

DETAILED UNITS FOR A BOY'S COURSE IN HOMEMAKING.
FOR USE IN KANSAS HIGH SCHOOLS

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KATHERINE ANN TUCKER

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INTRODUCTION

The schools have changed as social and economic conditions have changed. The economic and social conditions today are making it expedient for more students to remain in the public school for a longer period of time, and, consistent with the need, curricula of the elementary and secondary schools are being planned for the mass of youth rather than for the privileged few who may later go to college.

In a democracy the schools must assume some responsibility for improving the general standards of living of its people. To this end, the schools are, through motivation and pupil participation, making students conscious of their immediate environmental problems and of the social and economic problems facing the country. There is much interest in the correlation of school activities with the immediate life in the community and its sources of learning. Emphasis is being placed on training the youth for solving his immediate problems as well as preparing him for adult life, with the objectives of developing a wholesome, integrated personality and desirable patterns of living. Provision is being made for developing right attitudes, good tastes and habits,

high ideals, and fine appreciations. There is a trend toward replacing departmentalized subject matter with that integrated around some basic area of living.

The home is one of the major areas of living and the family is the prime social group of which all people are a part. The home is an important part of the boy's world to which he must learn to adjust. Although the home of today provides for the fundamental needs of the family and gives definite satisfactions to the family members, it has many adjustments to make and many new problems to solve. Socially and economically the structure of the home has undergone marked changes in the past few years and indications are that change will continue. Economically, the home is no longer self sufficient and depends upon many outside sources for necessities as well as luxuries. The modern American home has fewer tasks than the earlier home through which a child can learn to accept responsibility and to manage a home. Opportunities for learning through first hand information are not many. Living within the home may be complicated and unsatisfactory. In many homes, children and parents are seldom together and in a large number of families little opportunity is given for training in the essential activities of the home. Strained family relationships and poor management frequently prevail which in turn affect the

standards of the children in the home. Personal preference, lack of education, equipment, or money, and lack of understanding between parents and children may prevent intelligent guidance and training in the family.

In homemaking education, provision is made for training in all phases of family life through integration of many fields of subject matter around the area of home living. Education for home and family living is one aspect of education for adjustment to social and economic changes and for the development of a socially adjusted individual. Homemaking education should develop an integrated personality, greater ability to solve present and future life problems, and the desire for a higher quality of living. Thus, homemaking education is in harmony with modern educational principles. Home economists recognize the fact that training for home and family living is a continuous process and is needed by every individual. Because of this, homemaking education is being offered to all groups at all age levels. Special attention is being focussed today on homemaking education for adults, for the out-of-school youth, and for boys.

Homemaking education is no longer thought of as a "special" subject or even a "special" field. The effectiveness of its program is measured in terms of the objectives

and philosophy of general education. The courses in homemaking are developing into broad general courses with the stress on ideas, attitudes, personality development, family relationships, and social training. The importance of the emotions in directing thought and action is also considered in planning the curriculum. Integrated courses have tended to replace narrow subject matter courses.

Homemaking education today is characterized by its openmindedness and activity in experimentation. The findings from research are being used to improve personal and family living and as a basis for better planning of home and family education. Home economists were the first leaders in consumer education and continue to hold a prominent place in its development. With the increased realization of their importance, high school homemaking classes are giving consumer buying problems an increased amount of time and emphasis. Boys are consumers and should have opportunity to prepare for this important activity.

The boy's world is becoming more complex every day. He has both home and community responsibilities as well as those related to his personal living. Many activities and organizations are competing for his time. Varying standards of right and wrong call for personal choice and judgment. New products and ways of doing things are constantly appearing,

and innumerable means are used to influence him in his actions and decisions. Training is needed to aid him in his evaluations that he may wisely direct his living.

Homemaking training in the school aids the boy through its personal, avocational, or vocational implications. It contributes to his preparation for the dual responsibility of wage earner and family member. Learning accomplished in homemaking courses is not useless to the boy but is highly valuable both now and in the future. A study of family relationships makes the boy better able to understand himself, the point of view of others, and the causes for many emotional and economic difficulties. It gives him some basis for adjustment to changing social and economic conditions within his home and community.

Because homemaking instruction for boys is a comparatively new venture in education there is some confusion in regard to what to offer, and how, when and where to offer it. Many administrators and teachers have expressed an interest in such classes. Some teachers have indicated that they are in doubt as to how to formulate the courses and what methods to use in presentation, while others feel inadequately prepared to teach homemaking to boys. Some teachers and administrators still think of homemaking education in terms of cooking and sewing; they are indifferent

or opposed to homemaking classes for boys because they fail to see the great possibilities and values of such a course. This study was made to aid teachers of homemaking courses for boys and to encourage the introduction of such courses in Kansas.

REVIEW OF LITERATURE

Interest in educating boys for home and family living has been evident for a number of years. From time to time, many well known men and women have indicated that they saw the need and value of homemaking courses for boys and that they favored such training in the public schools. Frank (1931) who saw no real line of demarcation between education for home and family life and education for youth in general said,

What, then, we need for education are new goals... something which youth can dream of and to which he can dedicate himself with a passionate conviction that makes obstacles, difficulties, and hardships merely the zest of life. Education for home and family life is living and preparing, and living ahead as the individual matures. Family life and parenthood are ways of living, of realizing human needs and aspirations and of growing maturity.

