{30}\right)^2 \times 3}$$

Table 13 (concluded)

$$\begin{aligned} \text{S.D.} & \quad \sqrt{\frac{156}{30} - \frac{16}{900} \times 3} \\ \text{S.D.} & \quad \sqrt{5.2 - .017 \times 3} \\ \text{S.D.} & \quad \sqrt{5.183 \times 3} \\ \text{S.D.} & \quad 2.28 \times 3 \\ \text{S.D.} & \quad 6.84 \text{ (or 7)} \end{aligned}$$

The figures from Table 13 were used in constructing the gains histogram (Figure 3). This shows a slightly lower percentage of gains in groups I, II and III; slightly higher in groups IV and V. As a whole it showed fairly normal distribution.

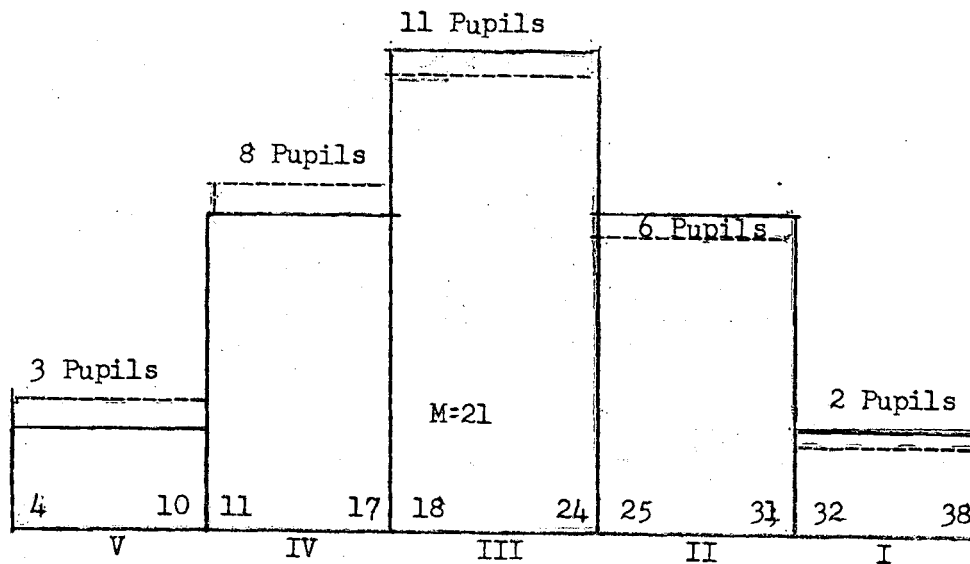


Figure 3. Relative-Growth Scale Showing Distribution of Gains. The Normal Distribution is Shown by the Solid Lines with the Actual Growth Indicated by the Broken Red Lines.

7. Other Means of Evaluation.

Other means of evaluating the unit. - - Evaluations were given as objectively as possible on the following:

- (1) Notes on core activities and film.
- (2) Reports, oral and written.
- (3) Projects and presentations.
- (4) Personality check lists
- (5) Quality and number of extra activities.

More subjective evaluations of educative-growth were made by oral questioning and careful observation of pupils before, during, and after the unit by the following means:

- (1) Pupils' behavior, attitudes, and interest.
- (2) Pupils' questions and comments.
- (3) Amount of effort, contributions brought in, and extra time devoted to the unit.
- (4) Co-operation and ability in group and committee work.
- (5) Application of knowledge gained to improve relationships in their school life, home life, and social life.

(see Table 14)

The pupil opinion poll was another means of evaluating the unit.

Evidences of pupils' attitudes. - - The pupils' attitudes during the teaching of the unit was interested and enthusiastic. This was evidenced by the amount of extra time and energy they put

into the unit. All but two pupils completed one or more optional-related activities. One of these pupils was absent part of the time; the other was pupil number 30 with the lowest intelligence quotient and language achievement in the class.

Evidences of pupils' growth. - - From the beginning of the unit, it was apparent that vocabulary was one of the pupils' difficulties. The girls were encouraged to make a list of words they did not understand; look up the definitions and put them in their notebooks. This enabled them to grow in language usage.

At first some of the pupils had difficulty doing reference work and the critical thinking involved. However they learned to become more efficient and more self-reliant. The principal of the school visited the class during this phase and was impressed with the value of this type of problem-solving to their educative-growth.

The girls felt that discussions were important in clarifying their ideas. Discussions also helped the teacher to understand how well the pupils were grasping the subject.

The personality check list made out at the beginning and end of the unit showed the pupils, as well as the teacher, improvements in personality accomplished during the unit. It also showed areas where more effort was needed. Three pupils showed no improvement but all the others noted improvement in 2 to 12 items. They liked making out the list, and remarked that it

helped them to know their own strengths and weaknesses.

Changes in pupil behavior. - - Another means of evaluating the unit and pupil growth was by observing the improvement in manners and behavior toward others. The following incidents will illustrate this.

A strange girl entered the room on an errand while one of the pupils taking the unit was at the teacher's desk. The pupil automatically introduced the girl to the teacher in the correct way. Another teacher standing near by remarked how well and easily the introduction was made.

One of the pupils came to the teacher near the end of the unit and asked if there could be more of the lessons. They had helped her so much that she hated to see them end. The teacher and the pupil's mother had noticed improvement in her manners and attitude towards others during the unit.

