

ORGANIZING CONCEPTS AND RELATED GENERALIZATIONS
FOR LEARNING IN A FAMILY LIVING UNIT
FOR ELEVENTH AND TWELFTH GRADE PUPILS

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by

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TABLE OF CONTENTS

THE PROBLEM AND DEFINITIONS OF TERMS USED	1
Introduction	1
The Problem	3
Definitions of Terms Used	4
REVIEW OF THE LITERATURE	5
Concepts	6
Generalizations	11
Concepts and Generalizations in the Learning Process	12
Family Life Education in High School	17
THE UNIT	25
Unit Objectives	26
Chart of Objectives	27
Lesson Problems	31
Unit Plan	33
Lesson Plans	56
Table of Specifications	90
Discussion of the Unit Test	91
Unit Test	92
SUMMARY	100
BIBLIOGRAPHY	102
APPENDICES	108

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THE PROBLEM AND DEFINITIONS OF TERMS USED

Introduction

The high school home economics curriculum is being studied and evaluated in relation to its effectiveness in meeting current needs. The Office of Education, through its staff in the Home Economics Education Branch, has undertaken to identify the basic concepts and generalizations in the various subject matter areas of home economics appropriate for inclusion in the high school program.

In February, 1961, a conference was held in Washington, D. C., to consider how a national group might work to give leadership to a re-examination of home economics in the secondary schools. More than forty educators participated in this conference. Simultaneously with this planning conference, a seminar sponsored by the Home Economics Association of Land-Grant Colleges and State Universities was taking shape. This conference was called in response to a growing concern among college and university faculty about the problems of coordination and differentiation of home economics subject matter at various teaching levels. The Home Economics Seminar, from July 24-28, 1961, at French Lick, Indiana, was attended by seventy professional educators and subject matter specialists, ten of whom attended the earlier conference.

Workshop participants in the summers of 1962, 1963, and 1964 identified major concepts and developed broad generalizations in the several areas of home economics. In the summer of 1962 at Iowa State

University the subject was Family Relationships, and at Pennsylvania State University, Home Management and Family Economics. In 1963 at Merrill-Palmer Institute in Detroit the subject was Development of Children and Youth; at Washington State University, Pullman, Clothing and Textiles; Food and Nutrition was considered at Cornell University; and Housing, Home Furnishings, and Equipment at Oklahoma State University.¹ The final workshop when all the material was reviewed and revised was held in June, 1964, in Columbia, Missouri.

State supervisors and teacher educators in home economics have brought results of this curriculum study to the local level by holding workshops in their own states. In August, 1963, the Kansas Vocational Education Conference in Homemaking had as its theme "Undercurrents of Homemaking Education." Dr. Phyllis Kinnison Lowe, Associate Professor, Home Economics Education, Purdue University, Lafayette, Indiana, was a conference speaker and leader of group work with concepts and generalizations. Dr. Lowe showed how generalizations are ordered as to level of difficulty and are tied in with the levels of thinking and learning.²

GENERALIZATIONS

First Level

Knowledge
Definition
Description
Analogy
Identification
Classification

Second Level

Relationship

Third Level

Explanation
Interpretation
Justification
Prediction

¹Berenice Mallory, "Home Economics Curriculum Study," American Vocational Journal, 38:34-36, September, 1963.

²Phyllis Kinnison Lowe, "Concepts and Generalizations in the Educational Process," p. 2.

Changes in our world formerly came about so slowly there was time to adjust education to the new needs of society. Now changes come at such a rapid rate that much of what is taught today may be obsolete tomorrow, unless teaching and learning are focused on major ideas and principles instead of merely on specifics. Therefore, the main points need to be identified in each area of homemaking and supported by generalizations. If a pupil understands concepts and the principles supporting these concepts and can generalize, then she will be better able to see relationships between new ideas and can transfer her learnings to new situations.

To teach with a conceptual approach one needs to understand and be able to identify concepts and generalizations. Individual study is necessary on the teacher's part plus some experimenting in the classroom. In preparing her lesson plans the teacher may write generalizations she considers important in terms of stated objectives but she does not give these to her pupils. Instead, through learning experiences, pupils are led to state generalizations in terms that have meaning for them.

The Problem

The purpose of this study was to identify and organize concepts and related generalizations for learning in a family living unit for an eleventh or twelfth grade class of girls. Appropriate learning experiences were selected to guide pupils to arrive at generalizations.

Objectives for the unit were set up through the use of a two-dimensional chart illustrated by Tyler.¹ A pencil and paper test was prepared to assist in evaluating pupils' attainment of behavioral objectives of the unit.

A review of literature gave background for understanding concepts and generalizations and substantiated the need for family life education in the high school.

Definitions of Terms Used

Concept. "A thought; an idea; also, a mental image of an action or thing."² The term "concept" shall be interpreted as the main idea or point, the complete meaning that goes with all one knows, thinks, or feels about something.

Generalization. "A complete thought which expresses an underlying truth, has an element of universality, and usually indicates relationships."³ A generalization is what we know or believe about a concept.

Teaching with a Conceptual Approach. The term "teaching with a conceptual approach" will be interpreted as the teaching of big ideas

¹Ralph W. Tyler, Basic Principles of Curriculum and Instruction, p. 32.

²Webster's Collegiate Dictionary, p. 208.

³United States Office of Education, cited by Helen Janzen and Bertha Pharis, "Developing Thinking Ability Through Child Development Problems," Illinois Teacher of Home Economics, 6:67, October, 1962.

and main points of subject matter rather than teaching for repetition of factual information only. It implies helping pupils grasp the main ideas, become able to solve problems with these ideas, and apply them to similar learnings and life situations.

Levels of Learning. The levels of learning, in order of increasing complexity, are as follows: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, (6) evaluation.¹

Family Life Education. Family life education is "any educational program that has as a major function the preparation of the individual for satisfying and effective membership in the family in which he finds himself."² Content areas include: personality development, social and family relationships, preparation for marriage and parenthood, home management skills, and sex education.

REVIEW OF THE LITERATURE

Much has been written about concepts and generalizations but only a brief summary of the meanings of the terms and their value and use will be given. Certain problems and needs of youth that may be met by a program of family life education will be identified and discussed briefly.

¹Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives, pp. 1-207.

²Julia I. Dalrymple, "Family Life Education," Encyclopedia of Educational Research, (1960), p. 516.

Concepts

Concepts are the principal tools of thinking and were among the first psychological problems to be investigated by the ancient Greeks, particularly Platonic Socrates.¹ After reviewing research on concepts, Curti stated, "General ideas have been subjects of acute analysis since ancient times, but it was not until the last quarter of the Nineteenth Century that they received careful scientific study."² The writer found research on concepts has increased in frequency in the last several decades. It was noted in the 1941 and 1950 editions of the Encyclopedia of Educational Research that information about concepts was found under the heading, "Child Development - X. Concepts."³ In the 1960 edition of the same publication the information was listed under a heading of its own, "Concepts."⁴

There are numerous definitions for concepts. They range from "ideas" to "a network of inferences." In reality these definitions are similar and when studied as a whole they give one an understanding of concepts.

¹Homer B. Reed, "Factors Influencing the Learning and Retention of Concepts I. The Influence of Set," Journal of Experimental Psychology, 36:71, February, 1946.

²Margaret W. Curti, "Child Development - X. Concepts," Encyclopedia of Educational Research, (Revised ed., 1950), p. 175.

³Margaret W. Curti, "Child Development - X. Concepts," Encyclopedia of Educational Research, (1941), p. 160; (Revised ed., 1950), p. 175.

⁴David H. Russell, "Concepts," Encyclopedia of Educational Research, (1960), p. 323.

Several educators defined a concept as an idea represented by a symbol. Osborn said:

A concept can be defined as an idea of what a thing should be. It is the mental picture one has of an idea, an object, or a procedure. It is what you think of when someone talks of an idea or when you read about a topic.¹

Mallory felt concepts were "fundamental principles and big ideas of a subject matter."² Curti said, "A concept may be defined, tentatively, as a general idea of a class of objects or of relationships."³

Burton, Kimball, and Wing wrote:

A concept is an idea or meaning fixed by, and as extensive as, the term used to designate it...the amount of meaning a person has for anything, person, or process...a suggested meaning which has been detached from the many specific situations giving rise to it and provided by a name.⁴

Burton, Kimball, and Wing also felt that a concept is "a word or other symbol which stands for the common property of a number of objects or situations."⁵ Agreeing with them that concepts are words or names are Kendler and Karasik who said, "A concept is a name applied to

¹Barbara Osborn, "Concepts and Generalizations," Penney's Fashions and Fabrics, p. 12, Spring/Summer, 1964.

²Berenice Mallory, "Home Economics Curriculum Study," American Vocational Journal, 38:36, September, 1963.

³Curti, loc. cit.

⁴William H. Burton, Roland B. Kimball, and Richard L. Wing, Education for Effective Thinking, p. 154.

⁵Ibid.

a group of things which possess one or more common attributes, though they might be quite different in other respects."¹

Russell believed a concept is represented by more than a word. He said, "A concept is not a word . . . however, a concept involves a word or phrase, or some other sign or symbol."² He felt "concepts are built up from percepts, images, and memories. They differ from these materials not in kind but in the degree to which symbolization, generalization, and discrimination enter the picture."³

Dressel felt a concept may be words, phrases, statements of principles, generalizations, or values.⁴ Russell agreed that a concept "is a generalization about related data,"⁵ and that "generalization plus differentiation produces a concept."⁶

According to Brownell and Hendrickson a concept "is far more than a 'word', far more than an arbitrary association . . . a concept is an abstraction . . . concepts as abstractions may relate to nothing which is immediately and directly available to sense."⁷ Hunt felt one

¹Howard H. Kendler and Alan D. Karasik, "Concept Formation as a Function of Competition Between Response Produced Cues," Journal of Experimental Psychology, 55:279, March, 1958.

²David H. Russell, *Children's Thinking*, p. 68.

³Ibid., p. 117.

⁴Paul L. Dressel, "The Role of Concepts in Planning the Home Economics Curriculum," Home Economics Seminar, p. 12.

⁵Russell, op. cit., p. 68.

⁶Ibid., p. 119.

⁷William A. Brownell and Gordon Hendrickson, "How Children Learn Information, Concepts, and Generalizations," Forty-ninth Yearbook of the National Society for the Study of Education. Part I: Learning and Instruction, p. 106.

of the most powerful tools man possesses is the ability to think in terms of abstractions.¹ He believed concepts are "essentially definitions in symbolic logic."²

Burton, Kimball, and Wing felt concepts were invented by man for describing the world around him and that concepts "range from ideas about very simple things to high-level abstractions . . . thinking, progress, and development in all fields of human endeavor rest upon the accuracy of our concepts."³

Heidbreder, who worked with college students in research on attainment of concepts, defined a concept as "a logical construct which, through signs or symbols or both, is transferrable from situation to situation and communicable from person to person."⁴

To Vinacke concepts represent "regulating systems in the mental organization of the individual-systems which link separate sensory impressions, which depend upon past experience, and which are organized apart from direct sensory data."⁵

Bruner, Goodnow, and Austin suggested that if you see a red, shiny, and roundish object and infer that it is an apple, then this

¹Earl B. Hunt, Concept Learning, p. 1.

²Ibid., p. 8.

³Burton, Kimball, and Wing, op. cit., p. 153.

⁴Edna Heidbreder, "The Attainment of Concepts: I. Terminology and Methodology," Journal of General Psychology, 35:173, October, 1946.

⁵W. W. Vinacke, "The Investigation of Concept Formation," Psychological Bulletin, 48:26, January, 1951.

enables you to infer further that if it is an apple, it is also edible, juicy, and will rot if left unrefrigerated. Thus their working definition of a concept was "the network of inferences that are or may be set into play by an act of categorization."¹

Reed's definition for a concept was "any word that stands for any one of a group of things."² His definition was consistent with Smoke's view that a concept is a symbolic response which is made to the members of a class of stimulus patterns but not to other stimuli.³

Eppright, Pattison, and Barbour said, "Concepts are ideas or notions that one has about something [*italics in original*]."⁴ Phenix felt key concepts are "basic central ideas, an understanding of which opens the door to an effective grasp of an entire field of knowledge."⁵

The definition of a concept as recommended by the U. S. Office of Education was "concepts are abstractions which are used to organize the world of objects and events into a smaller number of categories."⁶

¹Jerome S. Bruner, Jacqueline J. Goodnow, and George A. Austin, A Study of Thinking, p. 244.

²Homer B. Reed, "Factors Influencing the Learning and Retention of Concepts. I. The Influence of Set," Journal of Experimental Psychology, 36:74, February, 1946.

³Kenneth L. Smoke, "The Experimental Approach to Concept Learning," Psychological Review, 42:277, May, 1935.

⁴Ercel Eppright, Mattie Pattison, and Helen Barbour, Teaching Nutrition, p. 102.

⁵Philip H. Phenix, "Key Concepts and the Crisis of Learning," Teachers College Record, 58:140, December, 1956.

⁶Helen Janzen and Bertha Pharis, "Developing Thinking Ability Through Child Development Problems," Illinois Teacher of Home Economics, 6:66, October, 1962, citing U. S. Office of Education.

After reviewing the literature and gaining a deeper understanding of concepts, the writer defined "concept", for use in this report, as the main idea or point--the complete meaning that goes with all one knows, thinks, and feels about something.

Generalizations

Eppright, Pattison, and Barbour defined generalizations as "statements supported by facts or beliefs that apply in situations beyond those in which the generalization is learned *[italics in the original]*."¹

Osborn gave a similar definition of generalization.

... a generalization can be defined as statements supported by facts, beliefs, and/or experiences and which can be applied in a number of situations *[italics in the original]*. They are verbalized statements that can be used more readily in new situations than can unorganized facts. They are conclusions which may be stated as principles, facts of broad application, or beliefs which show relationships among ideas or concepts that belong together.²

Brownell and Hendrickson distinguished between concepts and generalizations in the form of rules, laws, and principles by pointing out that generalizations are statements of relationships among various concepts.³

Hall and Paolucci said a generalization might be described as "a principle that the learner will go on to use in a number of situations. . . ."⁴

¹Eppright, Pattison, and Barbour, loc. cit.

²Osborn, loc. cit.

³Brownell and Hendrickson, op. cit., p. 117.

⁴Olive A. Hall and Beatrice Paolucci, Teaching Home Economics, p. 134.

Lowe pointed out that a principle is a generalization but not all generalizations are principles. A principle is a proven fact that goes beyond a hypothesis and that indicates cause and effect relationship. A generalization is a summary of fact-no hypothesis.¹

According to the U. S. Office of Education, "A generalization is a complete thought which expresses an underlying truth, has an element of universality, and usually indicates relationships."² The writer used this definition in defining "generalization" for this report. A generalization is what we know or believe about a concept.

Concepts and Generalizations in the Learning Process

Why use concepts? Hollandsworth indicated that:

Concepts will lift us out of the specifics and help us to get up to principles and generalizations. They will help us to relate new knowledge and new situations. They will help us to develop a systematic organization of knowledge. For example, it is much easier to develop an understanding of nylon as a fabric if one has already a concept of synthetic fibers because then one has a structure into which to place a new idea.³

¹Phyllis Kinnison Lowe, "Concepts and Generalizations in the Educational Process," p. 2.

²Janzen and Pharis, op. cit., p. 67, citing U. S. Office of Education.

³"Permanent Learning . . . From 1964 Wardrobes," Tips and Topics of Home Economics, 4:1, April, 1964, citing statement by Helen Hollandsworth at Central Region Conference of College Teachers of Textiles and Clothing, 1962.

Burton, Kimball, and Wing believed that concepts give us a relatively stable, permanent system of knowledge which enables us to generalize, and provide a framework and guideposts for thinking.¹ Dressel emphasized that "concepts improve learning because they permit the individual to organize the learning in which he engages, and they permit him to deal more intelligently with new situations."²

Bruner said, "understanding fundamentals makes a subject more comprehensible . . . unless detail is placed in a structural pattern it is rapidly forgotten."³

Much of what we teach today may be obsolete in a few years, facts may change or new facts develop; however, concepts give the pupils a framework in which to fit the new or changed facts.

Phenix called the explosion of knowledge we have experienced in the last two or three decades the "crisis of learning," due to the disproportion between man's limited capacity to learn and the extraordinary expansion of available knowledge. His answer to this crisis is the use of key concepts which will effect economics in learning effort, increase the depth of comprehension, and facilitate further independent exploration in any discipline.⁴

¹Burton, Kimball, and Wing, op. cit., pp. 155-156.

²Dressel, op. cit., p. 12.

³Jerome S. Bruner, The Process of Education, p. 23-24.

⁴Phenix, op. cit., p. 143.

Brownell and Hendrickson agreed that the number of concepts and generalizations to be developed must be reduced through elimination of the less essential ones.¹ They said:

It is impossible to teach in school all the generalizations that may be needed in life, likewise, it is impossible and unnecessary as well, to teach all the generalizations selected for the school curriculum to the same degree of thoroughness. Judgment must, therefore, be exercised both in choosing generalizations for school instruction and in deciding how completely to teach those that are chosen. . . .²

Moore and Walsh indicated that teaching for thorough acquisition of facts, rules, principles and generalizations, a highly time-consuming task, is forcing teachers to omit portions of knowledge formerly taught.³ Teachers need to guard against covering a subject area too rapidly so that understanding and perceiving of relationships is not accomplished. Moore and Walsh quoted Amidon who warned against this when she said, "Too often in the past we have left a subject before students actually understood the cause-and-effect relationships."⁴ Teachers need to be sure the pupils have an understanding of basic concepts which can be used in thinking about and dealing intelligently with facts and experiences.

Hullfish and Smith said no effort should be spared in challenging students to seek out the relationships of what is learned in one class

¹Brownell and Hendrickson, op. cit., p. 105.

²Ibid., pp. 120-121.

³Mary Elizabeth Moore and Letitia Walsh, "Facts Versus Feelings in Family Life Education," Illinois Teacher of Home Economics, 6:5, September, 1962.

⁴Ibid., p. 2, citing address by Edna Amidon at the Home Economics Section of the American Vocational Association, 1961.

to what is learned in others, or in challenging students to deal with facts imaginatively.¹

How then does a teacher use concepts and generalizations in teaching home economics? Several home economics educators, including Osborn², Lowe³, Keenan and Shannon⁴, Sturm and Grieser⁵, and Williamson and Lyle⁶, shared the idea that in preparing curriculum materials, the teacher may write generalizations she considers important and that these are planning guides for her. She then can organize class experiences so that pupils formulate their own generalizations and state them in their own terminology.

Williamson and Lyle said, "Since a generalization is frequently a statement of some relationship between two or more concepts, a first step is to be sure the pupils understand the concepts that are related."⁷ Osborn indicated that a first step for effective teaching is

¹H. Gordon Hullfish and Philip G. Smith, Reflective Thinking, p. 163.

²Osborn, op. cit., p. 12.

³Lowe, op. cit., p. 2.

⁴Dorothy Keenan and Barbara Shannon, "Experimentation in the Teaching of Foods," Illinois Teacher of Home Economics, 6:147, December, 1962.

⁵Mary Mark Sturm and Edwina Hefly Grieser, "Improving Thinking With a Clothing Textbook," Illinois Teacher of Home Economics, 6:243, February, 1963.

⁶Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School, p. 97.

⁷Ibid., p. 229.

to identify the concepts within the generalizations and then determine what information is necessary to teach the identified concepts.¹

Osborn continued:

Learning experiences are then planned that will enable students to locate, interpret, and evaluate supporting facts, participate in a variety of related experiences, and finally apply learnings to new situations. Admittedly this is a slow process and it will take time to develop ability in teaching students to generalize. It will also take time for students to learn to take this responsibility for their own learning. But the time is worthwhile for it results in a classroom that is charged with excitement and enthusiasm.²

Lamb and Whiteford stressed that if a teacher wishes to convey a generalization that is stable and concrete, she should present to her class many situations to which this generalization would apply rather than develop one situation fully and have the students perceive only the relationship between that one situation and the generalization.³

Hall and Paolucci pointed out that as new experiences are provided, it is important for students to consider carefully:

"What did we do and learn today?" . . . "What does it mean to me?" . . . "Where can I use it again?"⁴ If teachers took time to have students look at a single learning experience and recognize what is possible for them to learn from it, to have them evaluate that same experience in terms of what they actually did learn, and draw some generalizations from the experience that would be applicable in another situation, learning would be greatly facilitated and would be more efficient and effective.⁵

¹Osborn, op. cit., p. 12.