Ex-president Hoover (1925) expressed himself thus:

With few exceptions, the boys of America are not trained in the subjects which the head of every family should understand..... Every boy, before

he marries should have some idea of budgeting and of proper accounting for the expenses of the home. He should know something of various types of insurance, the precautions in acquiring and financing a house..... This is one place where our educational system stops short. The aim of the high schools, colleges, and universities is to equip a man for life.....and life to the normal boy eventually means a home and family. Great numbers of men marry during their early twenties and yet there has been no training to fit them for this most important job.

It was not until twenty-five years ago that we began systematic school training of our girls in the methods of running a home. How long will it be before we start with our boys?..... Training young men as well as young women in family economics will undoubtedly lessen the divorce evil. Young people who begin life together adequately trained become useful citizens and achieve real happiness.

Poponoe (1926) reported the findings of a questionnaire which he circulated through the American Department of the California Federation of Women's Clubs. In answer to the question "Are you satisfied with the present day home"? but five per cent answered "yes". As remedies for this situation seventy-one per cent of the women favored education of children for parenthood and homemaking in the public schools. In answer to the question "What in your opinion are the causes within the home which are responsible for its present status"?, fifty-five per cent answered. "inadequate preparation for homemaking". This survey indicated that a body of women of superior education and social status saw that unsatisfactory home life is due largely to lack of proper

preparation.

Starrack (1930) in a speech to the Iowa Home Economics Association said,

What shall we teach our boys in regard to children?..... It is important that our boys appreciate the part which children play in maintaining happiness and unity in the home and to regard the rearing of children as a perfectly natural and essential function of the home. This information is needed today to combat the increase in childless homes.

Docking (1930) gave as a mother's viewpoint, "Above all, teach them that to establish a home is an infinitely greater art than the most meticulous of housekeeping and that a builder of character is doing a nobler piece of work than the builder of the most exquisite bit of architecture".

Kissen (1930) suggested that "The boy who is brought up to understand the function of the home, his responsibility as a member of his household, and the best way to attain a happy, successful home is sure to become a useful citizen."

Opinions of administrators based on observation of courses in homemaking for boys have led us to believe such courses are desirable and valuable. Dysart in a report by Thomas (1931) made this statement, "My opinion is that this is one of the most valuable courses offered in our high school. More real benefits in making good and useful citizens are obtained here than in many of our other courses".

Anderson in this same report by Thomas (1931) gave his opinion thus, "I think it is one of the most sensible courses ever offered in high school. I should like to see it broadened, enriched, expanded..... This would simply mean more knowledge and more ability to fit into real home-making".

Park (1933) gave his impressions of the homemaking courses for boys as follows:

The class as a whole is marked by better tastes of its members' dress and unobtrusive good manners. It is a pleasure to see them at ease with their associates and teachers..... To my way of thinking we who are responsible for high school curricula are too prone to overlook the tremendous value of that which is immediately applicable to the students lives. Perhaps if we did more towards helping them solve their now-and-here problems, we'd be helping them more permanently than we realize. These boys and girls reflect in their attitude, in their daily living, in school and out, the things they learn in economics.

The development of homemaking classes for boys has been interesting and rapid. It was probably about 1916 that training for boys in homemaking began in the secondary schools. Credit for the class is given to Albany, Indiana, where in 1916 McQuiddy (1927) offered to junior and senior boys a course which was largely the study of foods and practical cookery. McAuley (1935) reported a questionnaire study which revealed that Buffalo, New York, had begun classes for boys in 1914, but that these had been

discontinued soon after and not reorganized until 1919.

Whitcomb (1930) reported that boys in Northern High School of Detroit, in the fall of 1924, asked for a foods course and expressed a desire to do all of the things which were done by the girls in similar courses. In the same bulletin she stated that Denver, Colorado, introduced homemaking for boys in 1920 and that by 1925 there were units in junior and senior high schools. She further indicated that Manual Arts High School of Los Angeles in 1924 introduced the first "appreciation" course in home economics for boys. The course came in answer to the request of boys in the high school. The requirements made were that it be for boys above the tenth grade and be elective, and that the course be comparable in difficulty and amount of outside preparation to economics, history, and English.

Homemaking classes for boys by 1925 began to receive serious consideration and courses appeared in many large cities. A statistical study of home economics in the public schools of the United States made by the Bureau of Education in 1924 (1925-26) showed that 60.4 per cent of the high schools reporting offered home economics work but that very few offered such work to boys. In these schools, the total enrollment of boys was 850,852 and the boys enrolled in

home economics was but 7017 or 0.8 per cent.

Dyer (1928) found that 24 per cent of a group of selected schools were offering homemaking training to boys in either junior or senior high school. This study revealed that 92 per cent of the home economics supervisors and teachers desired that home economics be offered to boys; only 40 per cent of the administrators favored such instruction.

Whitcomb (1930) stated that according to the Office of Education's Home Economics survey of 1925-26, 42 states offered some training for boys in the public schools. Forty-eight cities in these states had well defined courses in homemaking for boys and 122 other cities offered for boys courses relating to personal living and homemaking. The courses fell under four main heads: food selection and preparation, camp cookery, household and personal budgets, and an "appreciation" course. Homemaking courses for boys were developing at the request of the boys themselves. Miss Whitcomb recognized the development of homemaking classes for boys as the outstanding achievement in home economics education during these years and reported a definite change of attitude toward the work.

Binkley (1928) reported the introduction of a course

for boys in Tulsa, Oklahoma, high school. In her description of the course, she stated that the objective of the course is "improvement of home life through establishing ideals and through developing a feeling of responsibility for the realization of those ideals." Tulsa was the first school to make its course in homemaking for boys a requirement for graduation from high school.