Pupil number 13 wrote an article for the school paper on the subject, "Suggestions for Parties". She has been in a remedial reading class, and has not done well in her English class. Due to her interest in this subject, she did an outstanding piece of work and amazed both her English teacher and the editor of the paper.

Pupil number 4 exclaimed to the teacher, "Am I glad that we have been learning the things in this unit! A boy has invited me to a dance out-of-town tomorrow. Now I'll know how to meet his

friends and know the correct thing to do." She afterwards reported to the teacher about the evening, and said that she was doubly glad that she knew what to do because of the politeness and courtesies that he showed her.

Pupil number 30 with the lowest intelligence quotient in the class comes from a family in which there are some feeble-minded children. She is very slow, has poor co-ordination, and feels hurt because of rejection by the other pupils. After the party, one of the pupils said, "I think this unit has been very good for Lois. She has brightened up more and is entering into activities with us. The girls have been asking her to sing for our next program and she has promised that she will."

There is one girl in the class whose mother has been in the State Hospital for the Insane for eleven years. This girl has lived in different foster homes during that time and is at present living at a home managed by the Children's Friend Society. She has always been withdrawn and unsocial. The guidance department and the writer have tried to help her, but progress has been slow. Due to her indifferent and independent attitude, the other pupils have not wanted to work with her. During the unit, her father, whom she worships, took the class pictures which are included in this paper. This made her feel important and happy and showed the others that she had some one to cling to. This resulted in the other pupils changing their attitude

toward her and including her in their activities. One of her other teachers remarked most enthusiastically about the improvement in her personality.

Value of unit extended outside the laboratory. - - The girls put up an exhibit in the school library of teen-age personality books, pamphlets, magazines, and also scrapbooks and a poster they had made, see Plate 10. The librarian reported that the pupils showed a great deal of interest in the exhibit and that the personality scrapbooks made by the pupils were very much in demand. The teacher of remedial reading stated that the books were very worth-while and much needed by the pupils. The principal had the exhibit written up by pupil number 7, our school reporter. This was put in the Sunday paper with the names of all the girls who participated.

During the pooling-and-sharing of experiences in the home management room, a committee set up an exhibit of posters made by the girls and of clippings and pamphlets brought in, see Plates 7 and 8. This gave an opportunity for the home management classes to share the visual aids.

Some of the personality scrapbooks were taken into the other Foods Laboratory. The teacher reported that the pupils thought that they were most interesting and expressed the wish that they might have a unit on the subject.

The home economics supervisor visited during the pooling-and-sharing of experiences activities and was much impressed by the value of the unit method to the girls. She expressed the desire to use the pictures which are included in this paper and a digest of the unit in presenting a brief before the school committee to show that home economics is not all manual activities but can be a vehicle for teaching better living as individuals and as members of a family group.

Value in everyday life. -- About six weeks after the conclusion of the unit, the teacher felt that she would like to find out whether the unit had carried over to be of value to the pupils in their everyday life. They were asked to write the answer to the following question. "Have the things that you learned in the unit, Getting Along With Yourself and Others, helped you in any way at school, at home, or in your social contacts? Give specific examples."

Table 14 shows the results condensed into typical responses with the number of pupils giving similar answers. Many gave more than one answer, which makes a larger total.

Table 14. Results of the Questionnaire on Value of the Unit in Pupils' Everyday Life

Statement (1)	No. of Pupils (2)
"I have learned to introduce people better and with more ease."	17
"I take better care of my hair, skin, and nails."	10
"My mother has found a great improvement in my manners." .	7
"I found it easy to introduce my boy friend to my parents."	6
"I am able to start and keep up a conversation."	6
"I seem to be more at ease when I'm at a party."	5
"I am able to make and keep friends better."	3
"My posture is improving."	1
"Now I know what to do and say, and feel that it is right."	1
"I try to be more agreeable with people and more polite."	1
"I have learned to control my temper better."	1
Total	58

From the answers given, the writer concludes that the unit carried over into the pupils' everyday life and was of real value to them.

Results of the pupil opinion poll. -- A questionnaire was administered at the end of the unit (Appendix, page 104) in order to find out the pupils' opinion of the unit. The results follow:

Table 15. Results of the Pupil Opinion Poll

Question (1)	Yes (2)	No (3)	Blank (4)
1. Do you like this type of assignment?	25	5	
2. Do you feel that it gives you more opportunity to put into practice what you learn?	29	1	
3. Do you feel that it might be more valuable and stay by you longer than learning by routine lessons?	28	2	
4. Do you feel that the variety of activities such as movie, film-strips, and skits made it:			
a. more interesting to you?	29		1
b. easier to understand?	29		
5. Did you like having the use of many books, pamphlets, and magazines instead of one text book?	28	1	1
6. Which of these proved most valuable to you? 14 Books 9 Magazines 7 Pamphlets			
7. Do you feel that enough time was given to the study-guide?	8	21	1
8. Do you feel that you had sufficient choice of things to do in the optional-related activities.	29		1
9. Were they interesting and stimulating to you?	29	1	
10. Do you feel that the pooling and sharing of information and activities was helpful? . .	28	2	
11. Do you feel that you had too much to do in the time allotted to this unit?	17	13	

Table 15. (continued)

Question	Yes	No	Blank
(1)	(2)	(3)	(4)
12. What did you like most about this unit?			
Optional-related activities	18		
Party	17		
Movie and film strips	8		
Skits	5		
Pooling-and-sharing program	4		
Discussions	4		
13. What did you dislike most about this unit?			
Study Guide	12		
Not being able to cook.	5		
Test	4		
Getting started	1		
Nothing disliked	3		
Blank	5		
14. What suggestions would you make for improving this unit?			
More units like this	4		
More movies and film-strips	4		
More plays and skits	3		
More discussions	3		
Have more time for it	3		
Tell more about dates and getting along with boys	2		
Learning to dance	1		
Blanks	10		

83 percent of the pupils liked this type of assignment.