²Osborn, loc. cit.

³Mary Lamb and Emma Whiteford, "Developing the Ability to Think in Foods and Nutrition," Illinois Teacher of Home Economics, 6:358, April, 1963.

⁴Hall and Paolucci, op. cit., pp. 135-136.

⁵Ibid., p. 134.

Statements by Osborn summarized the thrill and challenge of using the concept approach in teaching. She said:

As students increase their depth of understanding of the many concepts in home economics and acquire the ability to organize thinking in terms of meaningful generalizations, home economics will move forward to meet the challenges of today and tomorrow. Yes, it will mean changes in our classrooms but you must decide which label you want. Would you rather be known as the home economics teacher who has taught ten exciting years or as the home economics teacher who has taught one year ten times!

Remember, concepts continue, facts fade *[italics in the original]* and you are the one who is making the decision about the future of home economics.

The use of the concept approach in teaching is a challenge, both to the teacher and to all home economists, in keeping up with the fast technological and social changes of our world. As home economics teachers improve their teaching, the field of home economics will strengthen and continue to grow.

Family Life Education in High School

Family life education is "any educational program that has as a major function the preparation of the individual for satisfying and effective membership in the family in which he finds himself."² Content areas include: personality development, social and family relationships, preparation for marriage and parenthood, home management skills, and sex education. Family life education has gained in popularity in the

¹Osborn, *op. cit.*, p. 12.

²Julia I. Dalrymple, "Family Life Education," Encyclopedia of Educational Research, (1960), p. 516.

high school curriculum. It is a content area which needs parental, community, and administrative approval.¹ Although there are many people who see the need for it in the curriculum, there are others who feel it is unnecessary. Bayer and Nye stated:

In the post Sputnik period, American education has been the subject of wide commentary. All levels and areas of American education have been and continue to be critically examined. Many of the critics advocate firm and quick return to the pure sciences and bitterly attack what they call the "life adjustment" programs that have allegedly consumed the time and effort of the public high school staff and students. One of the courses bearing a great deal of the assault, from both those outside the field of education and from educators themselves, is family life education.²

While some critics maintain a strong attack against family life education others see it as an answer for some of the ills of society. In 1962 the median age for marriage was 20.3 for wives and 22.7 for husbands.³ Since many of these young people will not go beyond a high school education it seems necessary to include family life education in the high school if it is to be taught. In view of the kinds and numbers of problems facing young people today, many educators feel that the school has a responsibility for family life education.

¹Judson T. Landis, "Utilizing Community Support for Family Life Education," Marriage and Family Living, 13:1, 34, Winter, 1951.

²Aian E. Bayer and F. Ivan Nye, "Family Life Education in Florida Public High Schools," Journal of Marriage and The Family, 26:182, May, 1964, citing Hyman G. Rickover, Education for All Children, Hearings from the Committee on Appropriations, 87th Congress, 2nd Session, Washington: Government Printing Office, 1962; and "It's Those Parents Again-Creating More Responsibility for Schools," Nation's Schools, 66:62ff., April, 1960.

³United States Statistical Reports Division, Statistical Abstract of the United States, p. 70.

Duvall cited studies at Iowa State University that suggest eight present-day conditions that favor early marriage: prosperity, military economy, city living, popular idealization of marriage, adult status, chain reaction, escape, and early involvements.¹

Studies indicated that teen-age marriages are more risky; more often end in separation, annulment and divorce; and have more discord and less happiness than those established by couples in their twenties or thirties.²

Researchers at the Iowa State University suggested several explanations why young marriages sometimes turn out so poorly. They concluded it may be the kinds of persons who marry early who are less likely to make good marriages; the young marriage is a union of two persons who may be socially or sexually experienced, but emotionally immature; many teen-agers are not ready to settle down and to assume the responsibilities of marriage; few teen-agers get as adequate preparation for marriage as they do for the other careers they enter, and so are unprepared for their jobs as husbands and wives.³

¹Evelyn Millis Duvall, "Student Marriages," Marriage and Family Living, 22:76, February, 1960, citing Lee G. Burchinal, "Does Early Dating Lead to School-Age Marriages?," Iowa Farm Science (February, 1959), pp. 11-12; "How Successful Are School-Age Marriages?," Iowa Farm Science (March, 1959), pp. 7-10; and "What About School-Age Marriages?," Iowa Farm Science (June, 1958), pp. 12-14.

²Evelyn Millis Duvall, "Student Marriages," Marriage and Family Living, 22:76, February, 1960.

³Ibid., p. 77, citing Vincent Clark, "Family, Psychological and Socio-Economic Variables Associated with Early Marriages," Paper Delivered at the Annual Conference of the National Council on Family Relations, Ames, Iowa, August 19, 1959.

In explaining the value of a course such as Preparation for Marriage, Duvall reported that:

There is evidence from a number of sources that those students who take such courses as Preparation for Marriage, Foundation for Marriage, and Family Living are (1) more willing to face their problems of sex, courtship, and marriage; (2) more often postpone or break off going steady; (3) more apt to terminate unpromising engagements; (4) attempt to appraise their love feelings in terms of adequacy for marriage; and (5) postpone marriage until they are prepared to assume the roles and responsibilities that make successful marriage. Nevertheless, many high schools offer no course work in family living.²

The challenge of functional marriage courses in high schools and colleges where young people are readying themselves for life at a time when marriage is so imminent for so many, cannot be overestimated.³

Behlmer reported that one observation in a family life education survey was that the majority of high school students lack the fundamentals of good sex education. The subject is taboo in many homes, and although the church and social agencies are becoming aware of their responsibilities in this area, the school is in the unique position of being able to reach all people and present education by trained teachers in the proper climate for good learning.⁴

¹Duvall, op. cit., p. 77, citing Kenneth L. Cannon, "A Comparison of University Students Registered in Marriage and Family Classes with Students Not Registered in Such Classes." Paper delivered at the Annual Conference of the National Council on Family Relations, Ames, Iowa, August 21, 1959.

²Ibid., citing Judson T. Landis and Kenneth C. Kidd, "Attitudes and Policies Concerning Marriages Among High School Students," Marriage and Family Living, (May, 1956), pp. 128-136.

³Duvall, op. cit., p. 77.

⁴Reuben H. Behlmer, "Family Life Education Survey," Marriage and Family Living, 23:300, August, 1961.

Duvall pointed out that two of the important questions that come from high school boys and girls are whether they are in love or not and what are the appropriate ways of expressing their love feelings for a person of the other sex. These are topics that parents find difficult to discuss with their children and only occasionally are these questions included in church and community programs for youth. By including basic education in personality growth, social and emotional development, and ways in which individuals can move toward establishing their own identity, the schools may contribute greatly to the strength of the younger generation and the solidarity of the homes of tomorrow.¹

Others share this feeling of the need for family life education. Green stated:

Certain statistical aspects of modern day marriages are most alarming. We are told that almost 40 per cent of the brides and 20 per cent of the grooms are of high school age. This current trend is of tremendous interest to educators. What can the schools do to stem this tide? . . . What can the schools do to instruct their students in the various phases of family life? . . .

In the light of what is happening, it seems to us that the high schools are obligated to offer a sensible program in family life education. The contents of such a course must be concerned with the psychological, financial, and biological aspects of family living. The teacher of such a course should be a well-adjusted individual who is carefully selected for this important assignment²

¹Evelyn Millis Duvall, "Adolescent Love as a Reflection of Teen-agers' Search for Identity," Journal of Marriage and The Family, 26:229, May, 1964.

²Joseph Green, "Editor's Note," The Clearing House, 36:199, December, 1961.

The qualifications of the teacher may determine, in large measure, the success or failure of the family life program. Bayer and Nye emphasized the need for professionalization of teachers, which includes training for the job, college work in the subject, and becoming acquainted with the professional journals.¹ Judson Landis discovered that few of the people teaching sex education in California high schools had ever taken a course on the family.²

Luckey and Neubeck stressed that family life education is never static and teachers, like their subject matter, need to be dynamic. They need to look at and be sensitive to their pupils.³ Havighurst had some suggestions for family life teachers who work with pupils from low socio-economic groups. Most teachers are of the middle class, while some pupils come from lower class families. In a family life education class attitudes are more readily caught than taught. A first rate teacher can teach attitudes to middle class and upper-lower class pupils but lower-lower pupils will hardly ever be affected by the attitudes of a middle class teacher. These lower class pupils will accept and

¹Alan E. Bayer and F. Ivan Nye, "Family Life Education in Florida Public High Schools," Journal of Marriage and The Family, 26:186-187, May, 1964.

²Judson T. Landis, "Attitudes and Policies Concerning Marriage Among High School Students," Marriage and Family Living, 18:128-136, May, 1956.

³Eleanor Luckey and Gerhard Neubeck, "What Are We Doing in Marriage Education?," Marriage and Family Living, 18:349-354, November, 1956.

imitate a leader in their own age group so the teacher should use a maximum of group discussion, and undertake to work through the few leaders whose influence appears to be wholesome.¹

The need for teachers to read and be able to interpret research was pointed out by Westerville.

. . . In addition to the often cited qualifications of emotional maturity, understanding of and concern for young people, and academic background in the several related disciplines, teachers of family living should be aware of, participate in, and be able to read and interpret research currently being published in the field of human and family relationships. Too often research which is reported in national journals is ignored or not understood by the high school teacher. Using research is a skill which anyone qualifying for a teacher's certificate can and should learn.²

Kirkendall emphasized six issues that must receive careful consideration in family life education. These include: the need to maintain an experimental attitude toward the organization and presentation of family life programs; a satisfactory program for preparing teachers; an adequate public relations program; recognizing the total school and community setting as contributing to family life education; a re-evaluation of the place of sex in individual and social living; and use of research both as a tool in instruction and as a source of new information and understanding.³

¹Robert J. Havighurst, "Social Class Differences and Family Life Education at the Secondary Level," Marriage and Family Living, 12:135, Fall, 1950.

²Evelyn C. Westerville, "Family Life Education and the High School Curriculum," Marriage and Family Living, 22:367, November, 1960.

³Lester A. Kirkendall, "Family Life Education and the High School: Looking Ahead," Marriage and Family Living, 13:109-112, Winter, 1951.

In summary, the need for education for preparation for marriage, is evident in our society, but opinions differ as to whether the school is the place for such instruction. In communities where there has been family life education approved by parents, community, and the school and taught by effective and qualified teachers, much good has come from these courses. Evidence of this is shown by comments of students when evaluating the Marriage and Family Relations class at Pacific Grove High School in California. This program began with community interest and has been supported by the community. Some students commented they were "not as ready for marriage as they had thought before taking the course." Others stated that they "have much to learn before taking such a big step."¹

¹Frances Summers, "Community Support All the Way," Marriage and Family Living, 21:80, February, 1959.

THE UNIT
"PREPARATION FOR MARRIAGE"

Homemaking III

Six Weeks

Unit Objectives

Has some ability to clarify personal values and goals, emphasizing those important for basic human satisfactions found in marriage or other relationships with people.

Desires to study self, and to recognize and develop wholesome attitudes and practices toward dating and courtship.

Analyzes changing roles of men and women and gains insight into own future role.

Develops a realistic set of expectations concerning marriage with insight into some of the realities of married living (with emphasis on potential satisfactions as well as problems).

Appreciates the value of exploration and discussion of significant areas in marriage as a basis for building communication and understanding in marital relationships.

Desires to participate in activities which will contribute to the betterment of the community.

Chart of Objectives

Six Weeks Unit
Homemaking III
Eleventh and Twelfth Grades

Content Area	Understanding of facts and principles	Use of dependable sources of information	Learning Area	Development of broad and mature interests and attitudes
A. BUILDING A WHOLESOME AND MATURE PERSONALITY	Understands factors that control attitudes, beliefs, sense of values, general habits of behavior. Recognizes the steps of problem solving that apply to human relationships. Has some understanding of the skills required in interpersonal relationships.	Uses library resources, films, own experiences, magazines, dependable persons, and other outside or community resources.	Evaluates own characteristics and values and sees ways to improve them. Views problems in objective, realistic, and tolerant terms. Correlates how one meets problems to emotional maturity.	Recognizes the need to establish spiritual and moral values which can be expressed in every day living. Understands the continuing growth of maturity and personality throughout life. Makes growth in developing a wholesome and mature personality.

B. CHOOSING A MARRIAGE PARTNER

- Sees relationship between dating and mate selection.
- Is aware of reasons for people wanting to marry.
- Recognizes that the roles of men and women are changing.
- Understands factors to consider in making a wise choice of a marriage partner: family background, cultural background, religion, age difference, race, educational background, love, maturity.
- Analyzes common interests and differences between self and date.
- Analyzes characteristics desired in a good mate.
- Realizes that individuals can be happy without marriage.
- Analyzes the influence changing roles of men and women will have on self.
- Recognizes the possible effects of differences in backgrounds of marriage partners upon the success in marriage.
- Understands the true components of love.
- Realizes the importance of maturity and readiness for the two individuals marrying.
- Learns the personalities and the types of persons one finds satisfying.
- Will be more aware of own reasons for desiring marriage.
- Develops an attitude of wanting to live a creative life whether married or single.
- Evaluates own feelings toward the factors to consider in choosing a marriage partner.
- Realizes importance of getting to know marriage partner well before marriage.
- Develops a wholesome attitude toward choosing marriage partner wisely and realistically.

Content Area	Understanding of facts and principles	Use of dependable sources of information	Learning Area	Development of broad and mature interests and attitudes
<p>C. RESPONSIBILITIES INVOLVED IN MARRIAGE</p>	<p>Becomes aware of what marriage really involves and some of its responsibilities. Understands that it is necessary to have a pleasant, comfortable, well-managed home as a background to a successful marriage. Recognizes that marriage leads to continual growth and development. Recognizes situations which cause great unhappiness within a family. Gains understanding of how much it costs to establish and operate a home. Recognizes responsibilities the family has to the community.</p>	<p>Use of dependable sources of information</p>	<p>Ability to interpret and apply information</p>	<p>Development of broad and mature interests and attitudes</p>
			<p>Develops some ability to think about marriage with some perspective looking also at the middle and later years rather than just at the honeymoon.</p>	<p>Develops a realistic set of expectations concerning marriage with insight into some of the realities of married living.</p>
			<p>Recognizes that compatibility requires personally adjustment and communication skills.</p>	<p>Develops desire to provide a pleasant, comfortable, and well-managed home.</p>
			<p>Understands the significance of sex in marriage and family living.</p>	<p>Develops helpful attitude about sex.</p>
			<p>Realizes sources of information and help with various aspects of marital adjustment.</p>	<p>Expresses desire to have a successful and permanent marriage.</p>
			<p>Analyzes ways young couples spend their money.</p>	<p>Gains an appreciation of money management.</p>
			<p>Is able to prepare plan of spending for a newly married couple. Understands and observes ways community helps the family.</p>	<p>Appreciates own community. Decides which organizations she can benefit most now and after marriage.</p>

D. WEDDING PLANS

Is able to suggest ways a young couple or a family can participate in the community.

Understands the purpose, length, and problems of the engagement period.
Understands physical and mental qualifications for marriage.
Knows legal requirements for marriage.
Becomes aware of factors that determine the kind of wedding a couple should choose and plan.
Knows sources of help in planning a wedding.

Analyzes the engagement period as a time of preparation for marriage and decision making.
Realizes reasons for legal requirements for marriage.
Sees the importance of pre-marital medical examinations.
Becomes able to recognize factors that influence wedding plans.
Recognizes which responsibilities are the brides and which are the grooms in the wedding plans.
Is able to determine correct etiquette for the engagement period and wedding.

Will be able to see that ending an engagement is much easier and less serious than ending a marriage.
Respects legal requirements for marriage.
Aware of own health problems as they might affect marriage.
Understands family, church, and cultural customs as they affect marriage.
Appreciates parents and the help they can give in preparing for a wedding.
Remains aware of where to go for help in planning a wedding when the actual time comes.
Realizes importance of taking time for adequate preparation for one of the greater events of a life time.

Lesson Problems

1. Why is preparation for marriage important?
2. How may I build a worthwhile and productive life?
 - a. How do semantics and perception have an effect on my life?
 - b. How do values affect my life?
 - c. How can I recognize errors in thinking and distinguish between unsound and sound thinking with the steps of problem solving?
 - d. How can I better understand myself and others?
 - e. What contribution does a wholesome and mature personality make toward building a worthwhile and productive life?
3. How does dating form a background for the selection of a marriage partner?
 - a. How do dating skills and experiences contribute toward selecting a marriage partner?
 - b. How does one decide what characteristics they want in a marriage partner?
4. Why do people marry or not marry?
 - a. What are the reasons people marry or remain single?
 - b. How will the changing roles of men and women affect my life?
5. What are the factors to consider in making a wise choice of a marriage partner?
 - a. What should I consider before I marry?
 - b. How will I know when I am in love and ready for marriage?
 - c. When am I too young to marry?
6. Why is there an engagement period?
7. What are the legal requirements for marriage?
8. How can I prepare myself to meet the responsibilities involved in marriage?
 - a. How can one develop a realistic set of expectations concerning marriage?
 - b. What are some early adjustments in marriage?
 - c. What is the significance of sex in marriage and family living?
 - d. Where can one go for help with various aspects of marital adjustment?

9. What determines the kind of wedding a couple should choose and plan?
 - a. What determines the kind of wedding a couple should choose and plan?
 - b. How can our parents help us in planning and preparing for a wedding?
 - c. Where can we go for help in finding out the correct procedures and etiquette for weddings?
10. How much does it cost to establish a home?
 - a. How much does it cost a young couple to establish a home as well as the cost of living and operating a home?
 - b. How does one prepare a plan for spending?
11. How can a family determine their responsibility to the community?
12. How can I summarize and evaluate the unit on "Preparation for Marriage?"

Unit Plan

PROBLEM: Why is preparation for marriage important?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
Understands the importance of preparing oneself for marriage.	Preparation for marriage may help avoid serious conflicts after marriage.	Take pre-tests: Songs We Sing, questions with human interest pictures. ² (Appendix A). <u>Discuss</u> why and who should participate in unit.	Evidences of felt need for study about preparation for marriage.
Realizes there are many factors to consider regarding marriage.		<u>List</u> points to cover in unit. <u>Develop</u> objectives for unit.	Evidences of setting satisfying and realistic goals for study of preparation for marriage.
			Bulletin Board suggestions:
			Illustration of the song, "Love and Marriage."

¹Hester Chadderdon, Evaluation Materials in Family Relations Eleventh and Twelfth Grade.
Used with permission of the author.

²Mary Elizabeth Moore and Letitia Walsh, "Facts Versus Feelings in Family Life Education,"
Illinois Teacher, 6:43-45, September, 1962. Used with permission of the authors.

PROBLEM: How may I build a worthwhile and productive life?

Sub-problem: How do semantics and perception have an effect on my life?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p>Recognizes and is sensitive to certain conventions and processes of valid thought, to certain pitfalls and sources of errors in thinking.</p>	<p>Semantics is the study of the meanings of words as they function in spoken and written communications.</p> <p>Communication sometimes is difficult in families, as well as in other groups.</p> <p>Since perception is an individual matter each person may perceive things differently.</p>	<p>Read question sheet that goes with the case study, "The Runaway," (Appendix B).</p> <p>Read study² looking for the answers of the questions (Appendix B).</p> <p>Discuss study questions, on case history regarding communication and perception.</p> <p>Finish an open end statement to evaluate own judgment (Appendix B).</p>	<p>Participation in discussion.</p> <p>Interest shown in the case study.</p> <p>Evidence of depth of thinking done.</p> <p>Bulletin Board suggestion</p> <p>"The Runaway" Picture of a grandmother and a teen-age girl talking.</p>

Suggested References:

Illinois Teacher, Vol. VI, No. 1, September, 1962.

¹Mary Elizabeth Moore and Letitia Walsh, "Facts Versus Feelings in Family Life Education," Illinois Teacher, 6:12-13, September, 1962. Used with permission of the authors.

²Ibid., pp. 14-22, citing "The Runaway," by Charlotte Armstrong. First published in Cosmopolitan Magazine, Copyright, 1959 by Charlotte Armstrong. Reprinted by permission.