Rhyan (1929) ascertained in returns from 185 schools, that 85 offered for men and boys some opportunity for a study of home problems. Twenty-nine secondary schools and six colleges offered well organized courses acceptable for graduation.

McDouglad (1935) found the greatest number of boys' homemaking classes formed between 1931-32. In 1930-31, 4.48 per cent of the total enrollment for boys in the high schools studied were enrolled in homemaking courses. In 1931-32 there was an increase to 4.99 per cent. She also found well developed state courses in homemaking for boys in Idaho, Texas, Indiana, Washington, and Rhode Island.

Recent developments in homemaking courses for boys include mixed classes, classes in integrating core curricula and classes in trade schools. Firth (1938) reports that, in 1936, Tulsa, Oklahoma, introduced mixed classes in which boys and girls, in a course required for graduation,

received education for home living. A requirement of the course was that each boy and girl spend one full day observing in the nursery school. Pritchard (1938) described an exploratory course offered in junior high school at Winnetka, Illinois. Five weeks were spent in each of the following: art, science, art shop, printing, and homemaking. Many such courses of varying combinations are found in both junior and senior high school. Anderson (1937) said that "In developing an integrated school program centered around present day life activities, a splendid opportunity is presented for the use of home economics material for boys and men". She reported trade courses in the Milwaukee Vocational School in foods, clothing, and management, and general courses in consumer buying, social behavior, social hygiene, and art and music appreciation.

The first research study reported on homemaking for boys was made by Rhyan (1929) Indiana State Teachers College. Its purpose was to find what could be profitably and suitably included in a course in home economics for boys. She obtained her data through lists checked by 185 supervisors and teachers scattered over the United States, 112 representative business men, and 203 high school boys representing the four grade levels. Even this first study showed a

growing interest in homemaking for boys.

Gookins (1930), Colorado State Teachers College, made a survey of the social objectives in home economics courses for boys as found in the seventh, eighth, and ninth grades of twelve towns in New Mexico and in one town in Colorado. Questionnaires asking for information on foods, clothing, home management, attitudes, the community, health, appreciations, social customs, and housing were used. She found a need for a study of family relationships for boys and also for training in the essentials of health, thrift, and happiness.

Thomas (1931), Iowa State College, through questionnaire, personal interviews and experimentation developed two checking sheets which were checked by 310 boys and 120 men. The data thus secured were used as a basis for an experimental course in homemaking for boys. Students in these courses were asked to give specific instances in which the course had been of value to them and to suggest any needed changes. Using these suggestions, the experience of the investigator, the accepted principles of psychology of adolescence, and the observation of the interests and practices of men and boys, objectives for a homemaking course for tenth and eleventh grade boys were formulated.

Gustafson (1932), University of Denver, was the first man to make a study of this kind. He made visits to 25 homes in Hagerstown, Maryland, and in New York City to secure opinions of individuals in regard to what they considered the important items to include in a course in homemaking for boys. As only the opinions of lay persons were desired, specialists were not called upon. Two hundred sixty-four items were gathered, classified, and put into a questionnaire; this was checked by 266 adults representing different classes of people in many walks of life in various parts of the country. If two thirds of those checking considered an item important, it was retained. The survey showed that the practical subjects were considered more important than the theoretical. People were much in favor of a course which would teach the boy to be practical around the home. Gustafson pointed out that though the first advantage of a course in homemaking for boys would be to make happier and better homes for the individual, the course should also be considered from the standpoint of the welfare of society.

Mathes (1932), University of Southern California, made a library study of courses in home problems and family relationships for secondary school boys. All available professional literature and periodicals in any way pertaining

to the teaching of courses in home economics and of courses in home problems and family relationships for secondary school boys were examined. All available courses of study, course of study monographs, and bulletins were analyzed to determine the present status, objectives, organization, course content, materials, and methods of courses of this character. The aims, course content, and methods of courses of study of representative schools were studied to determine the character and direction of change in courses in home problems and family relationships for boys in secondary schools.

Prebble (1933), Iowa State College, sent a form letter to 250 homes of eighth and ninth grade boys to find out what should be included in a course in home economics for boys. The results were compiled and summarized and sent to other teachers for checking. In planning and building such courses for boys only such material should be used as is adapted to each particular school.

Bankston (1934), University of Southern California, made a survey of the present status and proposed content of courses in family relationships. The material and data were obtained from a library study, supplemented by a questionnaire sent to home economics teachers in the secondary

schools of California, and by interviews. The information obtained from interview and questionnaire was at variance with published material and indicated that thought and practice were in advance of printed material. He found that the literature available in the field of home economics as related to boys had increased greatly in recent years.

McAuley (1935), University of Southern California, made a survey of home economics for boys in the high school curriculum by extensive reading of current publications, by a survey of available courses and mimeographed material, and by a questionnaire sent to 150 teachers in 34 states. She reported no effort was made or needed to recruit boys for the classes. She found no common terminology for the courses and little standardization in courses.

McDouglad (1935), University of Southern California, sent a postcard to every city in the United States having a population of 25,000 or more, and to a large number of smaller communities, to find the present status and probable trends in homemaking education for boys in secondary schools in the United States. The response indicated that a small number of schools were offering homemaking courses for boys. Of 323 schools contacted but 76 indicated they offered such courses. Using this highly selective group of schools, together with a list of other schools, gathered from

extensive reading, 125 questionnaires were mailed to heads of home economics departments of these institutions.