Most of the ones who did not like it objected to the study guide. They had never used a study guide before and were not accustomed to looking up references and solving their own problems. However, on inquiry, the teacher found that they were all enthusiastic about the subject of the unit.

The pupils felt, as did the teacher, that there was not enough time spent on the study guide. Although they had voted at the beginning to work in small groups, they felt afterwards that they would have gained more by working individually and doing more of the questions themselves. They felt they would learn more that way than by listening to others' reports.

The answers were about evenly divided on the question of whether they had too much to do in the time allotted. Many of the girls voluntarily did two or three of the optional-related activities and spent most of their study periods working on them. A few of the slow pupils took so long getting the answers to the study-guide questions that they felt rushed on the optional-related activities.

The things liked most about the unit were the optional-related activities and the party. In answering that and the following two questions, they were thinking about the type of assignment. Some girls put down two things they liked best, making a larger total.

Twelve pupils disliked the study guide most. This was due, as stated before, to the newness of the method; to the fact that the pupils were inexperienced in critical thinking; and to the fact that they felt that they would have gained more from individual work on it. Five stated that not being able to cook was what they disliked most about the unit. This was due to the fact that they

had elected Foods for the ninth-grade. Although they had unanimously wanted to take the unit, they now wished to get back to cooking. Three disliked nothing about the unit and five left blanks.

8. Revisions needed. -- The first five items in the Study and Activity Guide were not as interesting to the pupils as some of the others. The teacher feels that these items would have been more interesting and more easily understood by the pupils if this unit had been preceded by one on Understanding Yourself. Such a unit has now been planned for the seventh grade. Having previous units with practice in reference work would also help the girls to work more efficiently and budget their time to better advantage in the ninth grade.

Another year the pupils will be encouraged to do more individual work on the core activities with more time allowed for them. Also, the teacher will give more time to discussions about the points of special interest to the pupils. If there is not enough time in class for these discussions, interviews might be arranged.

9. Final Comments. -- The author feels that the unit method as demonstrated in this unit, has a deeper more lasting effect on the educative-growth of the pupils because it is based on their interests, needs, and abilities. It gives richer, more meaningful experiences which the girls can apply in their

lives now and also in the future. It gave the teacher the opportunity to understand the girls and their needs in a different way than in the traditional method of teaching which resulted in a better pupil-teacher relationship. Teaching this unit also gave the teacher a deep sense of satisfaction when she found objective as well as subjective evidence of learning products which carried over into the pupils' everyday life.

Correlation with the teachers of other school subjects such as English, art, orientation, clothing, and science was accomplished by their cooperation in the core activities and the optional-related activities.

The unit activities helped to establish good relations with the parents by means of the check lists and pamphlets that were taken into the homes, and also by the improved manners and behavior of the pupils in their homes.

The teacher felt that this unit answered the challenge of constructing a unit that has "applications to the life situations which the pupil is meeting or will probably meet later as a member of social groups."^{1/}

Other units are now being planned to be incorporated in the course of study which is being revised.

^{1/} Ibid. p. 140

APPENDICES

APPENDIX

A

S T U D Y G U I D E

F O R

"GETTING ALONG WITH YOURSELF AND OTHERS."

1. What are the personal qualities which make an impression on others? (18:463-464; 24: 219-221; 26: 6-7)
2. What characteristics make you different from all other individuals? (26:6)
3. Where do you get your personality characteristics? (6:65-66; 8: 18; 14: 318-321; 23: 28-29)
4. How does environment affect and influence people? (1:1-5; 23:28; (24: 219-220).
5. Can you improve your environment? (24:221-226)
6. What are some of the basic human needs? (6: 129-130; 19:112)
7. How do lack of these affect our behavior? (22: 58-60; 28: 9-13)
8. What are the three A's of basic social needs? (23: 34-40; 28: 9-13)
9. How well do you get along with yourself? (15: 317-318; 2: 214,220-22)
10. What are some of the traits that make us liked? (6: 25-26; 14:318-325; 19: 117-119)
11. What can you do to get people to like you? (2:5; 13: 90-109; 14:325-329; 20: 255-264)
12. In order to become popular, you should know and practice rules of good etiquette. What ones do you think are important to you? (3: 3-49; 137-153; 4: 7; 14: 281-282, 285-294; 20: 21; 191-204)
13. Does your personal appearance influence others? Would you like to improve it? (2:144-148; 6:171-185; 191-199; 9: 14:465-478; 15: 293-300; 18: 374-395; 21: 19-27; 22: 120-122; 25)
14. Are your clothes right for you? (3:95-120; 8:44-56; 9: 14:481-497; 18: 396-406; 21: 139-167; 23: 127; 24: 86-98)
15. What is meant by good grooming? (1: 14-21; 3: 80-94; 7: 15-18; 8: 19-43; 9: 8-29; 12: 91-96; 14: 465-478; 18: 374-380; 20:176-186, 21: 31-104)
16. Do posture and health have any effect on your personality? (3: 50-61; 9: 2-7; 14: 476-477; 18: 381-383; 23: 186, 199-205)