³Ibid., p. 28. Used with permission of the authors.

Sub-problem: How do my values affect my life?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluations
<p><u>Understands</u> values and how they differ for individuals.</p> <p><u>Recognizes</u> the need to establish sound moral and spiritual values.</p>	<p>Values are rather permanent attitudinal patterns for what we hold to be good and true and right which we organize from our personal experiences and social en- vironment.</p> <p>People hold values in re- lation to such things as health and safety, economy, family well-being, aesthetics, comfort, leisure, equality, love, freedom, and prestige.</p> <p>Value patterns are learned, hence they can be unlearned or at least modified.</p>	<p><u>Is</u>ll decision already made that day. <u>Identify</u> values involved.</p> <p><u>Develop</u> definition for "value".</p> <p><u>Discuss</u> values of persons in case study.</p> <p><u>Rank</u> Nancy's values before she ran away.</p> <p><u>List</u> values she needs to acquire before she goes to college.</p> <p><u>Brainstorm</u> on suggested topics, one group <u>listening</u> for values expressed.</p>	<p>Participation in discussion.</p> <p>Evidence of understanding values.</p> <p>Evidences of attempt to rank values and suggest value changes.</p>

Suggested reference:

Illinois Teacher, September, 1962, pp. 29-32.

Sub-problem: How can I recognize errors in thinking and distinguish between unsound and sound thinking with the steps of problem-solving?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<u>Recognizes errors in thinking.</u>	Errors in thinking are often due to emotions somewhat out of control.	<u>Identify</u> errors in thinking in case study.	Evidences of identification of errors in thinking.
<u>Understands and uses the steps in problem-solving.</u>	Following an organized plan in problem-solving may lead to a more satisfactory solution.	Name types of errors in thinking. Teacher presents Steps to Solving a Human Relationship Problem, as I. Statement of the problem. II. Analysis of the problem. III. Suggest possible solutions for the problem. IV. Check the possible solutions in terms of effect on individual; effect on others. V. Select the best probable solution for trying out. VI. Try out solution. VII. Check the results to determine whether solution is successful.	Evidences of understanding and using steps in problem-solving.

Suggested References—others listed in selected bibliography, (Appendix C).
Illinois Teacher, September, 1962, pp. 33-37.
Arizona Guide for Program Planning in Homemaking Education, pp. 252-253.

Recognizes steps of problem-solving used by the grandmother in the story.
 Buzz groups correlate how one meets problems with success in relationships.

Sub-problem: How can I better understand myself and others?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p>Able to formulate facts for understanding self and others.</p>	<p>As one grows to maturity she balances feelings with facts.</p>	<p>List facts for understanding self and others that would help the persons in story.</p>	<p>Participation in formulating facts for understanding self and others.</p>
<p>Correlates how one meets problems to emotional maturity.</p>	<p>Every individual, confronted with frustration in meeting needs, develops ways of adjusting to such situations.</p>	<p>Develop definitions for "maturity", "immaturity", "emotional maturity".</p>	<p>Contribution to buzz group discussions.</p>
<p>Understands ways to develop a whole-some and mature personality.</p>	<p>Each individual is a product of three factors: certain biological factors, environment and life experiences, and one's personal response.</p>	<p>Buzz groups find answers to questions using reference books. What factors make you you? What are the common basic needs for every individual of any age? What are some problems of today which offer increasing frustration and uncertainty?</p>	<p>Evidences of understanding ways of adjusting to situations.</p>
		<p>Role-playing of common ways of adjusting to situations, other groups identifying the way.</p>	

Suggested references - others in selected bibliography.

Family Living, Duvall, pp. 3-72.
Illinois Teacher, September, 1962, pp. 37-40.

Sub-problems: What contribution does a wholesome and mature personality make toward building a worthwhile and productive life?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p><u>Develops</u> ability to identify own characteristics and maturity.</p>	<p>Growth toward maturity is a slow process and a life-time job, but the rewards are more freedom, contentment, and security.</p>	<p>Rate self on scale for <u>Indications of Maturity and Immaturity.</u>¹ (Appendix D)</p>	<p>Self-evaluation by students.</p>
<p><u>Correlates</u> how one meets problems to emotional maturity.</p>	<p>Good mental health and satisfaction will result from expecting to make a very gradual improvement toward maturity.</p>	<p><u>Analyze</u> results and discuss how they might be used.</p>	<p>Evidence of understanding ways to improve self.</p>
<p><u>Understands</u> ways to develop a wholesome and mature personality.</p>	<p>A wholesome and mature personality contributes to success in marriage.</p>	<p>Discuss how the study of "The Runaway" ties in with unit.</p>	<p>Evidences of ability to identify values and problems situations from human interest pictures.</p>
		<p>Respond to questions, about human interest pictures that depict youth appearing to be in some kind of trouble, that were used in pre-test.</p>	

¹May Westbrook, Indications of Maturity and Immaturity, pp. 1-7. Used with permission of the author.

PROBLEM: How does dating form a background for the selection of a marriage partner?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
Sees relation- <u>ship</u> between dating and mate selection.	Dating provides an oppor- tunity to learn about the personalities and the types of persons one finds satisfying.	Debate: Girls should date only boys they might be willing to marry. Am I peculiar if I don't date? <u>Discuss</u> : Why dating many people helps you to make a wise choice of mate. Dat- ing is a step in social development. Going steady has both advantages and disadvantages. View film, <u>Too Much Affection</u> . <u>Discuss</u> main ideas from film. <u>Suggest</u> acceptable conduct codes for dating in our com- munity.	Evidences of participation in discussion and debate. Ability to grasp the main ideas from films.
Ability to analyze characteristics desired in a good mate.	Dating skills and ex- periences contribute to success in selecting a suitable marriage partner.	View film, <u>Too Much Affection</u> . <u>Discuss</u> main ideas from film. <u>Suggest</u> acceptable conduct codes for dating in our com- munity. <u>List</u> qualities you have as a good prospective mate. <u>List</u> the things you and your date have in common and any differences you may have. <u>View and discuss</u> film, <u>Choosing for Happiness</u> . <u>Look</u> for sug- gestions which you think are important in choosing a future companion.	Evidences of ability to analyze character- istics desired in a good mate. Bulletin Board suggestion: "Stairsteps to Marriage".
Learns the personalities and the types of persons one finds satisfying.	Suggested References - others in selected bibliography. When You Marry, Duvall and Hill, pp. 47-67. Family Living, Duvall, pp. 164-201. Thresholds to Adult Living, pp. 175-192. <u>Marriage</u> , Blood, pp. 19-37.		

PROBLEM: Why do people marry or not marry?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p>Aware of reasons for people wanting to marry.</p>	<p>Factors that motivate people to marry are: desire for companionship, children, comforts and pleasures of home life, financial support, love and affection, secure marriage partners, assets, avoid being old maids, acquire a home for children of previous marriage, legitimize children conceived out of wedlock, escape from unhappy homes, family or social pressures.</p>	<p>Discuss reasons for marrying. Using movies, TV, and radio programs as a basis, class discusses such questions as Do movies, TV, and radio programs give a fair picture of American marriage? If not, in what ways do they fail? Are fathers really as depicted in these dramatizations? To what extent is democracy in the family portrayed? Would acceptance of the portrayal of marriage tend to disillusion couples after they marry? Describe a movie or television program that made single life glamorous? Why did it seem so? Buzz groups discuss "Should Everyone Marry?" Teacher presents the case of certain unmarried women, as Jane Adams, and raises the question whether individuals can be happy without marriage.</p>	<p>Evidences of understanding of reasons persons have for marrying. Participation in discussion. Evidences of reaction to the feminine mystique and the 4-D woman. Bulletin Board Suggestion: WOMAN The Fourth Dimension</p>
<p>Realizes that individuals can be happy without marriage.</p>	<p>A good life together can mean one thing to one married couple and something quite different to another.</p>	<p>Some people who do not marry lead happy and productive lives.</p>	
<p>Analyzes the influence changing roles of men and women will have on self.</p>	<p>Role change for men and women is a continuous process which results in a need for understanding and accepting change.</p>		

PROBLEM: (Continued) Why do people marry or not marry?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
	Preparing for a career in addition to home-making helps a person live a meaningful and purposeful life.	Analyze changing roles of men and women. Predict on roles in the future. Read and react to Betty Freidan's idea of the feminine mystique and the 4-D woman.	

Suggested References:

- Family Living, Duwall, pp. 228-239; 264-270.
When You Marry, Duwall and Hill, pp. 186-189.
Marriage, Blood, pp. 270-290.
Ladies Home Journal, June, 1964.

PROBLEM: What are the factors to consider in making a wise choice of a marriage partner?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p>Understands factors to consider in making a wise choice of a marriage partner: family background, cultural background, race, religion, age difference, educational background, love, maturity.</p>	<p>When a couple has similar values, goals, and standards, they are less likely to encounter difficulties in marriage.</p> <p>Determination to overcome obstacles in marriage will usually result in happiness for most couples.</p>	<p>Use novels, short stories, and TV plays as basis for discussion of situations in which there were differences in the backgrounds of a married couple.</p> <p>Prepare bulletin board on areas of adjustment-use cartoon to develop.</p>	<p>Evidences of ability to recognize and analyze the effect of factors that contribute to success in marriage.</p>
<p>Recognizes the possible effects of differences in backgrounds of marriage partners upon the success in marriage.</p>	<p>Couples may overcome their differences by the problem-solving approach.</p>	<p>Discuss heredity and environmental factors which are influential in selecting a life partner.</p>	<p>Evidences of ability to identify problems and suggest solutions.</p>
<p>Realizes importance of getting to know marriage partner well before marriage.</p>	<p>Refer to references when needed to give support for discussions.</p>	<p>Refer to references when needed to give support for discussions.</p>	<p>Bulletin Board Suggestion:</p>
	<p>Analyze a mixed marriage. What factors have contributed to its success or failure?</p>	<p>Analyze a mixed marriage. What factors have contributed to its success or failure?</p>	<p>Cartoons depicting areas of adjustment.</p>
	<p>Find out and report to class what research studies indicate about interfaith marriages.</p>		

PROBLEMS (Continued) What are the factors to consider in making a wise choice of a marriage partner:

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
Understands the true components of love.	Love that lasts involves a real and genuine concern for others as persons, for their values as they feel them, for their development and growth.	Investigate and report the different meanings of the word "love". List statements which illustrate common usage. <u>Substitute</u> better words.	Participation in discussions and reports.
Understands the importance of maturity and readiness for the two individuals marrying.	Maturity in both partners contributes to marriage success.	<u>View and discuss film, When Should We Marry?</u>	Evidences of gaining an understanding of the various meanings of love.
Develops a wholesome attitude toward choosing marriage partner wisely and realistically.		<u>View and discuss film, Early Marriages.</u>	Evidences of awareness of factors that indicate readiness for marriage.
Suggested References - others in selected bibliography.		Have a <u>panel discussion</u> on such questions as: .My fiance can't continue his education beyond high school. Should I go on? .My fiance is going to college. I cannot afford to go. Should we break up? .The boy I go with is to be drafted. Should I go on to college now? Should we be married before he finishes military service? Have special <u>report</u> days for articles from such current writers and authorities as Dr. David Mace.	Bulletin Board Suggestion: "How can it be love at first sight?" (See p. 28, <u>When You Marry.</u>)

PROBLEM: Why is there an engagement period?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p><u>Understands</u> the purposes, length, and problems of the engagement period.</p> <p><u>Analyzes</u> the engagement period as a time of preparation for marriage and decision making.</p> <p><u>Understands</u> that a broken engagement is far less serious than a broken marriage.</p>	<p>Satisfying adjustment can be made after marriage if there has been a variety of shared experiences during courtship and engagement, areas of agreement and conflict have been investigated, and some decisions are reached before marriage.</p> <p>The emotional readjustment after a broken engagement is usually less than such a readjustment after a divorce.</p>	<p>Read to discover the purposes of the courtship and engagement period.</p> <p>List specific pre-marriage decisions and the preparation which can be made during the engagement period.</p> <p>Have a <u>panel discussion</u> on the advantages and disadvantages of long and short engagement periods.</p>	<p>Evidences of awareness of purposes of engagement.</p> <p>Evidences of students indicating they are not going to hurry into engagement and marriage.</p> <p>Evidences of ability to analyze possibility of success in marriage for specific couples.</p>

Bulletin Board
Suggestion:

Suggested References - others listed in the selected bibliography.

- Family Living, Duvall, pp. 241-255.
Then You Marry, Duvall and Hill, pp. 71-110.
Marriage, Blood, pp. 168-175.
Modern Manners, Shaw, pp. 15-21.

"She's Lovely,
She's Engaged".

PROBLEM? What are the legal requirements for marriage?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p><u>Knows</u> legal requirements for marriage and reasons for them.</p>	<p>Marriage laws, which vary from state to state, have been passed to protect the persons getting married and their offspring.</p>	<p>List persons, places, and sources that one could go to for premarital information and advice on legal steps to be taken.</p>	<p>Evidences of understanding differences between legal requirements and social requirements for marriage.</p>
<p><u>Understands</u> physical and mental qualifications for marriage.</p>	<p>The next generation is dependent upon the physical and mental qualifications of those marrying.</p>	<p>Discuss and analyze exhibit on bulletin board of application for a marriage license, health exam report, consent to marry, birth certificate, and will.</p>	<p>Evidences of the attitude that marriage should be a permanent relationship and the understanding of the seriousness of divorce.</p>
<p>Realizes the importance of premarital medical examinations.</p>	<p>Premarital examinations sometimes reveal latent unhappiness which can be corrected.</p>	<p>Invite District Judge to talk to class on state laws regarding the issuance of marriage licenses and property rights of husband and wife after marriage; health laws pertaining to marriage; state laws regarding divorce.</p>	<p>Bulletin Board Suggestion: Applications for marriage license, health exam report, consent to marry, birth certificate, and will.</p>

Suggested References - others listed in selected bibliography.
When You Marry, Duwall and Hill, pp. 108-109.
Thresholds to Adult Living, Craig, pp. 193-194.

PROBLEM: How can I prepare myself to meet the responsibilities involved in marriage?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p>Develops a realistic set of expectations concerning marriage with insight into some of the realities of married living.</p>	<p>Realistic expectations are basic in preparation for marriage.</p>	<p>Write spontaneous statements to open-end sentences about your expectations of marriage. Evaluate own statements in light of how realistic they might be.</p>	<p>Evidences of insight into some of the realities of married living.</p>
<p>Develops desire to provide a pleasant, comfortable, and well-managed home.</p>	<p>Marital disagreements are less likely to occur if the home is well managed, pleasant, comfortable, attractive and functional.</p>	<p>Compare an individual who feels that marriage is an aim in itself to one who would like to make marriage a successful experience. List characteristics of each.</p>	
<p>Becomes aware of what marriage involves and some of its responsibilities.</p>	<p>Early adjustments include: settling differences, in-laws, children, own parents, friends, and acceptance of new roles.</p>	<p>Make a list of environmental factors and characteristics students have observed in a well managed home. Analyze why they are important. Consider the following questions: Does the physical setting make the home? Does the atmosphere make a home attractive? List the physical things students feel the home should provide for the couples' pattern of living. Study and discuss what are important early adjustments. Buzz groups list things they think will take some getting used to in marriage. Role-play some of these, such as who's going to bring in the paper, having to think in terms of "we" instead of "I".</p>	<p>Suggested References: <u>When You Marry</u>, pp. 159-171. <u>Marriage</u>, pp. 3-16. <u>Family Development</u>, Duvall, pp. 124-134.</p>

PROBLEM: (Continued) How can I prepare myself to meet the responsibilities involved in marriage?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p>Recognizes that marriage leads to continual growth and development and that compabability requires adjustment and communication skills.</p>	<p>The use of sound problem solving techniques, the ability to cooperate, and communication skills may help one to make adjustments.</p>	<p>Role-play some husband-wife discussions of early role adjustment. View film, <u>Marriage is a Partnership</u>. List the adjustments a young married couple must make for a successful marriage. <u>Discuss</u> the statements: Who am I marrying? You or your family?" .How important are the families? .What ideas can be gained from parents of your future husband? .In what ways do young couples and their parents help each other? .Is there a house large enough for two families?</p>	<p>Evidences of growth in self-understanding. Evidences of understanding early adjustments in marriage and how to cope with them.</p>
<p><u>Has some ability to think about marriage with some perspective looking also at the middle and later years rather than just the honeymoon.</u></p>	<p>Maintaining respect and affection for each other contributes to a successful marriage.</p>	<p>Debate: Married couples get in a rut. In India, a wife dresses up to please her husband; in America, a woman dresses up to get a husband. <u>Discuss</u> the meaning of these two points of view. What does it require "to keep a marriage growing?"</p>	<p>Suggested References: <u>When You Marry</u>, pp. 199-216; 245-259. <u>Marriage</u>, pp. 241-261. <u>Family Development</u>, Duvall, pp. 137-152.</p>

PROBLEM: (Continued) How can I prepare myself to meet the responsibilities involved in marriage?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
Understands the significance of sex in marriage and family living.	Principles which contribute to effective living generally aid in sex adjustment.	<p>Invite a doctor to class to discuss questions taken from the question box that was provided for the students to ask personal questions. Give these questions to the guest speaker previous to his class participation.</p> <p>Discuss helpful and harmful attitudes about sex.</p>	Evidences of understanding there are many things to consider when getting ready to be married.
Develops helpful attitude about sex.		<p>Discuss helpful and harmful attitudes about sex.</p>	Evidences of a serious attitude toward the responsibilities involved in marriage.
Recognizes situations which cause great unhappiness within a family.	Married couples can many times solve their own marital problems with the help of an outside person or agency such as a minister or a marriage counseling service.	<p>Find where young couples can obtain adequate sex information.</p>	Suggested References:
Realizes sources of information and help with various aspects of marital adjustment.	<p>Invite a minister to come talk on what are important steps in process of getting married and what are some early adjustments; meaning of wedding ceremony; teaching of our religion in regard to marriage and family life; what services in community are available for assisting in marital adjustment; activities sponsored by churches to strengthen marriage.</p>		<p>When You Marry, pp. 219-241; 315-328.</p> <p>Marriage, pp. 261-269; 115-145; 326-334; 189-227; 349-404.</p>
	<p>Family Development, Duvall, pp. 135-137.</p>		

PROBLEM: (Continued) How can I prepare myself to meet the responsibilities involved in marriage?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
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Express desire
to have
a successful
and permanent
marriage.

Religion may contribute
to the success of family
life by supporting moral
standards which give
direction to life.

List crisis that may occur
in family living and
discuss how they can be
met.

Decide what is meant by
moral obligations and
list virtues that are
essential to success-
ful marriage.

Write a paragraph on
the contribution of
religion to family
living.

Suggested References:

- When You Marry, pp. 219-241; 315-328.
Marriage, pp. 261-269; 115-145; 326-334; 189-227; 349-404.
Family Development, Duvall, pp. 136-137.