McDouglad found that in a relatively short time, this type of training had developed from tentative experimental ventures in answer to a specific local demand, to the position of an appreciated segment of public secondary school offerings. She concluded that, if the opinions of teachers and supervisors were to be criteria, the present success and future possibilities of homemaking classes for boys were unquestioned.

Burnell (1935), Boston University, secured from state supervisors the names of junior and senior high school teachers who were offering home economics work to boys. Letters were sent to a sampling of these schools asking for information concerning the nature of the courses, grades taught, number in class, number of girls in the same classes, and similar items. Personal interview and investigation were also used in obtaining data. A survey was made of available literature on the subject of home economics for boys. The findings were quite similar to those of other studies of that nature.

Klein (1935), University of Colorado, reviewed literature on this subject and used research of theses and

results of questionnaires from other studies. On this basis he worked out objectives, units, and problems, for a suggested course of study that would give training in problems of daily living to the high school boy. Klein believed that the result of such courses should be to set standards for common understandings and common practices for living happily in the family.

Winkler (1935), Colorado Agricultural College, made a study of homemaking training for boys. She secured her data through interviews with 60 mothers and through home activity sheets checked by 300 boys. The findings were analyzed and a comparison made of the two groups. The percentage of mothers desiring homemaking training for their boys exceeded the percentage actually participating in home activities.

Paulsen (1936), Kansas State College, by means of a checking list, made a study of the home activities and responsibilities of 125 boys in each of the seventh, eighth, ninth, tenth, eleventh, and twelfth grades and 120 men in junior college in the Kansas City schools. In addition a part of the list was checked by 50 fathers. She found that men and boys on all levels did assume responsibilities and participated in every type of activity about the home. The fathers seemed much in favor of home economics training for

boys. She believed that homemaking courses should be provided for boys.

Gillette (1933), University of Oregon, developed a course of study in homemaking for senior high school boys based on detailed objectives. The criteria used for selecting his objectives were frequency of use, universality of use, certainty of use, and cruciality of use. He concluded that the course should be offered to junior and senior boys.

METHOD OF PROCEDURE

Studies already made in regard to homemaking courses for boys and of the home responsibilities and activities of boys and men were carefully studied, evaluated, and summarized. Current literature was examined for opinions of educators on the present content of homemaking courses for boys and the probable trends in both general and homemaking education.

Administrators and other school men and women were interviewed for suggestions on course content and on organization of a course in homemaking for boys.

The findings of the studies, the various opinions and suggestions, and the experience of the investigator were used as a basis for formulating a homemaking course for boys

in Kansas high schools

Guiding principles and objectives were stated for the course. They were then checked with the objectives and trends in general education and restated as necessary. Units were then decided upon for a one year course in homemaking for boys and detailed plans made for part of the units. The plans were all checked by high school and college teachers, and some of them were checked by business men.

During 1937-38, the units were taught to a total of 40 junior and senior boys in Topeka High School. Throughout the year, the reactions of the boys to the material presented in class, their comments, and their suggestions were noted. At the end they were asked to give their reaction to the course and to offer suggestions.

On the basis of this experimentation and the suggestions given, further revision of the units was made. The detailed plans were then prepared in their final form.

SUMMARY OF STUDIES ON HOMEMAKING FOR BOYS

Fourteen theses written on various phases of homemaking for boys were summarized. They indicated that considerable study had been made on the home activities and responsibilities of boys and men and that an effort had been made to

secure the viewpoints of parents, of business men, of educators, and of the boys themselves.

The studies were quite widely distributed. The following states were represented: California, Colorado, Indiana, Iowa, Kansas, Massachusetts, New York, Ohio, and Oregon. The data in the studies were gathered from practically every state in the union.

The studies collectively have significance in that approximately 2,000 boys, 150 college men, 830 teachers and supervisors, and 800 adults were involved. The summarization was made in relation to certain important phases of home economics education.

Importance of Education for Home and Family Life

The place of the home in the education of the child, and the part the school should assume in preparing him for worthy home membership were emphasized in most of the studies reviewed.

A few generations ago the family was practically an inflexible social unit but today the home is one of the most unstable institutions and is subject to constant change. One effect of these changes has been to shift the

responsibility for the home from the shoulders of one individual in the family to all members and to make the home a cooperative enterprise.

The training of children in the home for home life was inevitable and possible by the old regime. Today we live in an age of invention and highly organized society, and in the presence of economic unrest and insecurity. Emphasis is placed on speed, outside activities and high standards of living and upon the development of individuality. It is now no longer possible for homes to function by themselves in preparing children for complete and satisfactory living in the home and community.

The complexity of family life makes it all the more important that children be given adequate training to meet their problems and responsibilities. It was pointed out in many of the studies that if each family member acquires the ability to care for himself independently within the family, and, in addition, the willingness to cooperate and work with others, he will in all probability be able to adjust himself in a complex society.

Experience was long the chief teacher in the home. Because of industrialism, urbanization, invention, and specialized production, a broad knowledge gained through first hand experience is no longer possible. Even if it were,

experience; to be valuable, should be linked with past knowledge and with present and future needs.

The home as an educational agency has been further weakened by broken homes, women working away from home, a lack of tasks about the home that impose responsibility for the child, outside interests which take the child from the home the major part of his waking hours, and a highly organized community life. These all indicate that many factors influence home and family life.