17. Describe some of the qualities that make for pleasing conversation. (2:105-123; 3:122-134; 6; 7:-28-34; 70-90; 12:23-26; 14: 329-331; 17: 97-101; 20: 211-227)
18. Can you make introductions easily? Find out rules; choose two people from the teacher's list to introduce in class. (1:40-46; (3: 154-160; 6:218-219; 7:78-84; 8:125-131; 14: 283-285; (20: 15-28; 15: 320-323; 22: 24; 25.)
19. After making out the personality check list which will be given to you, find out how you rate. What are your strong points and your weak points? (18: 464-467; 20: 170; 23: 62-64.)
20. How can you get rid of bad habits? (6: 130-131; 13: 49-72; 20: 171)
21. What good habits will help you in learning to solve your problems? (2:45-47; 54-55; 6: 132-133; 26: 16-17; 37-38; 27: 4-6)
22. How are new habits formed? (20: 168-171; 26: 37-38)
23. Do you know anyone who thinks that she is not as happy as she should be? What suggestions could you offer? (2: 177-178; 23: 98) 26: 49-50)
24. Should girls try to widen their group of friends? Why? (10: 290-294; 13: 242-243)
25. What are some of the groups a girl your age can belong to? (10: 242-243)
26. In what ways can friendships be valuable to you? (2: 88-92; 24: 136-148; 26)
27. Explain the saying, "to have a friend, you must be a friend." (2:69-74; 22: 90-91; 23: 90-91; 26: 50)
28. List the qualities that attract and keep friends. (1: 153-160; 2: 69-74; 92-104; 15: 304-314; 22: 112-114; 23: 91,112-113; (29: 47-48)
29. Make a list of things to avoid in friendships. (2: 74-82; 192-193; 12: 7-17; 22: 115-116; 23: 115-116)
30. What qualities do you like in boys? Bring a list to class for discussion. (1: 79-85; 3: 194-195; 7: 246; 11: 152-156; (19: 146-148; 23: 90)
31. Ask your boy friends what qualities they like in girls. Bring a list to class for discussion. (1: 86-92; 3: 196-197; 7: 247; 11: 161-165; 19: 149-151; 23: 90; 24: 155)

32. At what age do you think boys and girls become attracted to each other? (13: 139-140; 19: 100; 28: 28-29)
33. Why should a girl be allowed to go out with mixed groups? (19: 101-102)
34. What are some of the activities for mixed groups? (4: 8:197-215) 11: 211-223; 12: 70-74; 14: 682-707; 15: 342-345; 23)
35. What social skills help to make girls and boys feel comfortable and at ease in their friendships? (19: 102; 23: 99-104)
36. Why is dating a necessary part of adjustment? (19: 25)
37. List some of the courtesies you think boys should show girls while on a date? (3: 137-141; 11: 39-42; 23: 99-101)
38. List some of the courtesies girls should show boys while on a date. (3: 144-145; 23: 99-101)
39. Describe what is meant by a "wholesome attitude toward sex." (7: 242; 11: 56-60; 139-147; 13: 139)
40. Do your parents treat you as a child or a grown up? Why? (2: 124-127; 13: 140-142; 26)
41. How can you tell when a person is emotionally mature? (2: 88; 13: 6-12; 235; 20: 241-266; 26: 52)
42. When is a person socially mature? (29: 47-48)
43. Have you any problems that we have not taken up that you would like discussed in class? (2: 160-179; 11: 177-207; 13)

References for Pupils' Use

1. Allen, Betty, and Mitchell Pirie Briggs, Behave Yourself. J.B. Lippincott Company, New York, 1950.
2. Baillard, Virginia, and Ruth Strang, Ways to Improve your Personality. McGraw-Hill Book Company, Inc., New York, 1951.
3. Beery, Mary, Manners Made Easy. McGraw-Hill Book Company, Inc., New York, 1949.
4. Betz, Betty, Party Book. Grosset and Dunlap Company, Inc., New York, 1947.
5. Betz, Betty, Your Manners Are Showing. Grosset and Dunlap Company, Inc., New York, 1946.
6. Billett, Roy O., and J. Wendell Yeo, Growing Up. D.C.Heath and Company, Boston, 1951.
7. Boykin, Eleanor, This Way Please. The Macmillan Company, New York, 1948.
8. Bryant, Bernice, Future Perfect. Bobbs-Merrill Company, New York, 1944.
9. Carson, Byrta, How You Look and Dress. McGraw-Hill Book Company, Inc. 1949.
10. Grow, Hester D., and Alice Grow, Our Teen Age Boys and Girls. McGraw-Hill Book Company, Inc., New York, 1945.
11. Daly, Maureen, What's Your P.Q. (Personality Quotient)? Dodd, Mead & Company, New York, 1952.
12. Daly, Sheila John, Personality Plus! Dodd, Mead & Company, New York, 1947.
13. Fedder, Ruth, A Girl Grows Up. McGraw-Hill Book Company, Inc., New York, 1948.
14. Greer, Carlotta C., Your Home and You. Allyn and Bacon Company, Boston, 1943.
15. Harris, Florence, and Treva Kauffman, Young Folks at Home. D.C.Heath and Company, Boston, 1948.
16. Harris, Florence Land and Hazel L. Huston, Home Economics Omnibus. Little, Brown and Company, Boston, 1935.
17. Hunter, Lucretia P., The Girl Today - The Woman Tomorrow. Allyn and Bacon Company, Boston, 1940.
18. McDermott, Irene E, and Florence W. Nicholas. Homemaking for Teen-Agers. Charles A. Bennett Company, Peoria, Illinois, 1951.