PROBLEM: What determines the kind of wedding a couple should choose and plan?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p>Understands family, church, and cultural customs as they affect marriage.</p>	<p>Marriage customs and ceremonies vary because of differences in family, church, and cultural customs.</p>	<p>Describe weddings you have attended.</p> <p>Discuss what values should be considered by the couple and their families in planning the wedding.</p> <p>List and discuss various types of wedding ceremonies: church, home, elopement.</p> <p>Discuss advantages and disadvantages of each type—plans, arrangements, financial obligations.</p>	<p>Evidence of ability to identify how family, church, and cultural customs affect marriage.</p>
<p>Appreciates parents and the help they can give in preparing for a wedding.</p>	<p>Weddings planned in keeping with one's income, way of living and personal desires contribute to the reverence, beauty, and dignity of a wedding.</p>	<p>List prevailing marriage customs and discuss importance of each. Have girls of different faiths inquire from their clergyman the various types of religious ceremonies they use. Report this to class.</p> <p>Have married graduates and/or mothers discuss before the class how their parents helped in planning their wedding and preparing for marriage.</p> <p>Using etiquette books as references, describe correct procedure for invitations, announcements, showers, displaying gifts, recording gifts and donor, and writing thank-you notes.</p>	<p>Evidences of understanding where one can get help with planning a wedding when the time comes.</p>
<p>Remains aware of where to go for help in planning a wedding when the time comes.</p>	<p>Taking time to prepare for a wedding will give a feeling that one of the greatest events in life has had adequate preparation.</p>		
<p>Realizes the importance of taking time for adequate preparation for one of the greater events of a life time.</p>			
<p>Suggested References:</p> <p>Thresholds to Adult Living, pp. 213-221.</p> <p>Marriage, pp. 176-186.</p> <p>When You Marry, pp. 133-155.</p> <p>Family Living, pp. 252-254.</p> <p>Family Development, p. 371.</p> <p>Modern Manners, pp. 21-83; 89-91.</p>			

PROBLEM: How much does it cost to establish a home?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p>Gains an understanding of how much it costs to live and operate a home.</p>	<p>The well-being of the family and the individual are largely determined by the way the income is managed rather than by the amount of the income.</p>	<p>Interview young married people to get estimates of how much money is earned; to seek information on cost of establishing a home as well as the cost of living and operating a home.</p>	<p>Evidences of ability to figure out what it would cost a young couple to marry and to</p>
<p>Is able to prepare plan for newly married couple.</p>	<p>Newly wedded couples who have not yet had a chance to test their ability to live within their incomes will find it helpful to plan and keep a detailed budget.</p>	<p>Consider patterns for handling money in the first year of marriage. Discuss budgeting. Teacher presents the situation of a young married couple with a stated amount of income, resources, and needs. Pupils plan a budget for the couple together on the chalkboard.</p>	<p>prepare a plan for spending for a couple for the first year. Evidences of gaining appreciation for money management.</p>
<p>Realizes long term planning is needed for planning expenses.</p>	<p>Family discord is frequently attributed to a failure to agree on how to spend the money.</p>	<p>Individually figure out what it would cost a young couple to marry and live in your community. (Include housing and car expenses.) with the kind of wedding you would like to have. Estimate the cost of furniture for a bedroom, living room, bathroom, and kitchen.</p>	<p>Bulletin Board Suggestion: "Can Two Live as Cheaply as One?"</p>
<p>Gains an appreciation of money management.</p>	<p>Good money management contributes to satisfying relationships in marriage.</p>		

PROBLEM: (Continued) How much does it cost to establish a home?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
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.Determine weekly food costs.
.Figure how and when you would prefer to pay the following: income and property taxes; auto, life, and fire insurance, other bills. Try to stagger these bills through the year.

Suggested References - others in selected bibliography.

Thresholds to Adult Living, pp. 349-366.

Homes with Character, Craig and Rush, pp. 18-24.

When You Marry, pp. 175-197.

Marriage, pp. 291-312.

PROBLEM: How can a family determine their responsibility to the community?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p>Understands and observes ways community helps the family.</p> <p>Is able to suggest ways a young couple or a family can participate in the community.</p>	<p>The community can provide services and resources at a lower cost than individual families can furnish them; therefore families who share in the support of these services benefit themselves as well as others in the community.</p> <p>Community problems can be solved when families make a contribution toward the marriage-solution.</p>	<p>Interview the Chamber of Commerce, mayor, businessmen and women, policemen, and clergymen to learn how the community helps people.</p> <p>Study reports of community agencies to learn what services the community provides for families.</p> <p>Buzz sessions discuss how the community helps the family, and what responsibilities the family has to the community.</p> <p>List community activities in own town and suggest those in which a new married couple could participate and those in which their own family could participate.</p>	<p>Evidences of interview to learn of community services.</p> <p>Evidences of changing attitude toward helping own community.</p>

Plan ways in which they may cooperate in community projects, as: United Fund, March of Dimes, Clean-Up Week.

PROBLEM: How can I summarize and evaluate the unit on "Preparation for Marriage"?

Illustrative Desired Behavior	Generalizations	Learning Experiences	Situations for Evaluation
<p><u>Ability to summarize and evaluate what has been studied.</u></p>	<p>Thoughtful study of "Preparation for Marriage" contributes to self understanding, self improvement, and development of realistic expectations of marriage.</p>	<p><u>Summarize and list the important things that have been learned.</u></p>	<p>Evidences of appreciation for completed study.</p>
<p><u>Realizes values gained from studying "Preparation for Marriage".</u></p>	<p>Preparation for marriage may help avoid conflicts after marriage.</p>	<p><u>Review word definitions on definition list (Appendix E). Review.</u></p>	<p>Evidences of realization of objectives for unit.</p>
		<p><u>Unit test.</u></p>	

Lesson Plans

Lesson Plan

Unit: Preparation for Marriage

Problem: Why is preparation for marriage important?

Objectives:

- Understands the importance of preparing oneself for marriage.
- Realizes there are many factors to consider regarding marriage.

Approach: Bring attention to bulletin board on which the song, "Love and Marriage", is illustrated by a horse and carriage and a picture of a bride and groom.

GeneralizationsGuide Questions

Preparation for marriage may help avoid conflicts after marriage.

(Give pre-tests - Songs We Sing
Questions with human
interest pictures)

Why and who should participate in a unit on preparation for marriage?

What are some main ideas we would want to cover in our unit?

Assignment for Next Day

Read question sheet that goes with the case study, "The Runaway." Then read study looking for the answers of the questions.

References for Pupils

Dittoed copy of questions sheet and "The Runaway"

Situations for Evaluation

Evidences of felt need for study about preparation for marriage. Evidences of setting satisfying and realistic goals for unit.

Teacher References

Illinois Teacher,
Vol. VI, No. 1,
Sept., 1962, pp. 12-22.

Learning Experiences

Pre-tests.
Discuss why and who should participate.
List points to cover.
Develop objectives for unit.

Bulletin Board Ideas

Illustration of the song, "Love and Marriage."

Lesson Plan

Unit: Preparation for Marriage

Problem: How may I build a worthwhile and productive life?

Sub-problem: How do semantics and perception have an effect on my life?

Objectives:

Recognizes and is sensitive to certain conventions and processes of valid thought, to certain pitfalls and sources of errors in thinking.

Approach: How many of you found yourself at a loss in answering the questions? Don't be alarmed for there are so many things to be learned so fast that difficulties are to be expected.

Generalizations

Semantics is the study of the meanings of words as they function in spoken and written communications.

Communication sometimes is difficult in families as well as in other groups.

Since perception is an individual matter each person may perceive things differently.

Guide Questions

Do you feel this case study has possibilities for your learning?

Were the different personalities of the characters brought out clearly to you?

How would you define semantics?

What were the words or phrases you felt seemed to have different meanings to different people?

How would you define them?

How would you describe a "colored" word?

What were some of the "colored" words you identified?

Why do you feel the author used them?

Will you try rewording Kate's emotional statement in more neutral words? Ask yourself if this statement makes me feel strongly for or against Kate. (Cont'd.)

Assignment for Next Day

Finish filling out study questions if today's discussion gives you enlightenment. Continue discussion of case study.

Situations for Evaluation

Participation in discussion.
Interest shown in the case study.
Evidences of depth of thinking done.

Learning Experiences

Discuss study questions, on case history regarding communication and perception.
Finish an open-end statement to evaluate judgment.

References for Pupils

Teacher References

Illinois Teacher,
Vol. VI, No. 1,
September, 1962.

Bulletin Board Ideas

"The Runaway"
Picture of a grandmother and a teenage girl talking.

Sub-problem: (Continued) How do semantics and perception have an effect on my life?

Guide Questions

Is the adjective you used sufficiently factual? Why?

How would you define perception?

What are the seven factors upon which each person's perception is based? Which one is considered most influential? Why?

Do you find it easier now to identify the examples in the case study?

How were these factors operating for the four characters in the story?

What hunches do you have as to why these operate thus?

What is an example of insight in this account?

How would you define an insight?

Did all of the adult characters show insight?

Will you evaluate your own judgment in the case of Kate by completing this open-end question? (p. 28)

"Oh, I've suggested little things about clothes and grooming, but only when she asked me. I mean, as a mother would. . . ." Keeping this comment of Kate's in mind, quickly complete the following statement:

A good stepmother. . . .

What are the big ideas we've discussed today?

How can they help us now? Later?

Lesson Plan

Unit: Preparation for Marriage

Problem: How may I build a worthwhile and productive life?

Sub-problem: How do my values affect my life?

Objectives:

Understands values and how they differ for individuals.

Recognizes the need to establish sound moral and spiritual values.

Approach: Will you think back to some decision you made recently and identify the values that were involved?

Generalizations

Guide Questions

Values are rather permanent attitudinal patterns for what we hold to be good and true and right which we organize from our personal experiences and social environment.

People hold values in relation to such things as health and safety, economy, family well-being, aesthetics, comfort, leisure, love, freedom, and prestige.

Value patterns are learned, hence they can be unlearned or at least modified.

Do you find it easier to assign values to the people in the story than to identify your own values?

How would you define values?

Are they anything that can be seen? Are they inferred from behavior?

What values of each person became evident during the episode?

How did they come to have these values?

How did you rank Nancy's values before she ran away?

What value changes will she need to make before going to college?

What are some things that might cause value changes?

Let's do some brainstorming now to learn to "catch" values through listening rather than through reading.

Let's summarize this lesson on values? Will you give us statements about values? Is there anything we can do about our values? Will your values have anything to do with success of marriage?

Assignment for Next Day

Continue with the story "The Runaway", recognizing error in thinking and distinguishing between sound and unsound thinking.

References for Pupils

"The Runaway"

Situations for Evaluation

Participation in discussion.

Evidences of understanding values.

Evidences of attempt to rank values and suggest value changes.

Teacher References

Illinois Teacher,
September, 1962, pp. 29-32.

Learning Experiences

Tell decision and identify values involved. Discussion. Brainstorm on suggested topics, one group listening for values expressed.

Bulletin Board Ideas

Lesson Plan

Unit: Preparation for Marriage

Problem: How may I build a worthwhile and productive life?

Sub-problem: How can I recognize errors in thinking and distinguish between unsound and sound thinking with the steps of problem solving?

Objectives:

Recognizes errors in thinking.

Understands and uses the steps in problem solving.

Approach: Put saying on blackboard -

"O wad some power the giftie gie us
To see ourselves as others see us."

Robert Burns.

Generalizations

Guide Questions

Errors in thinking are often due to emotions somewhat out of control.

Following an organized plan in problem solving may lead to a more satisfactory solution.

Is it easier to see the emotional reactions that passed for thinking on the part of the characters in the study than it is to see our failures?

What is good thinking?

Is it easier now to identify errors in thinking?

What were the errors in thinking you identified?

Can you give a name to the different types of errors in thinking?

The grandmother solved a problem for this family; can you identify the procedures by which she solved the problem?

How do these steps in problem solving apply to situation in your lives now? In the future?

(Buzz groups on correlation between how one meets her problems and one's success in friendship; in one's immediate family; in an occupation; in marriage.)

Assignment for Next Day

Continue study of "The Runaway".

Situations for Evaluation

Evidences of identification of errors in thinking.

Evidences of understanding and using steps in problem solving.

Learning Experiences

Identify and name types of errors in thinking.

Recognize steps of problem solving.
Buzz groups correlate how one meets problems with success in relationships.

References for Pupils

Teacher References

Illinois Teacher, Sept., 1962. pp. 33-37
Arizona Guide, pp. 252-253.

Bulletin Board Ideas

Lesson Plan

Unit: Preparation for Marriage

Problem: How may I build a worthwhile and productive life?

Sub-problem: How can I better understand myself and others?

Objectives:

- Able to formulate facts for understanding self and others.
- Correlates how one meets problems to developing a wholesome and mature personality.

Approach: Steps of problem solving bulletin board has steps arranged out of order. Girls move cards around to proper order, reviewing steps discussed yesterday regarding the problem solving by grandmother in story.

GeneralizationsGuide Questions

As one grows to maturity she balances feelings with facts.

Every individual, confronted with frustration in meeting needs, develops ways of adjusting to such situations.

Each individual is a product of three factors: certain biological factors, environmental and life experiences, and one's personal response.

If we were to draw up a concluding statement that the grandmother could have said to Nancy what would you think it would be? Will it have to be a combination of her remarks?

Do you have additional ideas for facts for understanding self and others that would help the persons in the story?

Did you agree with the grandmother on her proposal for the solution of the second problem of what should be done?

How would you define maturity? Immaturity? Emotional maturity?

Before we can decide whether we are mature or not, what must we consider? (Understanding myself and others.) (Cont'd.)

Assignment for Next Day

Rate self on scale for Indication of Maturity and Immaturity.

Situations for Evaluation

Participation in formulation of facts for understanding self and others.

Contribution to buzz group.

Evidences of understanding ways of adjusting to situations.

Learning Experiences

List facts for understanding self and others.

Develop definitions. Buzz groups find answers.

Role-playing of common ways of adjusting to situations.

Sub-problems: (Continued) How can I better understand myself and others?

Guide Questions

Buzz groups find answers to questions using reference books.

What factors make you you?

What are the common basic needs for every individual of any age?

What are some problems of today which offer increasing frustration and uncertainty?

Will you identify the common ways of adjusting to situations as role-played by classmates?

Will you give some summary statements for today which will help you in reaching maturity and good mental health?

References for Pupils

Family Living, Duvall,
pp. 3-72.

Teacher References

Illinois Teacher,
Sept., 1962,
pp. 37-40.

Bulletin Board Ideas

Lesson Plan

Unit: Preparation for Marriage

Problem: How may I build a worthwhile and productive life?

Sub-problem: What contribution does a wholesome and mature personality make toward building a worthwhile and productive life?

Objectives:

- Develops ability to identify own characteristics and level of maturity.
- Correlates how one meets problems to developing a wholesome and mature personality.

Approach: Bring attention to bulletin board which is a hand holding a blotter which is to be placed over the words, laziness, indifference, untidiness, and procrastination. The title is "Blot these out of your life."

Generalizations

Growth toward maturity is a slow process and a lifetime job, but the rewards are more freedom, contentment, and security.

Good mental health and satisfaction will result from expecting to make a very gradual improvement toward maturity.

Assignment for Next Day

Read references on dating.

References for Pupil

Indication of Maturity and Immaturity, Mey Westbrook, Northern Illinois University, DeKalb, Illinois.

Guide Questions

- Students rate themselves on the scale for Indications of Maturity and Immaturity.
- What benefits does this rating scale have for you?
 - How can you use the results?
 - Can you use the steps of problem solving to help you use the results of the rating?
 - How does maturity have anything to do with success in marriage?
 - How has the study of "The Runaway" helped prepare us for studying about "Preparation for Marriage?" (Cont'd.)

Situations for Evaluation

- Self-evaluation by students.
- Evidences of understanding ways to improve self.
- Evidences of ability to identify values and problem situations from human interest pictures.

Teacher References

Illinois Teacher, Sept., 1962, pp. 40-45.

Learning Experiences

- Rate self on maturity.
- Analyze results and discuss how they might be used.
- Discuss how "The Runaway" ties in with unit. Respond to questions.

Bulletin Board Ideas

"Blot These Out of Your Life".
(See Approach)

Sub-problem: (Continued) What contribution does a wholesome and mature personality make toward building a worthwhile and productive life?

Generalizations

Guide Questions

A wholesome and mature personality contributes to success in marriage.

Will you answer the following questions on paper for the pictures that will be passed around the room.

1. What do you think might have been happening here?
2. What do you think this girl values?
3. What have you learned from "The Runaway" that would help you solve such a problem?

Lesson Plan

Unit: Preparation for Marriage

Problem: How do dating skills and experiences contribute toward selecting a marriage partner?

Objectives:

Sees relationship between dating and mate selection.

Approach: Bring attention to bulletin board "Stairsteps to Marriage".

GeneralizationsGuide Questions

Dating provides an opportunity to learn the personalities and the type of persons one finds satisfying.

Dating skills and experiences contribute to success in selecting a suitable marriage partner.

Debate: Girls should date only boys they might be willing to marry. Am I peculiar if I don't date?

Discuss: Why dating many people helps you to make a wise choice of mate. Dating is a step in social development. Going steady has both its advantages and disadvantages.

What has research found to be common dating practices?

Who is responsible for the conduct of a couple? View and discuss film, Too Much Affection.

Can you suggest acceptable conduct codes for dating in our community?

Assignment for Next Day

Read references.

Situations for Evaluation

Evidences of participation in discussion and debate.

Ability to grasp the main idea from film.

Learning Experiences

Debate and discussion. Teacher tells about research on dating practices.

View and discuss film. Suggest acceptable conduct codes for community.

References for Pupils

When You Marry, pp. 47-67.
Family Living, pp. 164-201.
Thresholds to Adult Living, pp. 175-192.

Teacher Reference

Issues of Marriage and Family Living.

Bulletin Board Ideas

"Stairsteps to Marriage".

Marriage, pp. 19-37.

Lesson Plan

Unit: Preparation for Marriage

Problem: How does one decide what characteristics they want in a marriage partner?

Objectives:

Ability to analyze characteristics desired in a good mate.
Learns the personalities and the types of persons one finds satisfying.

Approach: Read "Consider how hard it is to change yourself, and you will understand what little chance you have trying to change others." --Arnold Glasow.

Generalizations

Dating provides an opportunity to learn about the personalities and the types of persons one finds satisfying.

Dating skills and experiences contribute to success in selecting a suitable marriage partner.

Guide Questions

List qualities you have as a good prospective mate.
List the things you and your date have in common and any differences you may have.
View and discuss film, Choosing for Happiness.
Look for suggestions which you think are important in choosing a future companion.
What is one big idea you got from the film?
Change yourself first if there has to be a change.
Will you each list the characteristics you would like in the person whom you marry?
Susan and Jane will you pick up the papers and read the characteristics listed while Mary writes them on the board?
Let's think about each characteristic, why is each one important? Which ones did more of you agree on?
Will you give us a summary statement for today's lesson?

Assignment for Next Day

Read references.

Situations for Evaluation

Evidences of participation in discussion.
Evidences of ability to grasp main ideas in film.
Evidences of ability to analyze characteristics desired in a good mate.

Learning Experiences

List qualities you have as a good prospective mate.
View and discuss film.
List characteristics wanted in marriage partner.
Compile list on board and discuss importance of each.

References for Pupils

Same as on previous problem.

Teacher ReferenceBulletin Board Ideas

Lesson Plan

Unit: Preparation for Marriage

Problem: What are the reasons people marry or remain single?

Objectives:

Aware of reasons for people wanting to marry.

Realizes that individuals can be happy without marriage.

Approach: If we were to have a class reunion ten years from now, do each of you think you would be married by that time and have a husband to bring with you?

Generalizations

Factors that motivate people to marry include: desire for companionship, children, financial support, love and affection, escape from unhappy homes, family or social pressures.

A good life together can mean one thing to one married couple and something quite different to another.

Some people who do not marry lead happy and productive lives.

Guide Questions

Why do people marry? If you were to ask your parents why they married, what do you suppose their answer would be?

Do movies and TV give a fair picture of American marriage? If not, in what ways do they fail?

Are fathers really as depicted in these dramatizations? To what extent is democracy in the family portrayed? Would acceptance of the portrayal of marriage tend to disillusion couples after they marry?

Describe a movie or television program that made single life glamorous? Why did it seem so?

Should everyone marry? (Divide into buzz groups to discuss.)

Can people be happy without marriage?
(Present case of unmarried women, as Jane Adams.)

Assignment for Next Day

Read references on Changing Role of Men & Women, and Woman, the Fourth Dimension.

Situations for Evaluation

Evidences of understanding of reasons persons have for marrying.

Participation in discussion.

Learning Experiences

Discuss reasons for marrying.

Use movies, TV, and radio programs as basis for discussion.

Buzz groups discuss "Should Everyone Marry?"

References for PupilsTeacher Reference

Books and magazine articles on famous unmarried women.

Are They Qualified for Marriage? Verne Steward.

Bulletin Board Ideas

"Why do I want to Marry?" Put up pictures of reasons for marriage during discussion.

Lesson Plan

Unit: Preparation for Marriage

Problem: How will the changing roles of men and women affect my life?

Objectives:

Analyzes the influence changing roles of men and women will have on self.

Develops an attitude of wanting to live a creative life whether married or single,

Approach: Bring attention to the bulletin board, "Woman, the Fourth Dimension."

Generalizations

Role change for men and women is a continuous process which results in a need for understanding and accepting change.

Preparing for a career in addition to home-making helps a person live a meaningful and purposeful life.

Guide Questions

How have the roles of men and women changed since 1900?

Why do the roles of men and women change?