A fundamental purpose of education is to help the individual live more abundantly and find greater satisfactions in life. Better housing, better health, and the development of a better cultural and moral status will work toward these ends. Progressive educators have as one of their aims the development of the socially adjusted individual. Education for home and family life is one of the best ways to accomplish this objective. Likewise it contributes to most of the cardinal principles of education.

Obviously, it is not easy to develop behavior patterns that will fit the boy to make his maximum contribution both now and later to the success of his home. The comparatively simple task of teaching boys food values, rules for tipping the hat, characteristics of the types of architecture, names

of the textiles used in his clothing, or the method for fixing a sagging door will not suffice. The objectives must go farther than this and should help him develop and maintain good standards of living, adjust to his ever changing environment, and develop right attitudes so that he may use his abilities and capacities in a constructive way.

The homemaking program is best qualified and prepared to give this training at the present time. Its program can be readily adjusted and extended to include this essential function of training boys for homemaking.

Present Status of Instruction in Homemaking for Boys

An ever growing interest has been manifested in classes in homemaking for boys since the first ones were offered some 20 or more years ago. At the present time the movement is showing the greatest development in the larger cities. Courses for boys are usually elective. As far as the surveys showed, in only one school, Tulsa, Oklahoma, the course was required for graduation. A majority of the schools still do not offer courses in homemaking for boys, but leaders in education recognize a need for homemaking training for boys and have included units for boys in almost every recent course of study.

These homemaking courses for boys, in most schools, were offered by the home economics department. In a few schools these courses were offered by other departments. In Long Beach, California, the course was placed in the sociology department. On the whole, the homemaking department seemed best organized and equipped to develop these courses. Five states had well defined courses of study for boy's work and the rest allowed individual teachers to work out their own courses as they saw fit.

Although homemaking classes for boys were no longer in the purely experimental stage, the movement was still young and consequently there were few well defined objectives and well organized courses. The field was so broad and the possibilities were so great that more time was needed to develop objectives and organization.

The extent of interest was shown by the wide geographical distribution of the studies examined, and by the number of schools that had made homemaking for boys a part of their curricula. Some homemaking work for boys was offered in all but six states by 1930.

Home Activities and Responsibilities of Boys and Men

Many of the studies were surveys of the home activities and responsibilities of boys and of men. These studies revealed that, regardless of geographical location, size of town, economic or social status, or school age, boys assumed many home responsibilities and participated in every type and kind of activity related to the home.

Activities of the boys in the field of foods included selecting and purchasing food, preparing or helping to prepare the meals, setting the table, and waiting on the table. That the boys did not fully understand the relation of food to health was quite evident. Their inability to select well balanced meals was shown when, in evaluating dinner menus, a large number selected the poorest as their best choice. Food practice records showed that the majority of boys liked meat, fruit, desserts, and hot breads, but cared little for vegetables.

The studies indicated that all boys had some responsibility in regard to their clothing. Most of them put away their own soiled clothing, brushed and hung up their clothes, and polished their shoes. Keeping the clothes closet in order was a major problem. Although only a few of the boys

were self supporting, a large number earned the money for all their clothing and many earned part. Small articles of clothing were bought by the boys alone and large ones were bought by the boys with the assistance of parents. Fathers and mothers aided the boys in purchasing their suits and overcoats more often than in purchasing any other item. More than one-half of the boys in these studies indicated they bought clothing by brand. Suits were their most satisfactory purchase and hose their poorest. A majority were usually satisfied with the garments they purchased. The cost of clothing and what to wear were two of their important problems.

The necessity for adjustment in family relationships was strikingly shown. Many of the families had grandparents or other relatives living in the home. In one survey 12 per cent of the boys had stepfathers or stepmothers. The boys as a whole recognized the fact that the mother was in charge of the home. A considerable number of the mothers worked outside the home and were away all day. Many boys had problems related to entertaining their friends in their own homes. The care of the sick and of younger children was a responsibility of some boys. The relationship of personal finances to the family finances was of major importance.

The family members participated as a group in picnics, trips, church activities, and some social affairs. This participation in family group activities was less for the senior high school group than for any others.

Most of the boys lived in houses rather than in apartments and more than one-half of the families represented owned their own homes. Most of the houses had running water and electricity, and were heated by furnaces in which coal was the fuel used. There were twice as many ice refrigerators as mechanical ones. Many of the homes had inadequate room space and did not provide needed privacy.

Income management and thrift were of vital interest to the boys. A great majority of the boys earned their own spending money. A surprising number carried life insurance. Some of the boys had allowances; these varied widely in the amount and in the number of items that the amount should cover. All boys agreed that earning and spending the family income was a major responsibility of men and boys.

The studies showed a deep interest in the subject of social relationships and an expressed desire on the part of the boys to improve in those activities pertaining to social contacts. A need for training along this line was distinctly evident. Over half of the boys in one study had never

written invitation or acceptance notes. Answers to questions on table etiquette indicated that few boys had adequate knowledge of such etiquette. Social customs, the accepted ways of social procedure, and the development of right attitudes were of interest to the boys.

Other home tasks frequently engaged in included washing dishes, caring for the furnace, basement, yard, and porches, and cleaning the bath tub, windows, and carpets. Boys were not greatly interested in the repair and upkeep of the house. Few were interested in yards, gardens, and other improvements about the house, the care of which should be a part of the training of every boy. Occasionally, the boys cared for their bedrooms; this included making the bed, dusting the furniture, and caring for the dresser drawers.