19. Pierce, Wellington G., Youth Comes of Age, McGraw-Hill Book Company, Inc., New York, 1948. 90
20. Reid, Lillian N., Personality and Etiquette. D.C.Heath and Company, Boston, 1950.
21. Scott, Judith Unger, Lessons in Loveliness. Macrae-Smith Company, Philadelphia, 1947.
22. Shacter, Helen, Gladys G. Jenkins, and W.W.Bauer, Into Your Teens. Scott,Foresman and Company, New York, 1952.
23. Shacter, Helen, Gladys G. Jenkins, and W.W.Bauer, You're Growing Up. Scott,Foresman and Company, New York, 1950.
24. Ullman, Frances, Girl Alive! World Publishing Co., Cleveland, 1947.

Life Adjustment Booklets

Science Research Associates, Chicago

25. Chapman, Paul W., Your Personality and Your Job. 1949
26. Menninger, William C., Understanding Yourself. 1948
27. Seashore, Robert H., and A.C. VanDusen, How To Solve Your Problems, 1950.
28. Shacter, Helen, Getting Along with Others. 1949
29. Weitzman, Ellis, Growing Up Socially. 1949

Magazines

Calling All Girls
 Charm
 Forecast
 Good Housekeeping
 Junior Miss
 Ladies Home Journal
 Mademoiselle
 McCall's Magazine

Modern Miss
 Scholastic
 September to June
 Seventeen
 Teen-Topics
 The American Girl
 What's New in Home Economics
 Woman's Home Companion

Study Guide
for film
"ARE YOU POPULAR?"

1. Why was "Miss Popularity" rejected by the group?
2. What made them invite Carolyn to join them?
3. In what way did Carolyn win friendship?
4. How did Wally show thoughtfulness when calling for a date?
5. What are the disadvantages in going steady with one boy?
6. What advice would you give Jerry?
7. Describe the courtesies shown Wally by Caroline when he called at the house for her.
8. Do you think Carolyn's mother should have told her what time to get home? Why?
9. What three things shown in the film make a person popular?

APPENDIX

B

Personality Check List

<u>Yes</u>	<u>No</u>	<u>General Appearance</u>	<u>Yes</u>	<u>No</u>
_____	_____	(1) Are you well groomed from head to foot?	_____	_____
_____	_____	(2) Are your clothes becoming to you?	_____	_____
_____	_____	(3) Do you select appropriate clothing?	_____	_____
_____	_____	(4) Is your posture good at all times?	_____	_____
_____	_____	(5) Are your shoes designed for comfort and for naturally graceful walking?	_____	_____
_____	_____	(6) Is your voice pleasant and well controlled?	_____	_____
_____	_____	(7) Do you speak well grammatically?	_____	_____

Emotional Control

_____	_____	(1) Do you have fits of temper when things do not go your way?	_____	_____
_____	_____	(2) Do you often allow yourself to feel "low"?	_____	_____
_____	_____	(3) Do you try to be optimistic and happy?	_____	_____
_____	_____	(4) Do you get sulky or go into a rage when you lose a game?	_____	_____
_____	_____	(5) Does it seem to you that someone is always "double-crossing" you?	_____	_____
_____	_____	(6) Are you constantly pitying yourself?	_____	_____
_____	_____	(7) Do you get your feelings hurt at the slightest excuse?	_____	_____
_____	_____	(8) Do you cry over trifles?	_____	_____

Manners

_____	_____	(1) Are you courteous to teachers and others at school?	_____	_____
_____	_____	(2) Do you sometimes seem rude or stupid because you do not know the right thing to say?	_____	_____
_____	_____	(3) Are your manners overdone and affected with "Important people"?	_____	_____
_____	_____	(4) Are you courteous to members of your family?	_____	_____
_____	_____	(5) Are you polite over the telephone?	_____	_____

<u>Yes</u>	<u>No</u>		<u>Yes</u>	<u>No</u>
_____	_____	(6) Are you rude in an attempt to be funny?	_____	_____
_____	_____	(7) Do you interrupt people when they are talking because you wish to speak?	_____	_____
_____	_____	(8) Do you take the trouble to be kind along with your politeness?	_____	_____

General Styles of Behavior

_____	_____	(1) Are you very shy and retiring?	_____	_____
_____	_____	(2) Are you aggressive, constantly seeking attention?	_____	_____
_____	_____	(3) Are you the "bossy" type, always trying to manage everything?	_____	_____
_____	_____	(4) Are you the romantic, day-dreaming type?	_____	_____
_____	_____	(5) Are you the "nervous" type upset by trifles?	_____	_____

General Habits of Thinking, Feeling, and Acting.