What prediction can you make on the roles of men and women in the future?

Read and react to Betty Freidan's idea of the feminine mystique and the 4-D woman.

What is the feminine mystique?

What do you think of the idea of the feminine mystique? With what do you agree? With what do you differ?

What has Betty Freidan done for the American women with her book, The Feminine Mystique? What answers to the feminine mystique has Mrs. Freidan given in her article, "Woman, the Fourth Dimension?" (Contd)

Assignment for Next Day

Continue reading other references on changing roles. Be on the lookout for articles on the subject.

Situations for Evaluation

Evidences of analyzing changing roles of men and women.

Evidences of reaction to the feminine mystique and the 4-D woman.

Learning Experiences

Analyze changing roles of men and women. Predict future roles.

Read and react to Betty Freidan's idea of the feminine mystique and the 4-D woman.

References for Pupils

Family Living, pp. 228-239; 264-270; When You

Marry, pp. 186-189;

Marriage, pp. 270-290;

Ladies Home Journal, June, 1964.

"The Role of Woman as Homemaker,"

Practical Forecast, Oct. 1963, pp. 44-45; 85-87.

Teacher Reference

The Feminine Mystique.

Betty Freidan.

Bulletin Board Ideas

WOMAN-The Fourth Dimension.

American Women, Rept. of the President's Comm., 1963.

Problem: (Continued) How will the changing roles of men and women affect my life?

Guide Questions

How can one prepare to be a Four Dimension woman? Should all women try to have four dimensions?

Lesson Plan

Unit: Preparation for Marriage

Problem: What are the factors to consider in making a wise choice of a marriage partner?

Sub-problem: What should I consider before I marry?

Objectives:

Understands factors to consider in making a wise choice of a marriage partner.

Recognizes the possible effects of differences in backgrounds of marriage partners upon the success in marriage.

Approach: Use cartoons to develop bulletin board on areas of adjustment.

Generalizations

When a couple has similar values, goals, and standards, they are less likely to encounter difficulties in marriage.

Determination to overcome obstacles in marriage will usually result in happiness for most couples.

Couples may overcome their differences by the problem solving approach.

Guide Questions

Will you describe a situation in a novel, short story, or TV play that you have read or seen recently in which there were differences in the backgrounds of a married couple? What effect did this have on the marriage? How did the people cope with the situation?

What influence does heredity and environment have upon selecting a life partner?

How would you describe a mixed marriage?

Is this what you are saying?

Can there be other mixed marriages?

Let us analyze this mixed marriage that I will read about. What factors contributed to its success? Failure? How could they have met the problems differently?

What does research indicate about interfaith marriages? What are the chances for success in marriage for those with no religious faith?

What have we learned today that can help you later?

Assignment for Next Day

Read references. Investigate and be ready to report the different meanings of the word "love".

Situations for Evaluation

Evidences of ability to recognize and analyze the effect of factors that contribute to success in marriage. Evidences of ability to identify problems and suggest solutions.

Learning Experiences

Discussion. References used when needed to give support. Analyze mixed marriage. Report to class what research studies indicate about interfaith marriages.

References for Pupils

Family Living, pp. 205-225.
pp. 113-130. Thresholds to
211. Marriage, pp. 69-114.

Teacher References

When You Marry,
Adult Living, pp. 197-

Bulletin Board Ideas

Cartoons depicting areas of adjustment.

Lesson Plan

Unit: Preparation for Marriage

Problem: How will I know when I am in love and ready for marriage?

Objectives:

Understands the true components of love.

Understands the importance of maturity and readiness for the two individuals marrying.

Approach: Read saying "Love at first sight is often cured by a second look. Let students take "How Do You Know It's Love" test taken from page 29 of When You Marry by Evelyn Duvall and Reuben Hill.

GeneralizationsGuide Questions

Love that lasts involves a real and genuine concern for others as persons, for their values as they feel them, for their development and growth.

Maturity in both partners contributes to marriage success.

From your references, how many different meanings of the word "love" did you find? What are some statements which illustrate common usage of the word "love". Can you substitute another word, or give an explanation of the various meanings of love as used in these statements?

View and discuss film, When Should We Marry? How would looking at the case studies of these other couples help Jim and Pat make their decision on marriage?

When is a couple ready for marriage? Is age a factor? What else needs to be considered?

Assignment for Next DaySituations for EvaluationLearning Experiences

Continue reading references.

Participation in discussions and reports.
Evidences of gaining an understanding of the various meanings of love.
Evidences of awareness of factors that indicate readiness for marriage.

Discussion and reports.

View and discuss film.

References for Pupils

Family Living, pp. 205-225.

When You Marry, pp. 113-130.

Thresholds to Adult Living, pp. 197-211.

Marriage, pp. 69-114.

Teacher ReferenceBulletin Board Ideas

"How Can It Be Love At First Sight?"

A sketch of the picture on page 28 of When You Marry.

Lesson Plan

Unit: Preparation for Marriage

Problem: When am I too young to marry?

Objectives:

- Understands the importance of maturity and readiness for the two individuals marrying.
- Develops a wholesome attitude toward choosing marriage partner wisely and realistically.

Approach: Read the saying - Behind every successful marriage there's bound to be some parents and grandparents who played their roles well.

GeneralizationsGuide Questions

Maturity in both partners contributes to marriage success.

Marriage is much more than a private agreement between a man and woman to live together. Society as a whole, parents, the community, all have an important stake in every marriage.

(View and discuss film, Early Marriages.)

- Have a panel discussion on such questions as:
My fiance can't continue his education beyond high school. Should I go on?
My fiance is going to college. I can not afford to go. Should we break up?
The boy I go with is to be drafted. Should I go on to college now? Should we be married before he finishes military service?

(Have special report days for articles from such current writers and authorities as Dr. David Mace. Rather than have these reports all on one day, each girl will be responsible for one report and it will be given when her topic applies to the problem for the day.)

Assignment for Next DaySituations for EvaluationLearning Experiences

Read references.

Evidences of awareness of factors that indicate readiness for marriage.

View and discuss film, Early Marriages.
Panel discussions.

References for PupilsTeacher ReferenceBulletin Board Ideas

Same references as on previous problem.

Lesson Plan

Unit: Preparation for Marriage

Problem: Why is there an engagement period?

Objectives:

Understands the purposes, length, and problems of the engagement period. Understands that a broken engagement is far less serious than a broken marriage.

Approach: Bring attention to bulletin board, "She's Lovely, She's Engaged."

Generalizations

Satisfying adjustment can be made after marriage if there has been a variety of shared experiences during courtship and engagement, areas of agreement and conflict have been investigated, and some decisions are reached before marriage.

The emotional readjustment after a broken engagement is usually less than such a readjustment after a divorce.

Guide Questions

- Will you read the references to discover the purposes of the courtship and engagement period?
- What are the purposes or functions of the engagement period?
- What are some decisions that should be made during the engagement period?
- Why is the engagement period a time of decision making?
- How long should the engagement period be?
- Will the panel give us their ideas on the advantages and disadvantages of long and short engagement periods?
- Should engagements ever be broken?
- When might one break their engagement?
- Why would it be wise to do it then?
- Now build me a sentence that would summarize today's lesson.

Assignment for Next Day

Tomorrow the District Judge will be our guest to discuss state laws regarding marriage and divorce. Bring any questions you might have.

Situations for Evaluation

Evidences of awareness of purposes of engagement.

Evidences of students indicating they are not going to hurry into engagement and marriage.

Evidences of ability to analyze possibility of success in marriage for specific couples.

Learning Experiences

Read and discuss purposes of engagement, decisions and preparation for marriage to be made during engagement, and length of engagement.

References for Pupils

Family Living, pp. 241-255.
When You Marry, pp. 71-110.
Marriage, pp. 168-175.
Modern Manners, Shaw, pp. 15-21.

Teacher Reference

Bulletin Board Ideas

"She's Lovely, She's Engaged".

Lesson Plan

Unit: Preparation for Marriage

Problem: What are the legal requirements for marriage?

Objectives:

- Knows legal requirements for marriage and reasons for them.
- Understands physical and mental qualifications for marriage and realizes the importance of premarital medical examinations.

Approach: Introduce District Judge who will be the guest resource person for the lesson.

Generalizations

Marriage laws, which vary from state to state, have been passed to protect the persons getting married and their offspring.

The next generation is dependent upon the physical and mental qualifications of those marrying.

Premarital examinations sometimes reveal latent causes for marital unhappiness which can be corrected.

Guide Questions

(District Judge talks to class on state laws regarding the issuance of marriage licenses and property rights of husband and wife after marriage; marriage as a contract between two people; health laws pertaining to marriage; state laws regarding divorce; persons, places, and sources that one could go to for premarital information and advice on legal steps to be taken.)

Assignment for Next Day

Read references

Situations for Evaluation

Evidences of understanding differences between legal requirements and social requirements for marriage. Evidences of the attitude that marriage should be a permanent relationship and the understanding of the seriousness of divorce.

Learning Experiences

District Judge visits class as resource person.

References for Pupils

When You Marry, pp. 108-109.
Thresholds to Adult Living, pp. 193-194.

Teacher Reference

Bulletin Board Ideas

Applications for marriage license, health exam report, consent to marry, birth certificate, and will.

Lesson Plan

Unit: Preparation for Marriage

Problem: What are the responsibilities involved in marriage?

Sub-problem: How can one develop a realistic set of expectations concerning marriage?

Objectives:

Develops a realistic set of expectations concerning marriage with insight into some of the realities of married living.

Develops desire to provide a pleasant, comfortable, and well-managed home.

Approach: Discuss yesterday's lesson when the District Judge was our resource person. Have girls summarize main ideas and develop discussion around the expectations of marriage.

Generalizations

Realistic expectations are basic in preparation for marriage.

Marital disagreements are less likely to occur if the home is well managed, pleasant, comfortable, attractive, and functional.

Guide Questions

Will you put down what first comes to your mind when you see these open-end sentences about your expectations of marriage?

When I marry _____. I want my future husband to be _____. When I think of being married I feel _____. After I am married _____. Other people think _____. If I could have one wish granted it would be that _____. Marriage is _____. Marital disagreements are _____.

Now look at your own statements in light of how realistic they are. What conclusions can you draw? How many of you would say that your answers show that you feel that marriage is an aim in itself? (Cont'd.)

Assignment for Next Day

Read references on early adjustments in marriage.

Situations for Evaluation

Evidences of insight into some of the realities of married living.

Learning Experiences

Completing open-end sentences. Discussion of expectations of marriage and the responsibility of having a well managed home.
Bulletin Board Ideas
"Keys to a Happy Home."

References for Pupils

When You Marry, pp. 159-171.

Marriage, pp. 3-16.

Family Development, Duvall, pp. 124-134.

Teacher Reference

Sub-problem: (Continued) How can one develop a realistic set of expectations concerning marriage?

Guide Questions

How would a person who feels that marriage is an aim in itself differ from the person who would like to make marriage a successful experience?

What do you think of when you hear the words, "A well managed home?"

What are some environmental factors and characteristics you have observed in a well managed home? Why are they important? Does the physical setting make the home? Does the atmosphere make a home attractive? What physical things do you feel the home should provide for living?

Lesson Plan

Unit: Preparation for Marriage

Problem: What are some early adjustments in marriage?

Objectives:

Becomes aware of what marriage involves and some of its responsibilities.

Recognizes that marriage leads to continual growth and development and that compatibility requires adjustment and communication skills.

Approach: Read saying - A mother who would no more expect a daughter to hold an office job without some previous knowledge of typing, shorthand and how-to-get-along-with-a-boss may let her begin a marriage career with no training in household or husband management.

Generalizations

Early adjustments include: settling differences, in-laws, children, own parents, friends, and acceptance of new roles.

The use of sound problem solving techniques, the ability to cooperate, and communication skills may help one to make adjustments. Maintaining respect and affection for each that was present before marriage contributes to a successful marriage.

Guide Questions

What are some important early adjustments in marriage? How can one prepare for them? What helps one make these adjustments?

List things that will take some getting used to in marriage and role-play some of them.

Role-play some husband-wife discussions of early role adjustment.

View film, Marriage is a Partnership.

List the adjustments a young married couple must make for a successful marriage.

(cont'd.)

Assignment for Next Day

Read references listed on following lesson plan that pertain to the problem on the significance of sex in marriage and family living.

References for Pupils

When You Marry, pp. 199-216; 245-259.
Marriage, pp. 241-261.

Family Development, pp. 137-152.

Situations for Evaluation

Evidences of understanding early adjustments in marriage and how to cope with them.

Teacher ReferenceLearning Experiences

Discuss and role-play early adjustments in marriage.

View and discuss film, Marriage is a Partnership.

Bulletin Board Ideas

Problems(Continued) What are some early adjustments in marriage?

Guide Questions

How do you feel about the following questions:

Who am I marrying? You or your family?

How important are the families?

In what ways do young couples and their parents help each other?

Is there a house large enough for two families?

Debate: Married couples get in a rut. In India, a wife dresses up to please her husband; in America, a woman dresses up to get a husband.

How would you summarize the meaning of each point of view? What does it require "to keep a marriage growing?"

What have we learned today that can help you later?

Lesson Plan

Unit: Preparation for Marriage

Problem: What is the significance of sex in marriage and family living?

Objectives:

Understands the significance of sex in marriage and family living.
Develops helpful attitude about sex.

Approach: Introduce Dr. _____ who is the guest resource person for today.

Generalizations

Guida Questions

Principles which contribute to effective living generally aid in sex adjustment.

(The doctor can talk with the students on points that he feels young girls should know before marriages as well as answer the questions the girls have submitted to a question box. These questions have been given to the doctor prior to his coming to the class period.)

What are some helpful attitudes about sex?
What are some harmful attitudes about sex?

Where can a young couple obtain adequate sex information?

Assignment for Next Day

Rev. _____ from the _____ Church will be our resource person tomorrow and will be discussing where a couple can go for help in solving marital problems.

Situations for Evaluation

Evidences of understanding there are many things to consider when getting ready to be married.

Evidences of a serious attitude toward the responsibilities involved in marriage.

Learning Experiences

Guest resource person from the community, Dr. _____.

References for Pupils

Marriage, pp. 115-145; 189-227;
349-404.

Teacher Reference

Family Development, pp. 135-137.

Bulletin Board Ideas

Lesson Plan

Unit: Preparation for Marriage

Problem: Where can one go for help with various aspects of marital adjustment?

Objectives:

Recognizes situations which cause great unhappiness within the family and realizes sources of information and help with various aspects of marital adjustment. Expresses desire to have a successful and permanent marriage.

Approach: Introduce Rev. _____ who is the guest resource person for today.

Generalizations

Married couples can many times solve their own marital problems with the help of an outside person or agency such as a minister or a marriage counseling service.

Religion may contribute to the success of family life by supporting moral standards which give direction to life.

Assignment for Next Day

Write a paragraph on the contribution of religion to family living.

Read references.

References for Pupils

When You Marry, pp. 219-241;
315-328.

Marriage, pp. 261-269; 326-334.

Guide Questions

(The minister speaks to the girls on: what are important steps in the process of getting married and what are some early adjustments; meaning of wedding ceremony; teaching of our religion in regard to marriage and family life; what services in community are available for assisting in marital adjustment; activities sponsored by churches to strengthen marriage.)

What are some crises that may occur in family living? How can they be met?

What is meant by moral obligations?

What virtues are essential to successful marriage?

Situations for Evaluation

Evidences of understanding there are many things to consider when getting ready to be married.

Evidences of a serious attitude toward the responsibilities involved in marriage.

Teacher ReferenceLearning Experiences

Guest resource person from the community,
Rev. _____.

Bulletin Board Ideas

Lesson Plan

Unit: Preparation for Marriage

Problem: What determines the kind of wedding a couple should choose and plan?

Objectives:

Understands family, church, and cultural customs as they affect marriage.

Approach: Is there anyone here who has never attended a wedding?

What do you think of when you hear the word "wedding"?

What does the word mean? Will you look it up in the dictionary?

GeneralizationsGuide Questions

Marriage customs and ceremonies vary because of differences in family, church, and cultural customs.

Weddings planned in keeping with one's income, way of living and personal desires contribute to the reverence, beauty, and dignity of a wedding.

Assignment for Next Day
Read references

Guest resource persons will be here tomorrow.

References for Pupils

Thresholds to Adult Living, pp. 216-217.

Marriage, pp. 176-186.

When You Marry, pp. 133-155.

Family Living, pp. 252-254.

Family Development, p. 371.

Will you describe a wedding you attended?
What values should be considered by the couple and their families in planning the wedding?
What are the various types of wedding ceremonies? How are they alike? Different?
What are the advantages and disadvantages of each type?
What are some of the prevailing marriage customs? Why are they important?
Will you report to the class what you found out from your clergyman as to the various types of religious ceremonies they use?

Situations for Evaluation

Evidences of ability to identify how family, church, and cultural customs affect marriage.

Learning Experiences

Describe weddings attended. Discuss values to consider in planning a wedding. Discuss various types of wedding ceremonies and marriage customs.

Teacher ReferenceBulletin Board Ideas

Pictures from the Bride's Magazine such as a bride, wedding bouquet, gifts, etc.

Lesson Plan

Unit: Preparation for Marriage

Problem: How can our parents help us in planning and preparing for a wedding?

Objective:

Appreciates parents and the help they can give in preparing for a wedding.

Approach: Read saying - Behind every successful marriage there's bound to be some parents and grandparents who played their roles well.

GeneralizationsGuide Questions

Weddings planned in keeping with one's income, way of living and personal desires contribute to the reverence, beauty, and dignity of a wedding.

Have married graduates and/or mothers discuss before the class how their parents helped in planning their wedding and preparing for marriage; any hints and advice they feel the girls will benefit from in planning their weddings in the future.

Assignment for Next DaySituations for EvaluationLearning Experiences

Evidences of appreciation for parents and the help they can give.

Resource persons from the community.

References for PupilsTeacher ReferenceBulletin Board Ideas

Same references as on previous lesson.

Lesson Plan

Unit: Preparation for Marriage

Problem: Where can we go for help in finding out the correct procedures and etiquette for weddings?

Objectives:

Remains aware of where to go for help in planning a wedding when the actual time comes.

Realizes the importance of taking time for adequate preparation for one of the greater events of a life time.

Approach: Want Ad: Miss Lovely, just engaged, needs help in planning her wedding.

Generalizations

Guide Questions

Taking time to prepare for a wedding can give the individuals involved a feeling that one of the greatest events in their lives has had adequate preparation.

What are the correct procedures for invitations?
 How should announcements be worded?
 When are announcements sent?
 Who gives the bridal shower?
 How should gifts be displayed?
 How are gifts recorded so you have a record of the donor?
 When should the thank-you notes be written?
 Where can you go for help in planning a wedding when the time comes?

Assignment for Next Day

Situations for Evaluation

Learning Experiences

Interview young married people to get estimates of how much money is earned; to see information on cost of establishing a home as well as the cost of living and operating a home.

Evidences of understanding where one can get help with planning a wedding when the time comes.

Using etiquette books as references, describe correct procedure for invitations, announcements, showers, displaying gifts, recording gifts, writing thank-you notes.

References for Pupils

Teacher Reference

Bulletin Board Ideas

Modern Manners, pp. 21-83; 89-91.

Thresholds to Adult Living, pp. 213-221.

Lesson Plan

Unit: Preparation for Marriage

Problem: How much does it cost a young couple to establish a home as well as the cost of living and operating a home?

Objectives:

Gains an understanding of how much it costs to live and operate a home.

Analyzes ways young couples spend their money.

Approach: Bring attention to the bulletin board, "Can Two Live as Cheaply as One?"

GeneralizationsGuide Questions

The well-being of the family and the individual is largely determined by the way the income is managed rather than by the amount of the income.

Family discord is frequently attributed to a failure to agree on how to spend the money.

Would you like to share the information you gained by interviewing young married friends?

What is the average amount of money earned?

How does the wife's working affect this?

What is the approximate amount of money needed to establish a household?

What does it cost a young couple for food costs per week?

What are some other costs to consider in running a home?

Were there any patterns for handling money that you were able to identify by interviewing these couples?

How would you define budget? Budgeting?

Who needs to budget? How does one go about making a plan for spending?

Let's look at the reference, Homes with Character, pp. 18-24. Those of you that finish first may go on and read other references. When every one is finished I will present some information on a young couple and you will plan a budget for them together.