Lack of interest in the repair and upkeep of the home might have been due to the fact that few had workshops in their homes. Many boys indicated they would like a workshop and many of them had basements large enough to make this possible. A very small per cent of the boys took care of younger children, but, as a whole, the boys indicated little responsibility and interest in this activity.

A need was shown for a practical knowledge of carpentry, plumbing, electricity, heating, painting, and cleaning as

they apply to home problems. A proper understanding and use of this knowledge would result in a well kept house. A knowledge of methods of extermination of pests, and of construction and operation of the family car was also considered desirable.

The favorite recreation of the boys was attending picture shows. This was followed in order by listening to the radio, participating in sports, and picnicing. The importance of the radio as a means of education and a way of using leisure time was indicated by the fact that over 90 per cent of the homes had radios. The boys as a whole read extensively and showed preferences for a wide variety of books and magazines. Many spent their leisure time driving a car, playing cards, riding, or walking.

Interest Shown by Mothers and Fathers

The comments of fathers and mothers indicated they believed homemaking courses for boys would be beneficial to the boys and to their families and would aid in promoting a better understanding of their common interests and problems. The percentage of parents wanting boys to have the information such courses would provide was greater than the percentage of the boys actually participating in the home

activities.

Mothers thought homemaking classes would help the boys overcome timidity and moodiness and stimulate them to take an active part in worthwhile home activities. They believed such classes should offer opportunity for teaching manners, methods of approaching people, and respect for each member of the family as an individual; this teaching would lead to a better understanding within the family and avoidance of family quarrels. It was the opinion of the mothers that if boys could perform home tasks more efficiently, the mothers would be better satisfied with the results and would let them do more. Many women felt that the present day home is not satisfactory, largely because young people lack preparation for the responsibilities of home life. The majority favored education for parenthood and homemaking in the public schools. They also wanted the boys taught that establishing a home is more than housekeeping, and that the true function of the home is to build character.

Fathers reported they had experienced many situations in which they had needed a knowledge of nutrition and food preparation. A majority stated that they often purchased food. Almost all had had responsibility in caring for and training children, and were much interested in their sons being taught to understand, care for, and guide children.

The clothing needs and interests of the fathers were similar to those of the boys except that the men were more interested in color combinations and line. Most of the fathers thought boys should be taught to be better buyers of clothing. The majority believed boys should be given training in the choice of a life partner.

One father expressed the need of training in homemaking for boys in a letter to Morrisett (1936), his high school principal thus:

During the years I was in your high school, I thought I was being educated to take and fill my place in life. I have been completely disillusioned. Why did you have me spend so little time on genuine life problems? I wish I had been taught more about family relationships, child care, getting along with people, interpreting the news, news writing, paying off the mortgage, household mechanics, local government, politics, the chemistry of foods, carpentry, how to budget and live within the budget, the value of insurance, how to figure interest.....how to detect shoddy goods..... how to be vigorous and healthy, how to be interesting to others, how to get a job, how to be popular, how to be thrifty, how to resist high pressure salesmanship, how to buy economically and intelligently, and the danger of buying on the installment plan.

Opinions of School Men and Business Men

Educators were agreed that secondary education should deal intelligently with real situations and life problems.

It should provide for boys a maximum development of their abilities, and should help them adjust to their environment. They felt that the first duty of the school is to teach the child to live fully in the world about him and to find his place in it. To accomplish this the curriculum must be closely related to life.

Sociologists and educators alike thought that by educating young people to meet life problems, and by acquainting them with basic principles underlying family relationships, much could be done to bring about satisfactory home and family life. This would react favorably for the individual, the home, and the community. They felt that the same qualities that make a good parent also make for a desirable personality in any activity.

School men and business men indicated that they recognized the fact that boys are as much a part of the home as girls and should be educated to take an active part in it. This was not only to prepare them to assume their share of the responsibility of the home, but to make possible a happier home life, now as well as in the future.

Educators further said that boys were not being trained in the things which the head of every family should know, and in this respect the schools were not attaining their

goal. They suggested, especially, training in family finance, in methods of acquiring and financing a home, in planning and equipping a home, and in making repairs and constructing simple equipment to make the home convenient and comfortable. They said that boys, too, should have a knowledge of labor saving devices and what they mean to the home.

All of these men would give the boys a knowledge of the fundamental principles involved in food preparation, and of the relationship between correct cooking and the digestibility and nutritive value of foods, rather than highly developed skill in food preparation. They would also include the selection of well balanced meals and a knowledge of the relation of meals to health. In addition they would stress correct table etiquette.

These men suggested as important the study of clothing, stressing the development of the ability to identify fabrics used in men's clothing, to tell quality and desirability, to select correct dress in style, color, and design, to know suitability of dress, and to practice economy in buying. They believed boys should know how to dress neatly, modestly, and tastefully.

Although health is an area of learning included in

many grades and in various departments, educators and business men would include in the courses in homemaking for boys a study of physical and mental health and its relationship to satisfactory home living.

Pupil Reactions

The studies indicated that most of the homemaking courses for boys had been organized at the request of boys, themselves, who had felt the need for such training in their everyday living. Boys who had taken the work had, as a whole, been most enthusiastic about it and the demand for homemaking instruction had frequently exceeded the capacity for enrollment. That homemaking courses appealed to boys of all types was definitely shown. The boy of average ability predominated but the most popular boys and the athletes were always found among the class members.