_____	_____	(1) Are you inclined to be argumentative?	_____	_____
_____	_____	(2) Do you always try to "alibi" yourself out of your mistakes?	_____	_____
_____	_____	(3) Do you brag about your achievements and your possessions?	_____	_____
_____	_____	(4) Do you compliment others on their successes?	_____	_____
_____	_____	(5) Can you be a good loser?	_____	_____
_____	_____	(6) Do you sometimes make up stories in order to make yourself seem more important?	_____	_____
_____	_____	(7) Do you enjoy being "catty" about your friends?	_____	_____
_____	_____	(8) Are you sympathetically interested in other people and their affairs?	_____	_____
_____	_____	(9) Is your sense of humor good enough to take a joke on yourself?	_____	_____
_____	_____	(10) Are you a show-off?	_____	_____
_____	_____	(11) Do you always do your share of work?	_____	_____
_____	_____	(12) Do you resent authority?	_____	_____

<u>Yes</u>	<u>No</u>	<u>Character Traits</u>	<u>Yes</u>	<u>No</u>
___	___	(1) Are you reliable when you make promises?	___	___
___	___	(2) Are you generous to other people with your possessions, your time, and in your thoughts?	___	___
___	___	(3) Is your first impulse to be kind on all occasions?	___	___
___	___	(4) Are you honest in words and deeds?	___	___
___	___	(5) Are you tolerant of the beliefs and opinions of others?	___	___
___	___	(6) Do you respect the property of others?	___	___

*"Homemaking for Teen-Agers" - McDermott & Nicholas

DIAGNOSTIC TEST FOR UNIT IN NINTH-GRADE HOME ECONOMICS

"Getting Along With Yourself And Others."

Name _____

Home Room _____

Possible Score _____

Date _____

Final Score _____

General Directions

Read the directions carefully and follow them. Answer the items that you are sure of first; return to the others later. Do not spend too much time on any one item. You will have 45 minutes to do the test. Ask no questions after the test is started. Do not begin until you are told to do so by the teacher.

part IItems 1-23

Directions: Each of the following incomplete statements or questions is followed by four or more possible answers. For each item, select the answer that best completes the statement or answers the question, and put its number in the parentheses at the right.

Sample: The Worcester Court House is at - - -

1. Webster Square.
2. Lincoln Square.
3. Tatnuck Square.
4. Newton Square..... (2)

1. When you know that you look your best it makes you - -

1. feel superior.
2. feel conspicuous.
3. feel self-confident.
4. feel sorry for others ()

2. If you want to gain self-confidence, how would you start?

1. Talk it over with your parents.
2. Talk it over with your best friend.
3. Figure out a plan by yourself.
4. Make out personality tests or check lists ()

3. Boys and girls need recreation in order to - - -

1. learn to enjoy people.
2. get away from home.
3. get some exercise.
4. fill in their time ()

4. Which is the best reason for developing a pleasant personality?
1. To make living more enjoyable.
 2. To make you more popular.
 3. Enable you to get your way with others.
 4. Help you to put across your ideas..... ()
5. Improvement in your voice comes from - - -
1. learning to talk rapidly.
 2. talking loudly.
 3. correct breathing.
 4. raising the pitch of your voice..... ()
6. Which is the least likely to be true in the following statements?
Young people need to - - -
1. be with others.
 2. excell in sports.
 3. be accepted by others.
 4. have friendly associations with others..... ()
7. Which of the following is least likely to be true of a socially mature person?
1. She is independent.
 2. She takes care of herself.
 3. She plans for the future.
 4. She is self-centered ()
8. If one of your classmates excels you in sports or studies, you should - - -
1. get angry with her.
 2. congratulate her.
 3. find fault with her.
 4. ignore her..... ()
9. To be considered a good conversationalist, you should -
(More than one)
1. talk every chance you get..... ()
 2. start the other person talking ()
 3. talk about things that interest the other person ()
 4. keep up on the latest gossip..... ()
 5. argue well to prove your points ()
10. When leaving a party you should - - (More than one)
1. say goodbye to everyone ()
 2. leave as quickly as possible ()
 3. stay until everyone has gone ()
 4. thank the hostess for your good time ()

11. How can you and your date show good manners at the movies? (More than one)
1. Discuss the picture thoroughly, as it progresses ()
 2. Face the screen as you move past others in the row ()
 3. Remove your hat immediately ()
 4. Sit with your heads together..... ()
12. The role of hostess includes - - - (More than one)
1. consideration for others ()
 2. tact ()
 3. having a lovely home ()
 4. owning beautiful table settings ()
13. In replying to introductions, which of the following is best?
1. "Pleased to meet you"
 2. "How do you do?"
 3. "Charmed"
 4. Nod in acknowledgment ()
14. If you were trying to improve your posture, which of these items would you be least likely to follow?
1. Exercise 20 minutes a day.
 2. Stand and sit stiffly erect.
 3. Practice good posture in whatever you are doing.
 4. Get 8 to 10 hours of sleep..... ()
15. Which of the following would be least likely to help you have a lovely skin?
1. Use plenty of powder.
 2. Have a sensible diet.
 3. Use plenty of soap and water.
 4. Stop worrying ()
16. To keep clean, a bath should be taken - - -
1. Once a week.
 2. once a day.
 3. twice a week.
 4. twice a month ()
17. In caring for the teeth, you should - - - (More than one)
1. Brush your teeth once a day ()
 2. Bite on hard objects ()
 3. Eat a well-balanced diet ()
 4. Brush your teeth after eating ()