Assignment for Next Day

You will individually figure out what it would cost a young couple to marry and live in your community, preparing a plan for spending.

Situations for Evaluation

Evidences of interviewing young married people to seek money management information.

Learning Experiences

Interview young married couples for estimates on money earned and costs of establishing and operating a home. Reading references. Plan a budget on blackboard.

References for PupilsTeacher Reference

Homes With Character, Craig and Rush, pp. 18-24.

Thresholds to Adult Living, pp. 349-366.

When You Marry, pp. 175-197. Marriage, pp. 291-312.

Bulletin Board Ideas

"Can Two Live as Cheaply as One?"

Lesson Plan

Unit: Preparation for Marriage

Problem: How does one prepare a plan for spending?
(2 days)

Objectives:

Is able to prepare plan for spending for a newly married couple.
Gains an appreciation of money management.

Approach: Read sayings - Money is a good servant but a poor master.
He is rich or poor according to what he is,
not according to what he has.

Generalizations

Guide Questions

Newly wedded couples who have not yet had a chance to test their ability to live within their incomes will find it helpful to plan and keep a detailed budget.

Good money management contributes to satisfying relationships in marriage.

Individually figure out what it would cost a young couple to marry and live in your community. (Include housing and car expenses.)

.Estimate expenses connected with the kind of wedding you would like to have.

.Estimate the cost of furniture for a bedroom, living room, bathroom, and kitchen.

.Determine weekly food costs.

.Figure how and when you would prefer to pay the following: income and property taxes; auto, life, and fire insurance, other bills.

Try to stagger these bills through the year.

(Cont'd.)

Assignment for Next Day

Interview the Chamber of Commerce, mayor, businessmen and women, policemen, and clergymen to learn how the community helps people.

Situations for Evaluation

Evidences of ability to figure out what it would cost a young couple to marry and to prepare a plan for spending for a couple for the first year.

Evidences of gaining appreciation for money management.

Learning Experiences

Individually figure out what it would cost a young couple to marry and live in your community.

References for Pupils

Homes With Character, pp. 18-24.

Thresholds to Adult Living, pp. 349-366.

When You Marry, pp. 175-197.

Marriage, pp. 291-312.

Teacher Reference

Bulletin Board Ideas

Problem: (Continued) How does one prepare a plan for spending?
(2 days)

Guide Questions

You will have two class periods to work on this plan here in the class room. You may use any of the reference and resource materials that are available here at school. You may want to speak to people who actually have expenses such as you will be planning to get some help. These plans will be put up on the bulletin board so that you can compare and evaluate each others.

Lesson Plan

Unit: Preparation for Marriage

Problem: How can a family determine their responsibility to the community?

Objectives:

- Understands and observes ways community helps the family.
- Is able to suggest ways a young couple can participate in the community.
- Decides which organizations she can benefit most now and after marriage.

Approach: Put this saying on the blackboard - "What kind of community would this be if it were like me?"

GeneralizationsGuide Questions

The community can provide services and resources at a lower cost than individual families can furnish them; therefore, families who share in the support of these services benefit themselves as well as others in the community.

Community problems can be solved when families make a contribution toward the solution.

How does our community help people? What information do you have as a result of your interviews?

Can the reports of community agencies give us further information?

Buzz sessions discuss how the community helps the family, and what responsibilities the family has to the community.

What community activities do we have in our town? In which ones could a newly married couple participate?

In which ones could your own family participate?

In which ones do your families participate?

In what ways can you yourself cooperate in community projects?

Assignment for Next Day

Bring completed word definition lists.

Situations for Evaluation

Evidences of interview to learn of community services.

Evidences of changing attitude toward helping own community.

Learning Experiences

Interview people in community to learn how community helps people. Discuss family's responsibility to community.

References for Pupils

Better Homes and Gardens

Teacher ReferencesBulletin Board Ideas

"Our Community is the Greatest"

Lesson Plan

Unit: Preparation for Marriage

Problem: How can I summarize and evaluate the unit on "Preparation for Marriage"?

Objectives: Ability to summarize and evaluate what has been studied.
Realizes values gained from studying "Preparation for Marriage".

Approach: Read the saying - The mother of a marriageable son says that when he finally brings home the choice of his life she intends to say to the girl, "My dear, I want you to know I really tried."

GeneralizationsGuide Questions

Thoughtful study of "Preparation for Marriage" can contribute to self understanding, self improvement, and development of realistic expectations of marriage.

Let's summarize what you feel have been the important things we have learned from this unit.

Are there any questions about any of the definitions on the definition list?

Re-take pretest, Songs We Sing.

Preparation for marriage may help avoid conflicts after marriage.

Assignment for Next DaySituations for EvaluationLearning Experiences

Unit test.

Evidences of appreciation for completed study.
Evidences of realization of objectives for unit.

Summarize important things learned.
Review for test.

References for PupilsTeacher ReferencesBulletin Board Ideas

Bulletin board to put up after class today so it will be up for test tomorrow -
"Smile, it won't last forever."

Table of Specifications

Percentage of Items which Test Each Objective			
Areas of Unit	Knowledge of Facts	Understanding of Concepts	Application of Principles
Building a Wholesome and Mature Personality (20%)	0	20	0
Choosing a Marriage Partner (28%)	5	13	10
Responsibilities Involved in Marriage (32%)	4	16	12
Wedding Plans (20%)	3	13	4
Total	12	62	26

Discussion of the Unit Test

The unit test was organized by concepts which included: building a wholesome and mature personality, choosing a marriage partner, responsibilities involved in marriage, and wedding plans.

When retyping the test, into the form to be administered to the pupils, the questions would be rearranged so that like items would be grouped together.

The writer found it difficult to develop test items that measured the level of application of principles. The actual percentage of this level of measurement was not as high as had been anticipated. However, opportunity was provided throughout the unit for evaluation of application of principles through discussion, open-end questions, and written assignments.

Unit Test

Part I. Building a Wholesome and Mature Personality

1. Jim, Lois, and some of their friends are discussing good mental health practices. Which statement is correct? (Check with an x)

- A. Tom says that you have to be realistic about unpleasant situations in order to solve problems about them.
- B. Mary says that if you daydream occasionally, you'll find solutions to your problems.
- C. Sue says that you should tackle only those problems which are capable of solution; otherwise you're constantly frustrated.
- D. Jim says that it's only a question of "mind over matter"; there's no reason to let little things bother you.

2. When Mary justifies her drinking at a party by the excuse that "all the other kids do it," she is: (Check with an x)

- A. behaving like a psychotic person.
- B. compensating.
- C. having a hallucination.
- D. making a typical infantile reaction.
- E. rationalizing.

3-4. Jeanne Jones and Sue Smith both work part-time at a local department store after school and on Saturdays. Each has received a bonus of \$25.00. Neither girl has a wrist watch. Each girl has a savings account. Jeanne took her bonus and bought a watch, while Sue put her money in her savings account.

a. Why do you think they handled their money differently? Check with an x the reason you think best explains why these girls used their bonus money differently.

1. Jeanne thought more of herself than Sue did.
2. People have different interests and desires.
3. Sue was saving for college.
4. Jeanne wanted to have what other people had.

b. Explain why you feel the reason you checked is the best explanation.

- 1.
- 2.

5-7. List an area in which you feel you need to prepare yourself further, before accepting the responsibilities of marriage and parenthood. Explain ways you can best prepare yourself in this area, giving reasons why this will help you with the responsibilities of marriage and parenthood.

8-15. Directions: In the following statements you are to judge the effects of a particular item on the building of a wholesome and productive life. In each case assume that there are no other items which would counteract the effect of the item described in the statement. Mark the items:

- A - if the item described would tend to hinder the development of a wholesome and productive life;
- B - if the item described would tend to help the development of a wholesome and productive life; or
- C - if the item described would have no effect, or an indefinite effect, on the development of a wholesome and productive life.

Items:

- _____ 1. Balancing feelings with fact.
- _____ 2. Reduction of interchange of thoughts or opinions.
- _____ 3. Follow an organized plan in problem solving.
- _____ 4. Dating boys of whom your parents did not approve.
- _____ 5. Making a very gradual improvement in maturity.
- _____ 6. Setting realistic goals.
- _____ 7. Accepting only your parents' values.
- _____ 8. Inability to discuss things with parents.

Part II. Choosing a Marriage Partner

16-17. Explain why it is usually desirable to date a number of persons before serious courtship is begun.

18-21. Jill Jones, 17, is a senior in high school. Her family consists of her mother, a stepfather, a younger sister, 12, and two younger half sisters, ages 4 and 6. The last several years she has expressed, to her teachers and classmates the thought that she can't wait to get away from home. She feels her sister, 12, gets more privileges than she. Since she was the oldest in the family, and her mother was tied down with the younger sisters, Jill has worked at her stepfather's store. She feels her family does not understand and love her like they should. Jill has been dating Bob, a divorced man, quite steadily this year. He is 26 and is working in the community temporarily. Jill wants to marry soon after graduation.

If Jill should marry Bob, soon after her graduation, what prediction, if any, can you make concerning the probable success of her marriage? If you believe a definite prediction can be made, make it and give your reasons. If you are unable to make a prediction, indicate why you are unable to make a prediction and give your reasons.

Predictions:

Reasons: (1) (2) (3) (4)

22-24. We read and hear so often that the roles of man and women are changing. What are 3 ways these changing roles may influence your life?

- 1.
- 2.
- 3.

25-33. Tony and Ann have been dating occasionally for the past year. Tony, a Catholic, and Ann, a Baptist, are both seniors in high school. Although they tried to keep their relationship casual because of their religious difference they find they are becoming fond of each other and their relationship is becoming closer. They have discussed marriage and realize there will be problems.

What are 2 things they will need to make decisions about if they become more serious?

- 1.
- 2.

Where might they go for help in solving this problem?

- 1.
- 2.

How might they each feel about this problem?

Tony -
Ann -

How might this problem be solved?

If solved as you indicated above, what are two likely outcomes of this solution?

- 1.
- 2.

34-36. Max and Jana are engaged to be married. Max is a senior in college majoring in Agriculture. Jane is a junior, majoring in Home Economics Education. They have known each other since high school days. They plan to be married after Jane graduates from college. Jana grew up on a farm in a neighborhood close to Max's home so is acquainted with his family. They are both Protestants. Max is the oldest of four children, Jane is the youngest of a family of three children.

What prediction, if any, can you make concerning the probable success of their marriage? If you believe a definite prediction can be made, make it and give your reasons. If you are unable to make a prediction, indicate why you are unable to make a prediction and give your reasons.

Predictions:

Reasons: (1) (2) (3)

Part III. Responsibilities Involved in Marriage

37-39. Dick and Eve are seniors in high school. They decided not to wait until graduation before they married. They are living now with Eve's family which consists of her mother and father, three brothers, and a younger sister. Eve's sister, Joan, has to sleep in the living room now that Eve and Dick are living with them, since they only have a three bedroom house.

What are 3 problems that might arise because of the situation described above?

- 1.
- 2.
- 3.

40-42. George, 20, and Susan, 18, are students in college. They are trying to decide whether to marry now or to finish college first. Susan is a freshman and George is a junior. Their parents want them to finish college before marrying. Neither family will help them financially if they marry before graduation. George has been working part time as a janitor at night for a local business firm. They have asked for your advice.

Directions: Select the best solution for their problem and record your answer by marking an (x) in the blank on the left.

- A. Marry within one month, and both drop out of school.
- B. Marry during the summer, after finishing this school year. Then next year Susan can work while George finishes school.
- C. Marry during the summer, after finishing this school year. Then next year George can work while Susan goes on to school.
- D. Marry next summer, but both work part time and go to school part time.
- E. Both finish college before marrying.

Below are reasons to support your choice. Mark (x) in the blanks at the left by the two reasons that explain your choice.

- 1. If they really care for each other, and respect their parents, their friendship will last for several years, while they are finishing school.
- 2. Job prospects are better if one completes his education.
- 3. It is as important for women to have an education as it is for men.
- 4. Being married is more important than an education.
- 5. George is closest to being out of school, so it is more important that he finish.
- 6. Susan should finish school before they have a family.
- 7. Jobs are plentiful.

43-50. Fred and Mary have been married seven years and have two children, Tim, 5, and Debbie, 3. Fred works five days a week plus Friday evening and a half day Saturday. He's had a raise every year and now earns over \$9000. Naturally, every raise has meant more work and responsibility, but he expects to work hard and get ahead. Mary whines to Fred about having to run the house and feels she is overworked and tied down. She has a cleaning woman in one day a week, and a sitter in two afternoons so she can play bridge. Fred has to get his own breakfast, eats lunch at the company cafeteria, and comes home to a poor dinner at night. His socks don't get darned or shirt buttons sewed on. Mary can't keep track of household bills or do the simplest routine repairs.

What needs to be discussed by this couple?

Where might they go for help in solving their problem?

- 1.
- 2.

How might they each feel about this problem?

Fred -
Mary -

How might this problem be solved?

If solved as you indicated above, what are two likely outcomes of this solution?

- 1.
- 2.

51-56. Don and Betty are planning to be married in three months. Don is working for a local construction company with a take home pay of \$300 a month. Betty has just started to work as a bookkeeper downtown upon graduation from high school, with a take home pay of \$150 a month. Don drives a 1959 Ford car. They are trying to decide between renting a furnished apartment in a suburban area renting at \$85 a month or an unfurnished apartment at \$50 a month, located over a store building, close to downtown. Utilities are not included in either of the rents. They are wondering what the approximate cost of starting their own home will be. Since Betty did not take home economics in high school she is asking you to help her.

Which apartment should they rent?

Your reasons for recommending that one.

- 1.
- 2.
- 3.

Don and Betty feel they will have \$700 saved by the time the three months are up before their wedding. Will that be enough? Would you advise them to wait a while before marrying? Why?

57-60. Describe and compare a family who would be considered an asset to the community with a family who would not be considered an asset to the community.

Part IV. Wedding Plans

61-64. John, 20, and Amy, 18, are planning to be married within the next two weeks. What legal requirements must they meet before they can be married in the state of Kansas?

- 1.
- 2.

John and Amy wonder why they have to worry about legal requirements. Why are there marriage laws?

- 1.
- 2.

65-66. Sharon is engaged to Nick, who likes to drive his car at high speeds. She has told him she doesn't think he should drive so fast, yet it is rather thrilling to speed, so she hasn't been too insistent.

Later -- Today's newspaper carries this news item:

One Car Crash. A car, driven at high speed, by Nick D., missed a turn at 8th and Riverside and rolled over, hitting a utility pole. A passenger in the car, Sharon C. was critically injured. Her right leg had to be amputated above the knee. The driver received only minor injuries.

Directions: Mark with an (x) the answer you believe would have helped Sharon and Nick avoid this situation.

- A. Discussed together their aims and goals, and what they wanted from each other and marriage.
- B. Nick could have been more emotionally mature.
- C. Sharon should have realized the danger of high speed driving, and should have broken off the engagement when Nick wouldn't accept responsibility and slow his driving habits.

Below are reasons to support your choice. Mark an (x) in the blanks at the left by the two reasons that explain your choice.

1. There are certain responsibilities that go with the engagement period.
2. Nick was not ready for the responsibility of marriage.
3. Neither Sharon nor Nick realized the purposes of the engagement period.
4. Sharon was not as emotionally mature as she could have been.
5. A mature person thinks of others besides himself.

67-69. Mike, a handsome man of 22, is a newcomer in town. He met Marilyn, a 17 year old school girl, at a dance. They were strongly attracted to each other. Three months after they met they became engaged.

What prediction, if any, could be made concerning the success of their marriage if they married within one month?

Below are reasons to support your answer. Mark an (x) in the blank at the left by two reasons that explain your answer.

- 1. The longer they wait the more problems that will arise.
- 2. Marilyn is still in school.
- 3. They need to allow enough time to make the decisions that are necessary to make during the engagement period.
- 4. Three months is not enough time to know each other well.
- 5. Marilyn is not old enough to marry without her parents' permission.
- 6. Marilyn seems ready for marriage now.
- 7. The longer the engagement period the better the chances are for happiness in marriage.
- 8. If two people are in love they should get married.
- 9. They need to be sure it is real love, not infatuation, they feel for each other.

70-72. Ted and Pam have just announced their engagement. They are making plans now for their wedding. Ted does not want a large wedding, but Pam and her parents do.

Directions: Select the best solution for their problem and record your answer by making an (x) in the blank at the left.

- A. Ted should go along with the plans Pam wants.
- B. Pam should have the kind of wedding Ted wants.
- C. They should both compromise and come up with wedding plans that please them both.

Below are reasons to support your choice. Mark an (x) in the blanks at the left by the two reasons that explain your choice.

- 1. Pam's parents will be paying for the wedding.
- 2. Pam should respect Ted's wishes since he will be the head of the household.
- 3. A wedding is one of the greater events of a lifetime.
- 4. The wedding will be more reverent and beautiful.
- 5. It is not Ted's place to say anything about the wedding plans.
- 6. Since Ted's parents are not living, Pam should let Ted have the kind of wedding he wants.

73-75. It is the day before Dale and Jean's wedding day. They decided just two weeks ago to become engaged and to be married before Dale entered the service. Everything has turned out wrong it seems. Dale was not able to get the license today. The bridal dress and the bridesmaid's dresses aren't finished yet, and they just found out there is another wedding scheduled in the church at the time they had planned for.

Directions: Explanation of the causes for the situation are given below. Mark (x) the best explanation.

- A. They did not allow enough time for adequate preparation for this wedding.
- B. All weddings are hectic.
- C. They did not use all the resources they could have in planning this wedding.

Below are reasons to support your choice. Mark an (x) in the blanks at the left by the two reasons to explain your choice.

- 1. Jean wouldn't listen to her mother.
- 2. At a department store they could have received advice on all areas of the wedding plans, as well as the purchase of clothes.
- 3. No wedding is complete without some errors.
- 4. Dale had not remembered about the three day waiting period.
- 5. A minister can be helpful in planning the wedding.
- 6. The wedding is one of the greater events of a lifetime.
- 7. Two weeks is just too short of a time to plan a wedding.

The emphasis in home economics education is on teaching with the conceptual approach. By identifying the main concepts or ideas in the subject matter and developing related generalizations, pupils can become able to see relationships between ideas and can become able to apply learnings to new situations. The teacher needs to understand and be able to identify important concepts and generalizations herself, so through class experiences she can help pupils formulate appropriate generalizations.

The purpose of this study was to identify and organize concepts and related generalizations for learning in a family living unit for an eleventh or twelfth grade class of girls. Appropriate learning experiences were selected to guide pupils to arrive at generalizations.

The family living unit selected was "Preparation for Marriage." A review of literature helped the writer define concepts and generalizations, emphasize the value and use of concepts and generalizations in the learning process, and support the view that Family Life Education has a place in the secondary school curriculum. Four main ideas or concepts were identified: (1) Building a wholesome and mature personality, (2) Choosing a marriage partner, (3) Responsibilities involved in marriage, and (4) Wedding plans. A two-dimensional chart was used to develop objectives which were stated as behavioral goals.

Lesson problems were identified as follows: (1) Why is preparation for marriage important? (2) How may I build a worthwhile and productive life? (3) How does dating form a background for the selection of a

marriage partner? (4) Why do people marry or not marry? (5) What are the factors to consider in making a wise choice of a marriage partner? (6) Why is there an engagement period? (7) What are the legal requirements for marriage? (8) How can I prepare myself to meet the responsibilities involved in marriage? (9) What determines the kind of wedding a couple should choose and plan? (10) How much does it cost to establish a home? (11) How can a family determine their responsibility to the community?

The six weeks unit plan included illustrative desired behaviors, generalizations, learning experiences, situations for evaluation, references, and suggested bulletin board ideas. In order to select appropriate learning experiences, it was necessary to review textbooks, reference books, and home economics curriculum guides from several states. Daily lesson plans were developed. A table of specifications was used in planning the final paper and pencil test, which was prepared to assist in evaluating pupils' attainment of behavioral objectives of the unit.

A small number of test items measured growth toward application of principles. However, opportunity was provided throughout the unit for evaluation of application of principles through discussion, open-end questions, and written assignments.

This creative and library research was most rewarding and the writer believes the learnings from this report will make the planning of future learning units easier and teaching with the concept approach a thrill and a challenge.