The boys reported they had received special values from the instruction in business and social etiquette, in food preparation and service, in clothing selection, and in personality development. Interest in the field of architecture was developed by some.

The boys desired more work in clothing, foods, family relationships, and child development. The majority wanted

the course expanded from a one semester to a two semester course. They also preferred more pupil activity, laboratory work, and field trips.

Improvements in the boys who were taking or had taken homemaking noted by teachers and principals included: improvement in personality and personal appearance; in the general morale of the school; in personal habits; and in the relationships of the boys with other boys, girls, faculty members, and with their families. Teachers and principals stated that they believed the training received in homemaking classes for boys made the boys good and useful citizens of the school and the community.

The Courses

In general, homemaking courses for boys were of a broad general nature. Being of this type from the beginning they have been an improvement over much of the home economics work offered to girls. There has been, however, a wide variation in what was offered and a constantly changing character in course content. Once the homemaking courses for boys were introduced in a school, the courses were rarely discontinued, but adjustments were constantly made in the courses and in the organization and methods of

presentation. Through these changes courses were developed that would meet the needs of the boy and make possible some of the major goals of education.

The courses generally lacked clearly defined objectives and they were more often stated in terms of the teacher than in terms of the pupil. A tendency was evident to build the course and select the subject matter in relation to the needs and interests of the school and community. Often checking lists were used at the beginning of the course or various units to determine what should be the specific objectives for the particular group of pupils. Many of the courses were the outgrowth of special surveys in the community. In general, there were three main objectives: developing the socially adjusted individual; making possible worthy home membership; and promoting mental and physical health.

Findings of the studies indicated that homemaking courses for boys should be both informational and manipulative. The course should be flexible in order that it may be adjusted to meet ever changing social and economic needs.

The apparent lack of uniformity in the courses was partly due, no doubt, to variation in needs and interests. However, it was evident that leaders in home economics were bewildered by the breadth of possibilities in training boys for homemaking, and were, as yet, unable to meet the various

demands growing out of its development.

The unit plan of organization was agreed upon as the one best adapted for such courses. Though there was a wide variation in units offered, close analysis revealed that this difference was largely a matter of organization rather than of subject matter. The units that seemed most needed and were most frequently mentioned were: those concerning human relationships; the planning, furnishing, and care of the home; the business organization of the home; child development; personal grooming; clothing selection and care; foods and nutrition; personal hygiene and health; and first aid and home care of the sick. Units in foods and nutrition were most prevalent. This may have been because teachers felt better qualified to teach this phase of homemaking and that often the courses had started as clubs in camp cookery. Too, the boys thought it fun to cook and liked to eat the food prepared.

Over two-thirds offered units in textiles and clothing. These included selection, care, and suitability of clothing. Units in home management and home development occurred in like frequency and included a study of the home and its furnishings, family finance and budgeting, legal points in safeguarding the home, household equipment, and the care of

the home. Repair of household equipment, home ownership, and selection of the home were in the course of only one school. Other units frequently offered were those dealing with family relationships and social relationships, the health of the family, and child care. An interesting suggestion for a unit was one on problems facing the boy about to graduate.

Its Place in the School Curriculum

Great variation appeared in regard to length of class periods, number of semesters offered, the number of hours per week, and the credit given. There was also some variation in the year in which it was offered and in regard to who could enroll for the course. But one school was reported as requiring a course in homemaking for boys for graduation from high school.

Homemaking courses were offered in both junior and senior high schools. In the junior high school, with but few exceptions, the course was mostly camp cookery. The homemaking courses appeared in higher frequency in senior high school and was there a direct course dealing with home and community problems. Homemaking for boys was usually

elective and was open to junior and senior boys. The feeling appeared to be that the more mature pupil profits more than the younger boys from such a course, and that the student should be allowed to participate in deciding what should be incorporated in the course. When a homemaking course was offered to mixed groups, it was usually restricted to seniors.

Studies indicated a tendency to put less emphasis on the physical aspects of homemaking in courses in homemaking for boys, and more on the economic and sociological interests and needs of the boy. Most of the courses were broad and general in nature and were formed around the basic aims of preparation for present and future home and community living.

In a few schools the class in homemaking for boys appeared as an exchange class, the members of the industrial arts or the agriculture class coming to the home economics teacher for a specified period while the girls from the home economics class received training in industrial arts or agriculture. In still other schools, homemaking training for boys was given in clubs which met as a part of the schools extra-curricular activity program.

Type of Classes

A difference of opinion existed in regard to whether boys should be taught alone or in classes with girls. From evidence presented, there seemed to be a feeling that each had different objectives and that there was a place for each type of class.

That the segregated classes had certain advantages was indicated by the fact that, in the majority of schools offering homemaking for boys, this plan was followed. One of the arguments for this plan was that boys do not have the same needs or background as girls, that they mature at different ages, and that adjustments are made more readily if the sexes are separated. The objectives for the course could be more specifically for boys and there would be greater freedom in pupil participation. Mixed classes had the advantage of more nearly approximating real life situations but they present a more difficult problem especially if the teacher is inexperienced. In most schools separate classes are arranged for boys and girls but in a few there were mixed classes receiving homemaking training. In Denver, Colorado, boys were taught in both types of classes. In

Pulsa, Oklahoma, boys were taught in mixed classes only.