18. An attractive appearance is attained by having - -
(More than one)

1. expensive clothes ()
2. appropriate and becoming clothes ()
3. jewelry to match every costume ()
4. pleasant facial expression ()
5. graceful carriage ()
6. good teeth ()

19. Which one of the following helps most in
developing "clothes sense"?

1. Keeping up with the latest styles.
2. Being able to buy what you want.
3. Good taste.
4. Knowing the different kinds of clothes
available ()

20. Girls want to be attractive in order to - - -
(More than one)

1. feel at ease with others ()
2. make friends ()
3. feel superior ()
4. be complimented ()
5. be successful in getting a job ()

21. To help improve your personality, you should - - -
(More than one)

1. plan ahead for the future..... ()
2. think continually of yourself..... ()
3. realize what makes you think or act
as you do ()
4. develop positive opinions ()

22. Ruth is anxious to get along with herself and
others. Yet at times she does things that make
her disgusted and discouraged. She meant to be
kind, but she was cross; she meant to be sympathetic,
but she was cruel. Which of the following courses
will help her the most? (More than one)

1. Decide where she was wrong ()
2. Shift the blame to others ()
3. Make excuses for herself ()
4. Assume responsibility for the blame ()
5. Resolve to improve next time ()

23. If a friend has tried to help you by kindly
criticism, what action should you take?
(More than one)

1. Become very angry..... ()
2. Cry to relieve your tension ()
3. Berate your friend ()
4. Take it good-naturedly ()
5. Show that you are hurt and walk away ()
6. Try to remedy your fault ()

Part IIItems 24-27

Ellen wants to form a good habit which will improve her personality. From the list below, advise her what to do first, second, third and fourth by placing the numbers 1, 2, 3, 4 in the correct parentheses.

- 24. Keep encouraging herself..... ()
- 25. Work out a definite scheme and program ()
- 26. Get habit she wants to form clearly in mind ... ()
- 27. Start at once while enthusiastic ()

Items 28-31

Directions: Below in Column 2 is a list of personality types. Write in the parentheses following each, the NUMBER of the color group in Column I which harmonizes best with that type.

<u>Column I (colors)</u>	<u>Column 2 (types)</u>
1. reds, pinks, greens.	28. blondes with: white skin,
2. pastel tints, orchid, pale blue.	light blue eyes ()
3. chartreuse, strong blue, emerald green.	29. brunettes with: black hair, dramatic type ()
4. brown, navy blue, dull pinks.	30. brunettes with: medium brown hair, blue eyes .. ()
5. bright reds and greens, royal blue.	31. red-heads ()
6. greens, browns, plum,	
7. orange, lavender, light blue.	

Items 32-36

Directions: In Column 2 is a list of facial shortcomings. Write in the parentheses the NUMBER of the hair style in Column I which is best suited to each.

<u>Column I</u>	<u>Column 2.</u>
1. bangs.	32. narrow forehead ()
2. hair built out and up from temples.	33. turned up nose ()
3. parallel with curls.	34. long nose ()
4. hair flat on top and filled in behind ears.	35. square jaw ()
5. curls at right angles to length.	36. low forehead ()
6. curls at or above cheek.	
7. conceal hairline, then brush sides up.	

Items 37-50

Directions: Read each statement carefully. If you think the statement is TRUE pencil a circle around the number of the statement. If you think it is FALSE make an X through the number of the statement. Remember, if any part of the statement is false, the statement as a whole is false.

37. It is polite for a guest at a party to allow time to be coaxed before entering into activities.
38. Lack of poise means lack of knowledge.
39. The patterns you set for love and hate in early childhood are the ones you follow afterwards.
40. At the table, you should pick up a piece of bread with your fork.
41. A girl should have more than one close friend.
42. Comradeship is the best basis for friendship with boys.
43. Personality is your outward appearance.
44. Girls learn to get along with boys from the reactions of their own father to them.
45. A girl should hold on to a boy's arm when they go down the aisle of a theater.
46. It is tactful to include the term "my friend" in an introduction.
47. Your feelings about sex are the result of knowledge acquired in early years.
48. Not working efficiently is the reason why most people are fired from jobs.
49. At buffet suppers, you should wait to be served.
50. To introduce two boys, you say, "John, shake hands with Jack."

Items 51-63

Directions: All omitted words appear in the column at the right of the page. Show that you know which word or words have been omitted from each blank by putting the number of the blank in the proper parentheses at the right. For example, 1 is put in the parentheses in front of the word omitted from the blank number 1. More than one number may be put in the parentheses.

The skillful introduction presents two or more persons to each other in such a way as to put them on a (1) _____ and (2) _____ basis. Introductions should not be made if making them is (3) _____.

At large parties, a guest should be introduced to (4) _____ groups at a time. A guest of honor should be introduced to (5) _____ during the early part of a party. If you want to introduce a girl and a boy who are in different parts of the room, you must take the (6) _____ to the (7) _____.

Girls rise when introduced to (8) _____ and (9) _____.