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APPENDICES

APPENDIX A

SONGS WE SING¹

Song writers often express sentiments about marriage. Parts of five songs are listed below. Read each one and then in the space beneath write down whether the song agrees with your idea of marriage.

1. "We'll find perfect peace where joys never cease and let the rest of the world go by."
2. "Through the years, I'll take my place beside you."
3. "I want a diamond ring, braccalats, -- everything."
4. "A home is our castle where all our treasures are stored."
5. "Love and marriage, is like a horse and carriage."

¹Adapted from Hester Chadderdon, "Songs We Sing," Evaluation Materials in Family Relations Eleven and Twelfth Grade. Used with permission of the author.

Pretest

You will be shown three human interest pictures. Answer both questions for each picture.

Picture 1 (An example might be - a teen-ager answering the telephone in the hall at her home. Her body is tense and she has a very distressed look on her face.)

1. What do you think might have been happening here?
2. What do you think this girl values?

Picture 2 (An example might be - a girl curled up on a sofa holding hands with a boy. The girl is looking rather desperately at the boy as he prepares to say something that is apparently very serious.)

1. What do you think might have been happening here?
2. What do you think these teen-agers value?

Picture 3 (An example might be - a married teen-age couple consulting with a serious gentleman concerning some problems they have encountered. The boy and girl, looking not too worried, are seated in front of a large desk and the older man is directly across.)

1. What do you think might have been happening here?
2. What do you think this couple values?

The suggestion for this pretest was taken from "Facts Versus Feelings in Family Life Education," Illinois Teacher, Vol. VI, No. 1, September, 1962, pp. 44-45. This device was not suggested as a pretest but as a follow up to the story "The Runaway" with an additional question, "What have you learned from "The Runaway" that would help you solve such a problem?" Giving a pretest using the first two questions and later after the study of "The Runaway" showing them the same pictures and having them answer all three questions, will indicate growth in thinking.

Questions for Study of "The Runaway"¹

I. Communication sometimes is difficult in families, as well as in other groups.

1. Locate various words or phrases in the story that seem to have different meanings to different people. How would you define them?
2. Identify "colored" words that seem to express strong underlying emotions. What would be your hunch as to the causes?

II. Perception is different for each individual.

1. On what seven factors is each person's perception based? Which one factor is considered most influential? Why?
2. How were these factors operating in the four characters in the story? What hunches do you have as to why these operated thus?
3. What is an example of insight in this account? How would you define an insight?

III. A hierarchy of values is an organization of values with higher and lower rank.

1. What values of each person become evident during the episode? How did they come to have these values? Which are yours, too?
2. Arrange in descending order the daughter's values just before she left home. Make a similar list of the values she needs to acquire before going to college.

IV. Errors in thinking are often due to emotions somewhat out of control.

1. Locate as many errors in thinking as you can, whatever the cause. How would you identify each of these errors by name?
2. Distinguish between unsound and sound thinking with the steps of problem-solving used by Mrs. Thorne. Why do all of us do such "loose" thinking?

V. Growing into maturity, a person balances feelings with facts.

1. What facts for understanding self and others would help the persons in the story? Formulate some of these facts in an organized outline of content.
2. What subject is available on the process of maturing that could be learned through this case study? How could objective learning be applied by each student in the class?

¹Mary Elizabeth Moore and Letitia Walsh, "Facts Versus Feelings in Family Life Education," Illinois Teacher, 6:12-13, September, 1962. Used with permission of the authors.

THE RUNAWAY¹

Mrs. Thorne came up the path carrying her overnight case in her left hand, with her good black coat hung over her left shoulder. Before she could ring the bell, her former son-in-law yanked his front door open.

"Mother Thorne! How'd you get here? Why didn't you call me? Give me that suitcase. Come in. Come in. We're in a mess." His sentences were staccato yelps. "Kate," he barked over his shoulder, "Here is Nancy's grandmother."

"Oh, Mrs. Thorne," said his second wife, Kate, a clean-complexioned blonde whose fine-boned face was shiny with fatigue. "I'm so glad. . . Please. . ." Her voice suffered a power failure.

The two women touched hands and cheeks. "Didn't take time to call you back," said Mrs. Thorne, who was a comfortable body in an olive-green, rayon dress and sensible shoes. "Jumped on the bus and here I am. What happened to Nancy?" The three of them had come into the living room, and Mrs. Thorne looked around eagerly.

"She's in her room," said the man, tensely. "You should have called me from the bus station. Oh, never mind." Robert dropped her suitcase and slid it into a corner with the sole of his foot. "You're here. Sit down. Help me, will you? I'm about to go nuts over this thing."

Mrs. Thorne sat down. Nobody asked her whether she'd had enough breakfast. Nobody offered coffee. Nobody inquired whether she would like to wash her face. This house was not functioning on a peacetime basis.

"You didn't sound this frantic on the telephone," she said. "What happened?"

"We don't know!" said Robert. "And what do you think of that?"

"We just don't know quite everything, yet." Kate's long fingers were nervous.

"I want--" began Robert.

"I think--" said his wife at the same time.

Mrs. Thorne didn't try to disentangle their voices. Her eyes checked the disorder of the room, the dishevelment of these people. Her ears made note of conflict. She wasn't at all glad that she had come. Mary Thorne was sixty-one years old and she led a quiet life that was entirely to her taste. Duty had brought her here. A call of the blood, she had fancied. She wished now that her conscience hadn't pricked her, or, to put it more accurately, that her imagination hadn't seen a fine role for Mary Thorne.

¹Charlotte Armstrong. First published in Cosmopolitan Magazine, Copyright, 1959 by Charlotte Armstrong. Reprinted by permission.

But it had, and here she was, seduced by it, and she was going to have to play the Wise Old Woman. She held up her freckled hand.

"One at a time," she decreed. "Kate, you'd better sit down and be quiet a minute." Kate sat down and bent her fair head with the part in the middle.

"I am Nancy's father," declaimed Robert, "and I am telling you that if anything had happened to Nancy. . ." His face was grim; his throat worked. Ordinarily he was a good-looking man, approaching forty with no strain. Now he looked older, and yet fiercely young, too. He paced the carpet with an angry spring in his legs.

"I want to know all about it from the beginning," said Mrs. Thorne, patiently.

"All right. Your granddaughter, Nancy Winters, aged seventeen, ran away from home!"

"When was this?"

"Last Tuesday. The first we realized. . .she didn't turn up for dinner. We phoned friends. No Nancy. We didn't find any message. Fact, we didn't even look for one. Who could imagine? When it got to be eleven o'clock at night, we were half crazy. That's when we got in touch with the police. They sent a man up and he found her note, in the mailbox, of all places!" Robert rubbed his head. "Note said she'd gone to get a job. Said it costs too much to go to college. 'Don't worry about me,' she said. Lot of nonsense! Seventeen years old! There's money! What was she thinking of?" Nobody answered him, and he went on. "Next morning the police got a trace of her. Somebody saw her climb aboard a bus. The ticket-seller remembered that she was going to Los Angeles."

"We--" began Kate.

Mrs. Thorne's hand stopped her. "Go on, Robert."

"Okay. What could we do? She hadn't been kidnapped, or run down by a car. She hadn't eloped with some dizzy kid, or any of the stuff we'd been afraid of. She'd got on the bus of her own accord. So I didn't call you. Called nobody. We hoped we could get in touch, find her, and talk her out of whatever ridiculous. . ." He groaned in retrospect. "Of course, we got the Los Angeles police on it. I wanted to go down there myself. But the cops kept telling me I couldn't accomplish anything."

"The local paper--" began Kate.

"Yeah." Robert quelled her with a glare. "Somehow or other, the Thursday morning paper had it. 'Teenager disappears.' The phone calls started. You don't know what we've been through! People looking for juicy bits. Kate wanted to protect Nancy, so we couldn't let on we were even worried. I haven't had any sleep since I can remember. . ."

"But you found her."

"Found her?" he roared. "Oh, no we didn't! At eight a.m. this morning, in walks Miss Nancy Winters, under her own steam. Three days and four nights later. Well, I called you, then. I was afraid you might have seen something in a newspaper."

"But what happened to her?"

"She won't say," she her father and sat down with a thud.

"Won't say!"

"Nope. Oh, she says she went to the Y.W.C.A., stayed there, job-hunted. But I know there is more. Now I want to go in there and beat the whole truth out of her. Kate won't let me. Kate's been fighting me for hours." He bounded up again. "Look here, Mother Thorne. This is my daughter, seventeen years old. Alone in the city. Who knows what might have happened to her? Something did! She's had some trouble! I'll tell you that! She's home; she's alive; she's in there. She's about as unhappy as can be. And I've got to have the truth. What happened to Nancy?" He was shouting. "I don't care how much of a little fool she was, she's my kind, and nobody on earth is going to get away free if he took advantage, if he hurt her in any way. . . And if I have to slap the truth out of her, then that's too bad, but I--"

"Sssh." Mrs. Thorne's insides were quaking. "Don't shout. I see how you feel." She did, too. She thought his feelings were entirely proper.

"But Mrs. Thorne," said Kate, leaning, her hands tight, "listen to me, please. I'm not Nancy's own mother, but I love her. I want to do what's good for her. I say we've got to be patient. We've got to make her feel that we aren't going to be against her, no matter what happened. Then she will feel free to tell us. Even if it is bad. Even if it is disgraceful. We mustn't rage and storm at her. She's unhappy enough. No, I won't let Robert go in there and bully her, if I can possibly stop him. Yes, I am fighting him. . ." She began to cry. Tears came out of her beautiful eyes.

Kate is right, too, thought Mrs. Thorne. She took hold of her thoughts and turned them away from the paralysis of right on both sides. "Nancy came back by herself?" she said.

"Yes, she did," cried Kate. "She must have taken the bus at six this morning. She came to us. Doesn't that mean we must welcome her and surround her with love--"

"You think I don't love her?" yelled her father. "It's because I love her that I've got to know--"

"What have you told the local papers?" Mrs. Thorne's question sounded shrewd and practical and let down the tension.

"That we had been needlessly alarmed," said Kate. "That we had misunderstood. The one thing we cannot permit is any bad publicity. We must stand between her and that. She's so young. Whatever happened to her can be understood--"

"Oh sure," said Robert, "and covered up. That fixes everything? When I can't count the phone calls already, asking questions. And I don't even know what I'm covering up."

"Robert," said Mrs. Thorne in a friendly way, "why don't you sit down? If you finally decide to go beat the truth out of Nancy, you can do it just as well a half-hour from now."

The man sat down and his excitement drained out of him.

"You talk to her," he said wearily.

"Yes," said Kate hopefully. "After all, her own mother's mother. . . Maybe you can talk to her. We . . . It's an impasse."

"I'll try, in a minute," said Mrs. Thorne. "Do you realize that I haven't seen a thing of Nancy since the day you two got married? And that was eight months ago. How has she been?"

"You are wondering if she ran away from me," said Kate sadly.

"So is Robert. So am I." Kate was a beautiful woman and now she seemed flaming with beauty. "I've never been a wife before and I've never borne a child. Instead, I had a career, as you know. I was a model. Then I clawed my way up in the cosmetic business. I've been an executive and never before a . . . a homemaker. But, Mrs. Thorne, I could have sworn that Nancy and I were friends. I have respected her. I have not pushed her. In any way. Oh, I've suggested little things about clothes and grooming, but only when she has asked me. I mean, as a mother would. . ."

Mrs. Thorne's lashes fluttered.

"I really thought she was fond of me," Kate went on. "For a while she was so responsive. She began to have a livelier time at high school. Her senior year, you know, she dated a little. I've been so careful. I've treated her as a person in her own right. . ."

"Dates," said Mrs. Thorne thoughtfully. "Any trouble with the boys?"

"No . . . no," said Kate hesitantly. "At least, I don't think so. Nancy never went into a spin over the boys. Nor, actually did the boys . . . Well, I have no business criticizing."

Mrs. Thorne opened her mouth, but Robert spoke. "Her grades went into a spin," he said gloomily. "Kate didn't think it mattered. Nancy was getting valuable social experience. That's what Kate said."

"You said so, too," said Kate. "You told Nancy so, yourself."

"Under your influence," he snapped.

"Please . . . you know that the last thing I wanted to do was to influence . . ."

Mrs. Thorne took off her hat, which was beginning to feel too tight. "No big humiliation in school that she might have run away from?" she inquired briskly.

"Humiliation?" said Kate. "It's true, she wasn't asked to the big after-graduation party. We took her to a show instead."

"Did she mind?" asked Nancy's grandmother.

"Heck, no," said Robert. "Nancy's got too much sense."

"She has been a little flighty and strange," said Kate, "since school's been out."

"Strange," her father said. "you bet. Sassy and smart-alecky one day and moping in a corner the next. Kate calls it a phase. I had a notion to crack the whip and put her nose back into her books. Thought she might be tutored in math. I don't like this card full of C's. Kid's got a brain. Used to enjoy using it. But Kate says the

right way is never whip, never push. 'Leave her alone,' Kate says. 'She'll find herself.' Now, look!"

He was bitter. Kate was suffering. Whatever had happened to Nancy, something deplorable was happening to these fine people.

"Tell me this, Robert," said Mrs. Thorne suddenly. "Why haven't you gone in there and slapped, as you say, the whole truth out of her, if you feel so strongly about it?"

He looked startled. Then he said savagely, "Because I'm scared. I'm scared that Kate may be right. I don't read the stuff she reads. You tell me. When Nancy runs off like a silly little goose and now won't even tell us what happened . . . what's broken her up so . . . isn't it my duty to find out? Am I wrong?"

Mrs. Thorne evaded answering. "When you ask the child what happened, exactly what does she say?"

"What I told you. Otherwise, she says, 'Nothing.' That's her word. 'Nothing.' Here she's been gone three days and four nights, looks terrible, eyes all puffed, looks tragic." Robert was beside himself. "Something happened to Nancy! And I'm supposed to be patient and understanding.

"But we must be," cried Kate. "How can that be wrong?"

Mrs. Thorne got to her feet. "Something is wrong," she said grimly. "Obviously. Well, you two sit here and hang on to your nerves. I'll see what I can do."

"Get it out of her," said Robert tensely.

"But please . . ." pleaded Kate.

Mrs. Thorne smiled and nodded reassuringly. She hadn't the faintest idea what she was going to do or say.

Nancy's room was at the very back of the long, low house. Mrs. Thorne knocked at the door.

"Who is it?"

"Grandmother Thorne. May I come in?"

"It's not locked," said the voice.

Mrs. Thorne opened the door. "Hi," said she.

Nancy was huddled against the headboard of her bed. Her eyes were swollen, but she was not crying now. Her face . . . a small and somewhat rugged face . . . was lumpy and woebegone and yet proud. Her dark hair was mussed. Her dress was wrinkled. She looked like something the cat had dragged in. She also looked a lot like her mother, who was dead.

"What are you doing in here?" asked her grandmother as cheerfully as possible. "Trying to crawl into a hole and pull it in after you?"

Nancy's dark blue eyes were cast down. She lifted her head, but she wouldn't lift her gaze.

Mrs. Thorne ambled to a maple rocking chair and sat in it. "You don't look as if you've had much fun," she said. "What happened to you, Nancy?"

"Nothing," the girl said with her head high. A muscle under her jaw was tight. The eyes stared tragically at the wall. Mrs. Thorne recognized the female "nothing," which means "something that I, most nobly and painfully, will keep to myself." It is the female "nothing" that drives a husband mad.

Mrs. Thorne rocked gently a moment.

"Why did you go away, I wonder?"

"I just wanted to," said the girl.

"And then you wanted to come back and so you did?"

"Yes."

"People do what they want to do, just like that?"

"Yes, they do."

"First I've heard of it," said her grandmother. "What made you think of the expense?"

"What expense?"

"College is too expensive. Isn't that what you wrote?"

"Well, it is expensive," said Nancy.

"And you don't think it's worth it?"

"Not for me." The throat worked.

Mrs. Thorne pushed with her toe to set the chair swaying. "Well, you may have turned stupid all of a sudden," she said, "but don't you think it is unnecessarily brutal to refuse to tell your mother and father what hap--?"

"I told them," said Nancy. "Let me alone, Gran."

Mrs. Thorne was still. She was at a complete loss. What did she know about this girl, holding a hurt head so high? What did she know about the inside of that head? Mrs. Thorne did not feel like a Wise Old Woman. Standards from her own girlhood were, no doubt, out of style in this day and age.

But perhaps not all standards. Candor for instance. "I certainly wish I had stayed quietly at home," she stated, heartily.

Nancy blinked.

"I guess," said her grandmother, "I am not the Wise Old Woman. Oh, well, everybody gets a picture of himself. This leads him on. Look at me. Your father sounded so upset, I thought I'd just come down here and straighten you all out." She signed. "What an old-fashioned idea! Now, Kate's way is the modern way. Kate is just waiting. She's out there, keeping your father from giving you a mighty, old-fashioned beating, you know. She is waiting, ready and waiting to understand. . . any time . . . anything."

(What a liar I am, she thought to herself. What I say is true, but what I am doing is not honest. I am a conniving old woman. I am trying to fox the truth out of Nancy.)

She saw the girl's mouth twitch bitterly. "Well, I'm sorry," Nancy mumbled, "that there's nothing for Kate to understand. And I'm sorry you came for nothing."

Bitterness? Pride? Mrs. Thorne's ears seemed to herself to be standing away from her head in the effort to listen. She rocked slowly.

"Of course, that is Kate's picture of Kate," she mused aloud.

"High-principled. Dedicated to respect." Nancy's face winced and Mrs. Thorne took note.

"Robert sees himself as your protector and avenger. That's his picture. Not bad pictures, you know. Either of them."

The girl's eyes squeezed shut. "I just wish everybody would leave me alone."

"Do you?" said Mrs. Thorne, as if this were a curiosity. She rocked. "There is a lot of nonsense being talked and thought in this house. Each of us trying to live up to a pretty picture of himself in his mind. What is yours, Nancy?"

The girl bent her cheek against the wood of the headboard. Her grandmother contemplated the part in the middle of the dark, untidy hair.

"I wish I knew how you see yourself," she mused on, "because that's the clue to this whole business. Are you, by any chance, a martyr?"

"No," said Nancy contemptuously.

"Not put upon? Not put out, by a beautiful stepmother?"

"Gran, don't talk like that. I'm not jealous. You don't understand at all." Nancy squirmed down on the bed and buried her face.

"Well, I'm interested," said Mrs. Thorne, cheerfully, "and you can't prevent it. Guilty, then?"

The girl sobbed once.

"I guess you think you've made a fool of yourself, some way."

Nancy ground her knuckles into her cheek. "I'm nothing. Nothing happened. I told you. Please leave me alone."

Her grandmother brooded a moment. "My," she said finally, with an air of surprise, "what big ears I do have!"

Now Nancy turned her face to look. The eyes were miserable . . . and wary.

"Of course, it's impossible to be nothing," said her grandmother. "I'm guessing you've got your own picture mixed up. I have a picture of you in my mind that you are welcome to. I see you as a brainy child, a bit of an introvert, somewhat shy. You're no glamour-puss, that's sure. Well, your mother wasn't, either." Mrs. Thorne was rocking peacefully. "Your mother was a real bright, upstanding citizen. But not any beauty. Of course, she had found out who she was."

Nancy was looking startled.

"I'm just talking," said Mrs. Thorne, mildly. "Just remembering. I can remember, myself, the trouble it is to find out who you are. And that's in an ordinary family."

Nancy heaved.

"But, to your house, comes this Kate," Mrs. Thorne signed. "Beautiful, kind, reasonable, just, admirable, and glamorous. I bet the high school boys couldn't quite appreciate a seventeen-year-old copy of that picture."

"I'm not copying," weiled Nancy.

"Why not?" said Mrs. Thorne calmly. "What we admire we try to be. When did you begin to part your hair in the middle? The trouble is," she went on, "you are naturally equipped to be rather like your mother, who was admirable, too. I'll bet the brainy old you feels terrible about a card full of C's. She doesn't deserve college, does she? But who are you, then?"

Nancy whimpered.

"Kate never went to college. Kate went to work, early. Kate carved out an adventurous, independent, successful life."

Nancy was now weeping without sound.

"Those stupid boys," said her grandmother in a slow drawl. "Why, you had to go out and conquer the world. Make a splash. Amount to something. Dramatically, too." Her drawl went on ruthlessly. "Burst forth. Show everybody."

"Go away," sobbed Nancy.

Mrs. Thorne did not go away. "It takes time," she stated flatly. "You forgot about that. Over and above her natural equipment it took Kate time. She's thirty-two. The one thing the young can't understand is time. How should they?"

After a moment, Mrs. Thorne went over to the bed and began to massage the girl's back. Gently she kneaded the flesh along the spine, and slowly, the girl relaxed and her weeping became audible.

"If you will use the brain that's in your head, in spite of yourself," said Mrs. Thorne--and a little heart wouldn't hurt, either--you'll know perfectly well why your pepe wants to go kill whatever dope-fiend got you in his clutches in the wicked city."

Nancy coiled painfully and uncoiled.

"And why Kate won't let him beat you," her grandmother went on. "There's no use being guiltier than you already are. What happened is awful." Mrs. Thorne's voice was perfectly sincere. "It's terrible. It's almost intolerable."

The girl was suddenly still as stone.

"But I can tell you that you are cruel." Mrs. Thorne's moving hand was gentler than her words. "Pretty awful selfish and cruel. The way you are acting is cowardly. Well, nobody is as cruel as a coward."

Nancy writhed.

"You will have to make everything absolutely clear," said Mrs. Thorne sternly.

The girl rolled over and gazed up from swollen lids.

"There's some creed that Kate's got hold of," said Mrs. Thorne, not looking down. "Never push a young person. Leave her alone. She believes that, honey. She read it in a book. Well, she never had a child. She's nobody's real mother. But I have been." Mrs. Thorne looked down and smiled. "So I will now tell you what you ought to do. Confess. Explain. Then, admit that college is your meat. You'll enjoy it and it will enjoy you. . . and you may as well put up with yourself. As for this . . . your own mother would have seen it as an experience. Experience can be useful."

"I'm a coward," Nancy said. "That's right, Gran." The dark blue eyes were intelligent now.

"Oh, we needn't explain to everybody. Just to the family. Yes, you can! Remember, it doesn't matter whether--or even if--they understand. It matters whether you do."

"How did you know?" Nancy sobbed.

"Oh, I'm pretty old," her grandmother said lightly. "Seems to me I've been all the ages in this house." She bent down and the girl's arms reached for her and the wet cheek came halfway.

"It was so awful . . ." Nancy began.

Ten minutes later, Mrs. Thorne came out of Nancy's room and Robert bounded up. Kate stiffened.

Mrs. Thorne beckoned them with her to the kitchen. She sat down heavily at the breakfast-nook table. "It's very sad," she said, "and you will both try to remember that, please."

"To begin at the beginning, as I see it," said Mrs. Thorne, "when you two got married, Nancy got confused. She admires Kate, who is so admirable. Nancy is what you would call 'crazy about' Kate. But when she began to try to be Kate, one or both of you should have noticed, and helped her not to try too much. She was bound to fail. By the time she knew she was failing, Nancy had lost her grip on Nancy. Now then, Kate believed she must be left to 'find herself.' Robert hadn't read the books." They sat, stiff-necked. "So Nancy, lost, didn't know what else to do but go on trying to be Kate, a little harder. That's why she took off to meet the universe all by herself. Well . . . that's where the two of you had put her."

They looked stricken and she relented. "Oh, Nancy was wrong, selfish, and cowardly, and she deserves a good licking of some sort."

"But I'm crazy about her," Kate burst out. "I really am. All I wanted was for her to be herself . . ."

"If you love," said Mrs. Thorne patiently, "you give, don't you? All right, Kate, what have you got to give that's better than the benefit of your experience? For heaven's sakes, why should you let a child alone? Do you really think a mother is so conscientiously aloof that she is a style consultant, but only when she is asked? You do not treat a child as if she knows all you know, because the fact is, she doesn't."

Kate's face was breaking, and Robert touched her and looked at Mrs. Thorne with reproach.

"Oh, you shouldn't bully, either, Robert," said Mrs. Thorne to him. "A very bad way to try for truth is to slap it out. So you are both right and both wrong, which is just about par for all of us. Well--I am old and I remember. I say you must help a child to be herself and to stand up, of course. But meanwhile, you do lead, you do guide, you do matter, and you are an influence, whether you will or no. Until she can stand alone, don't you see that you must, responsibly, be what you really are--a garden-stake for a tender seedling against the wind?"

Kate's fair head was on Robert's shoulder.

"Now pull yourselves together," said Mrs. Thorne severely, "and I will tell you the whole truth about what happened to Nancy. She got off the bus in Hollywood and went to the Y.W.C.A. She gave a false name, ah, because she's young. There she stayed, for three days, when she was not timidly walking the streets applying for jobs she couldn't get. Nobody was bowled over by her personality. Nobody gave her a chance. Nobody offered her an adventure. Nobody even made a pass at her. Nobody so much as noticed a shy, not very pretty, untrained, ungrown little girl. Now, she has suffered. You've got to get on to the square of it. The bitter whole truth is nothing happened to Nancy."

Robert gasped. Kate held her face.

"She came home," said Mrs. Thorne gently, "when it got just too painful."

Kate said, "I understand. I understand."

"Try to keep it to yourself a bit," said Mrs. Thorne, tartly, "if you do. And can't we just keep this confidential? Will it hurt if the neighbors wonder, just a little bit, what could have happened to Nancy?"

Robert said, "Nothing?"

"Her body lied," said Mrs. Thorne. "Her face lied. Her ego lied. So don't go blaming yourselves for not believing the word. Now, scold her. If you love her, therefore, scold her. Therefore, tell her what you think she ought to do. Listen, of course, but make her listen, too. Give her your arguments, your judgments, for a part of her heritage. She got lost because she had nothing to grow against. Just never flatter yourself that you understand her, all the time, or all the way. She has her mystery. And leave her that . . . to rebel with . . . because there's the growing point.

Mrs. Thorne stopped speaking, because she wasn't altogether up to herself or clear about what she was saying.

Kate said, indignantly, "How could she hurt us, wound us, act so as to leave us wondering! She could have made this clear!"

Robert got up. "The poor kid," he said, "as if she needed to be anybody but my own Nancy."

Mrs. Thorne said to him, crisply, "I'll tell you what you ought to do. Go in there and don't slobber. Nancy has been a little idiot and you may understand that, but you don't have to approve of it. You tell her she's going to college and no nonsense. Put your foot down. She's been telling a mean, cruel lie with that literal truth, and she should be punished. You make her get a tutor in math."

But Robert murmured, "Poor baby . . ." and stumbled away.

Mrs. Thorne looked after him and shook her head.

Kate said angrily, "She ought to be spanked!" Mrs. Thorne turned and grinned at her.

"I just wish," said Kate, with a pink face, "you could tell me how you reached her. I never did. How did you?"

"Why don't you make me a nice cup of coffee," said Mrs. Thorne, cheerfully, "and leave me my mystery."

She thought, it was luck. I rambled around and, by luck, it came to me to believe her words. I know you can tell a lie with the literal truth. How do I know that? I suppose because I can remember . . .

"I am pretty old," she said aloud, apologetically. "A good many things have happened to me, you know."

Is that wisdom, she wondered, if you remember to remember?

OPEN END STATEMENT¹

"Oh, I've suggested little things about clothes and grooming, but only when she asked me. I mean, as a mother would. . ." Keeping this comment of Kate's in mind, quickly complete the following statement:

A good stepmother

¹Mary Elizabeth Moore and Letitia Walsh, "Facts Versus Feelings in Family Life Education," Illinois Teacher, 2:28, September, 1962. Used with permission of the authors.

APPENDIX C

SELECTED BIBLIOGRAPHY

Where can I find information to help me in my study of preparation for marriage?

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Ladies Home Journal.

Practical/Forecast for Home Economics.

APPENDIX D

INDICATIONS OF MATURITY AND IMMATURITY¹

Directions: When we are traveling by car we have highway signs to guide us. Likewise in our lifetime journey towards maturity there are signposts to guide us. The following scale is a list of those signposts.

One can rate himself on each of the following items by checking the proper position on the line:

"3" is average
Below "3" is below average
Above "3" is above average

In order to have something to measure against, it seemed necessary to have perfection or almost perfection for number "5" on the mature side. One should, therefore, not be disturbed by having no "5's" or very few "5's". If one would check his status on each item and connect those checks with a line, it would ordinarily be a line going back and forth across the page. It would be well for one to lean on that line and push the kinks out of it.

It is not wise to strive for perfection. The best mental health and satisfaction will result from expecting to make a very gradual improvement toward maturity. Perfection in a few of the items is relatively easy to reach, while in others it is very difficult. Growth is a slow process and a lifetime job, but the rewards are more freedom, contentment, and security.

INTELLECTUAL MATURITY

<u>Immature</u>				<u>Mature</u>
1.	2.	3.	4.	5.
a	Distorts reality to suit feelings. Magnifies small items, fails to see the whole. May imagine many things, tell untruths, or exaggerate. Lets feelings color thinking.		Looks at situations squarely and objectively. Recognizes clearly the difference between what he imagines or feels about a situation and what is <u>real</u> or <u>fact</u> about it.	

¹May Westbrook, Indications of Maturity and Immaturity, pp. 1-7. Used with permission of the author.

<u>Immature</u>	1.	2.	3.	4.	<u>Mature</u> 5.
b	Satisfied with surface symptoms and bases judgment on what seems apparent.			Can search back to the underlying factors involved in any situation. Not satisfied with surface symptoms.	
c	Is extremely curious about the personal elements of situations and in the affairs of others.			Genuinely curious about causes and effects of situations as they affect own welfare or welfare of others.	
d	"Jumps to conclusions." Bases judgment on insufficient evidence. Impatient of evidence contrary to first impression.			Makes tentative judgments based on all available evidence. Revises them when new evidence indicates a need for it.	
e	Unwilling to listen to ideas different from his, or believes almost everything he sees or reads. Can be persuaded by emotional appeals.			Considers suggestions by others but responds according to his own judgment. Recognizes propaganda, and is skeptical of sweeping statements.	
f	Does not benefit by his own or other people's experiences.			Profits by his and other people's experiences. Searches for experiences through which he could profit.	
g	Thinks of who can help him rather than trying to solve the problem. Wants parents or others to make his decisions.			Attacks any problems that he can solve. Gets whatever help is necessary. Can make up his own mind. Does not rely on others to make his decisions.	
h	<u>Argues</u> --Interested only in proving his point. Does not listen to the opposing ideas. Ignores questions from other people. Has no tact.			<u>Discusses</u> rather than argues. Presents his point of view and wants to hear other viewpoints. Searches for "truth." Answers questions as well as states his side. Differs with others without giving offense.	
i	Cannot accept any adverse criticism.			Asks for and accepts constructive criticism. Profits by it.	

ImmatureMature

	1.	2.	3.	4.	5.
j	Offers only destructive criticism. Disregards need for criticism to be given privately.			Makes, wherever possible, constructive criticism, which includes calling attention to the good points and suggesting how improvement could be made. Recognizes when it should be given privately.	
k	Will not admit errors. Lies or argues to get out of a tight place and to escape unpleasant results.			Recognizes graciously his errors and takes responsibility for them.	
l	Knows little about and is not interested in the wise use of money. Does not believe in budgeting. May gamble or make many poor investments.			Can successfully manage money to attain his goals which are acceptable to society.	
m	Thinks that to be of one sex would be better than being of the other sex.			Realizes that each sex has its own advantages and disadvantages. Is satisfied with being of own sex.	
n	Has distorted or false ideas concerning human reproduction.			Understands principles of human reproduction. Knows truths about prenatal influences.	

EMOTIONAL MATURITY

ImmatureMature

	1.	2.	3.	4.	5.
I.	<u>Adjustment to Life in General</u>				
a	Lives entirely in either the past, present, or the future.			Uses memories of the past to enrich his life. Makes the most of the present. Looks forward to the future.	

ImmatureMature

<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>
b	Worries about various possible situations over which he has no control, such as death, loss of job, war, depressions, etc. Worries without any evident need for concern.			Accepts the possibilities of tragedy which might happen to anyone. Concerned only when there is some evident need to be.
c	Is overly dependent upon parents, family or loved ones.			Has established an adult relationship with family members. Could face the death of any "loved one" and still feel life was worthwhile.
d	Habitually neglects work for play or play for work.			Balances amounts of play and work in his life so that he meets his responsibilities as well as his recreational needs. Works while working. Plays while playing.
II. <u>Adjustment to "Ego" Problems</u>				
e	Cannot be objective about himself. Either makes too much allowance for his own thoughts and actions or is too <u>critical</u> of them.			Can be objective about himself. Can judge his own thoughts and actions with the same objectivity that he can those of others.
f	Identifies himself with "hero"--basks in reflected glory. May copy dress, mannerisms, etc. Not satisfied with developing his own personality.			Depends upon his own achievements and personality for recognition. Likes being himself.
g	Feelings are easily hurt. Easily discouraged from goal when others do not agree with him.			Realizes that he and his ideas will not always be understood by everyone. Can continue toward his goal without complete understanding from others.
h	Refuses to recognize or is ashamed of those urges which are frowned upon by society.			Recognizes and accepts urges and impulses for what they are.

InmatureMature
5.

1.	2.	3.	4.	5.
i	Becomes frustrated easily. Releases tension at appropriate times, on the wrong situation, or in damaging ways.			Does not become frustrated easily. Finds constructive solutions which contribute to better relationships. Knows, however, that expression of emotion is wholesome.
j	Is a bad loser, hates to admit defeat. May become angry and refuse to try again, or won't play if he can't win.			Willing to recognize superiority in another person. Studies own errors in a particular experience and tries to improve for next encounter.
k	Weeps easily and makes a big fuss about pain or disappointment.			Can suffer and take disappointments without making a fuss.
l	Wants to get even with those who do him some harm. Is revengeful.			Can forgive. Recognizes that revenge has self-destroying powers. Can reorient his thinking if he has feelings of revenge.
m	Resorts to the type of daydreaming which results in losing touch with reality and in which his problems evaporate, or are solved without any effort on his part.			Day dreams about ideas or solutions to problems. The ideas may lead to expressions in art, science or other creative activities. The solutions day-dreamed about involve effort on his part and are possible of attainment.
n	Uses alcohol excessively and mainly as an escape device.			Either (a) does not use alcohol or (b) uses it within the limits which make it possible for him to have control of himself.
o	Is jealous or possessive with the person, or persons, he loves.			Is happy to see that others appreciate those whom he loves. Recognizes that everyone needs friendships with others and that it means no loss of love to him.

ImmatureMature
5.

1.	2.	3.	4.	5.
p	Plays practical jokes regardless of their appropriateness. Enjoys laughing at someone else's expense. Can't take a joke on himself.			Appreciates an occasional joke on himself. Plays only those jokes which will be enjoyed by the "victims." Is careful to avoid mocking their half-hopes, tentative ambitions, hidden doubts, fears, or physical characteristics that cannot be changed.
q	Fails to see the humorous side of life, or fails to take anything seriously. May laugh at situations which are not humorous.			Injects humor when appropriate or when it will help a situation. Laughs at self as well as at humorous situations. Sees the humorous side of life.
r	Is touchy about discussing sex, or is so preoccupied with sex that other facets of life are neglected.			Can discuss sex frankly and sensibly when the occasion demands, and without becoming emotionally involved. Sees sex as a part of life; neither ignored nor overemphasized.
s	Relies on amusements which can be bought or are provided by someone else.			Enjoys self-initiated entertainment and hobbies as well as being entertained.

III. Adjustment to Everyday Situations

t	Faces new or difficult situations with worry or feelings of frustrations. Fears he cannot measure up to his standard of success.			Faces new or difficult situations with self-confidence and with determination to do his best. Concerned about situations but not worried. Is willing to accept and adjust to his degree of success.
u	Believes either that he can do almost anything or that he is a complete failure.			Can realistically appraise his abilities and limitations. Makes the most of his abilities and of the opportunities he has. Accepts his limitations.
v	Wants immediate fulfillment of personal desires. Lets tomorrow take care of itself.			Can endure present discomfort and sacrifice for future gain. Makes some long-time plans calling for sustained effort.

ImmatureMature

	1.	2.	3.	4.	5.
w	Gives up when things become monotonous or difficult. Gambles on having luck or on not having to put up with consequences.			Will follow through on plans which are worthwhile completing. Realizes that most worthwhile attainments require some disciplining of self.	
x	Frequently gets "fed up" with everybody and everything and feels like getting away from it all.			Makes satisfactory adjustments to everyday conditions which are at times monotonous, difficult, or frustrating.	
y	Is careless and haphazard about work.			Is methodical and painstaking in work which is worthy of effort.	
z	Feels either that he is a misfit and a failure in life, or at other times that he is a "wonderful" person. Measures the worthwhileness of his life in terms of prominence, money earned, or other popular notions.			Judges himself in terms of all these factors which, according to the best authorities, go to make up successful living.	
A	Depends almost completely upon praise from others for personal satisfaction.			Gains lasting satisfactions primarily from successful performance of a task rather than from praise or applause. Appreciates praise. Evaluates his success according to his own appraisal of accomplishment.	
B	Either scoffs at praise, compliments, and success or enjoys them beyond their true value.			Accepts praise, compliments, and success appreciatively and without losing a sense of proportion.	

APPENDIX E

DEFINITION LIST

To be able to understand what one reads and studies, one needs to understand the vocabulary. Listed below are a number of words or phrases you will meet in your study of preparation for marriage. With the help of the reference material and the dictionary, develop definitions of the words in your own words. Write these definitions out on another piece of paper.

There will be words you come across that you do not understand. Add them to this list and share them with the rest of the class.

Semantics
Perception
Values
Goals
Standards
Problem solving
"Colored" words
Communication skills
Virtues
Maturity
Immaturity
Emotional maturity
Preparation for marriage
Expectations
Infatuation
Puppy love
Courtship
Elopement
Engagement
Trousseau
Marriage laws
Serological test
Annulment
Divorce
Monogyny
Polygamy
Mixed marriage
Feminine mystique
Money management
Budget
Budgeting

ORGANIZING CONCEPTS AND RELATED GENERALIZATIONS
FOR LEARNING IN A FAMILY LIVING UNIT
FOR ELEVENTH AND TWELFTH GRADE PUPILS

by

SARA STOCKWELL CARNAHAN

B. S., Kansas State University, 1951

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

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The emphasis in home economics education is on teaching with the conceptual approach. By identifying the main concepts or ideas in the subject matter and developing related generalizations, pupils can become able to see relationships between ideas and can become able to apply learnings to new situations. The teacher needs to understand and be able to identify important concepts and generalizations herself, so through class experiences she can help pupils formulate appropriate generalizations.

The purpose of this study was to identify and organize concepts and related generalizations for learning in a family living unit for an eleventh or twelfth grade class of girls. Appropriate learning experiences were selected to guide pupils to arrive at generalizations.

The family living unit selected was "Preparation for Marriage." A review of literature helped the writer define concepts and generalizations, to emphasize the value and use of concepts and generalizations in the learning process, and to support the view that Family Life Education has a place in the secondary school curriculum. Four main ideas or concepts were identified: (1) Building a wholesome and mature personality, (2) Choosing a marriage partner, (3) Responsibilities involved in marriage, and (4) Wedding plans. A two-dimensional chart was used to develop objectives which were stated as behavioral goals.

Lesson problems were identified as follows: (1) Why is preparation for marriage important? (2) How may I build a worthwhile and productive life? (3) How does dating form a background for the selection

of a marriage partner? (4) Why do people marry or not marry? (5) What are the factors to consider in making a wise choice of a marriage partner? (6) Why is there an engagement period? (7) What are the legal requirements for marriage? (8) How can I prepare myself to meet the responsibilities involved in marriage? (9) What determines the kind of wedding a couple should choose and plan? (10) How much does it cost to establish a home? (11) How can a family determine their responsibility to the community?

The six weeks unit plan included illustrative desired behaviors, generalizations, learning experiences, situations for evaluation, references, and suggested bulletin board ideas. In order to select appropriate learning experiences, it was necessary to review textbooks, reference books, and home economics curriculum guides from several states. Daily lesson plans were developed. A table of specifications was used in planning the final paper and pencil test, which was prepared to assist in evaluating pupils' attainment of behavioral objectives of the unit.

This report was developed so the writer could have experience with organizing concepts and related generalizations for learning in preparing a complete unit plan, and with the idea in mind that it might serve as a source of ideas for other teachers.