Hostesses (10) _____ when introduced to (11) _____.

Men and boys (12) _____ when introduced to (13) _____.

- | | | |
|-----------------|---|---|
| - large | (|) |
| - formal | (|) |
| - awkward | (|) |
| - everyone | (|) |
| - girl | (|) |
| - impolite | (|) |
| - friendly | (|) |
| - boy | (|) |
| - small | (|) |
| - comfortable | (|) |
| - few | (|) |
| - rise | (|) |
| - men | (|) |
| - sit | (|) |
| - older women | (|) |
| - distinguished | (|) |
| persons | (|) |
| - women | (|) |

Items 64-76

Directions: In Column II are some characteristics of a person who would make a desirable friend. In Column I are a series of phrases describing the actions of friends who may possess one or more of these characteristics. Find in Column I the phrase or phrases which you think most nearly describe each characteristic in Column II, and place the NUMBER or NUMBERS in the spaces provided at the right.

Sample: Kindness may be shown by a friend who (1) is considerate of the feelings of others; and also acknowledges good qualities in others. Therefore, (1) and (11) should be placed after kindness.

<u>Column I</u> (Shown By A Friend Who)	<u>Column II</u> (Characteristic)
1. is considerate of the feelings of others.	a. loyalty _____
2. has a respect for the property of others.	b. punctuality _____
3. does what she is asked graciously.	c. poise _____
4. is on time for appointments.	d. tact _____
5. keeps quiet and calm in the midst of a trying situation.	e. honesty _____
6. controls temper when things go wrong.	f. self-control _____
7. has a respect for the privacy of others.	g. thoughtfulness _____
8. has the ability to keep confidences.	h. courtesy _____
9. does not talk about her friend behind her back.	i. kindness <u>1, 11</u>
10. is a friend even when circumstances are most unfavorable.	
11. acknowledges good qualities in others.	

KEY TO THE OBJECTIVE TEST

The actual key had the correct responses aligned with the test items. To save space this key had been arranged as follows.

1 stands for item, R for correct response.

Part I

<u>Page 1</u>		<u>Page 2</u>		<u>Page 3</u>		<u>Page 4</u>	
<u>1</u>	<u>R</u>	<u>1</u>	<u>R</u>	<u>1</u>	<u>R</u>	<u>1</u>	<u>R</u>
(1)...	3	(4)....	1	(11)	2)	(18)... 2)	
(2)...	4	(5)....	3		3)	... 4)	
(3)...	1	(6)....	2	(12)	1)	... 5)	
		(7)....	4		2)	... 6)	
		(8)....	2	(13)	2	(19)... 3	
		(9)....	2)	(14)	2	(20)... 1)	
		....	3)	(15)	1	... 2)	
		(10)....	2)	(16)	2	... 5)	
		....	4)	(17)	3)	(21)... 1)	
				....	4)	... 3)	
						(22)... 1)	
						... 4)	
						... 5)	

Part II

<u>Page 5</u>		<u>Page 6</u>		<u>Page 7</u>		<u>Page 8</u>	
<u>1</u>	<u>R</u>	<u>1</u>	<u>R</u>	<u>1</u>	<u>R</u>	<u>1</u>	<u>R</u>
(24) ..	4	(37)...	X	(51-63)		(64-76)	
(25) ..	2	(38)...	0			a.....	9,10
(26) ..	1	(39)...	0	(awkward) ...	3	b.....	4
(27) ..	3	(40)...	X	(everyone) ..	5,11,13	c.....	5
(28) ..	2	(41)...	0	(girl)	7	d.....	1
(29) ..	5	(42)...	0	(friendly) ..	1	e.....	2
(30) ..	4	(43)...	X	(boy)	6	f.....	6,5
(31) ..	6	(44)...	0	(small) ...	4	g.....	7,11,1
(32) ..	2	(45)...	X	(comfortable)	2	d.....	1,3
(33) ..	3	(46)...	X	(rise)	10,12		
(34) ..	5	(47)...	0	(older women	8		
(35) ..	6	(48)...	X	(distinguished			
(36) ..	7	(49)...	X	persons)..	9		
		(50)...	X				

APPENDIX

C

Pupil Opinion Poll

- | | Yes | No |
|--|-----|----|
| 1. Do you like this type of assignment? | | |
| 2. Do you feel that it gives you more opportunity to put into practice what you learn? | | |
| 3. Do you feel that it might be more valuable and stay by you longer than learning by routine lessons? | | |
| 4. Do you feel that the variety of activities such as movie, film-strips, and skits made it: | | |
| a. more interesting to you?..... | | |
| b. easier to understand? | | |
| 5. Did you like having the use of many books, pamphlets and magazines instead of using one text book? | | |
| 6. Which of these proved most valuable to you? ... | | |
| 7. Do you feel that enough time was given to the study-guide? | | |
| 8. Do you feel that you had sufficient choice of things to do in the optional-related activities?.. | | |
| 9. Were they interesting and stimulating to you? .. | | |
| 10. Do you feel that the pooling and sharing of information and activities was helpful, | | |
| 11. Do you feel that you had too much to do in the time allotted to this unit? | | |
| 12. What did you like most about this unit? | | |
| 13. What did you dislike most about this unit? | | |
| 14. What suggestions would you make for improving this unit? | | |