Methods Used

Most of the schools used a combination of the lecture, discussion, and socialized recitation. Practically all schools had some form of laboratory work; some used field trips, class excursions, and demonstrations. A few reported use of the contract method. Schools which had a nursery school available used it for observation of children. Some suggested talks by professional and business men. When this method is followed, the ones selected to make the talks should be recognized leaders and highly successful in their special field of work with unquestionable standing in the community.

The use of the school library, bulletin board, charts, and illustrative material was urged. The teacher was recognized as the most important factor in presentation. All methods used in girls' classes were conceded to be applicable to boys' classes if the approach and subject matter were adjusted to the viewpoint of the boys.

Difficulties in Developing Homemaking Courses for Boys

A lack of trained teachers for this responsibility was considered the major cause for slow development of courses in homemaking for boys. Given the training, some teachers lacked the personality needed to direct such a class successfully. Many home economics teachers did not understand boys, their needs and interests, and still others lacked confidence in their ability to handle boys.

Other difficulties were the already overcrowded schedules of the pupils and teachers, and the heavy demands on the teacher's time. More and more girls are enrolling in homemaking courses, which results in full use of the homemaking teacher's time and crowding out classes for boys. Often the course was not "sold" to the community and there was public and parental indifference, and a lack of cooperation of school administrators and other teachers. Other difficulties listed were lack of funds, shyness on the part of boys who thought homemaking training was effeminate, and lack of available texts and reference material. Hindrances to good teaching included classes too large for personal contact, lack of laboratory space, and failure of many colleges to allow credit for the work. Good teaching was also

greatly handicapped when students from all grades were allowed to enroll in one class.

Recommendations made in the studies were as follows:

1. That before introducing the course in school, the ground work of publicity and guidance should be carefully laid.
2. That the teachers of such courses help educate the general public to the importance of the courses by developing work to high standards, by keeping school authorities informed, and by using all available means of keeping the value of such courses before the school boys and the public.
3. That there should be more universal organization of subject matter.
4. That each school formulate its own course based on research in its own community on the needs of the boy.
5. That there be more uniformity in the length of period, term offered, and credit given.
6. That the work of the class be closely correlated with that of other subjects in the curriculum.
7. That more time be allowed such courses. Students and teachers with experience in such classes recommend that the course in homemaking for boys be a one year course.
8. That classes be kept small enough to allow for personal contacts.

9. That the course be planned for all types of boys and made a prerequisite for graduation.
10. That more emphasis be placed on worthy home membership and the use of leisure time.
11. That there should be more stress on boy and girl relationships as preparation for choice of a life partner.
12. That units on care of the home should stress care of equipment and appliances rather than the methods of keeping the house clean and in order.

THE COURSE

The unit problem method of organization is used because it has been found definite, understandable, interesting, adaptable, and convenient to use. Study and experimentation have shown that pupils learn best by association of ideas and experiences. The unit problem method makes for such association and facilitates the selection of subject matter and experiences to fit varying needs and interests. This method of organization is also well adapted to presentation of many phases of homemaking in one year.

Nineteen units are planned for the course covering many phases of homemaking and everyday living. More units and problems are included than could be presented in a one

year course. It is expected that each school will select those units and problems that meet the needs and interests of their community and students. The length of the units varies according to the nature of the unit and the needs of the high school boy.

Each problem, representing a lesson, directs the thinking of the student and relates his learning to real life situations. An effort is made, through the choice of subject matter and manner of presentation, to interpret home-making education in terms of boys and men and to eliminate any tendency to a feminine point of view.

Generalizations, problems, and references are included for all the units and, for some of the units teaching points and suggestive questions and activities are provided. Familiarity of teachers with certain subject matter was used as a basis for deciding which units should not be developed in full.

Guiding Principles

1. The home is the basic social and economic unit of society.

11. The course should direct and aid the boy in developing a pleasing personality, and a sense of responsibility for his home.
12. The course should develop the ability of the boy to think independently in solving his problems pertaining to the home.
13. The course should provide activities that will function in his daily living.
14. Problems taken from real life situations should be used throughout the course.
15. Wherever possible, correlation of home economics should be made with other subjects in the high school curriculum.

Objectives

1. To be a worthy member of the home and community.
2. To establish and maintain desirable standards of living.
3. To think independently in solving personal and home problems.
4. To understand what contributes to success in social and family life.
5. To develop a personality which will contribute to successful home living.

6. To maintain satisfactory social and family relationships.
7. To develop the ability to adjust with greater ease to an everchanging environment.
8. To be an intelligent producer and consumer in the home.
9. To secure and maintain personal, family, and community health.
10. To practice economy in the use of time, money, and energy.
11. To use leisure time effectively.
12. To desire an attractive home as well as an efficient one.
13. To assume a man's part in homemaking.
14. To understand and enjoy children.
15. To develop such skills in homemaking as are needed by a man in the home.

The Units

1. Meeting my social responsibilities.
2. Working with others.
3. Following graduation--what?
4. Getting my money's worth.
5. Managing my money.
6. Building physical fitness.
7. Selecting well balanced meals.
8. Selecting and preparing food.
9. Serving meals.
10. Being well groomed.
11. Selecting and caring for my clothes.
12. Understanding the family today.
13. Acquiring a home.
14. Making a house a home.
15. Understanding and guiding children.
16. Keeping the house and yard attractive.
17. My responsibility to my community.
18. Managing my time.
19. Doing the correct thing for illness and accidents.

Units for Which Detailed Plans are Made

UNIT I. MEETING MY SOCIAL RESPONSIBILITIES

Generalizations

1. A desirable personality is man's most valuable social asset.
2. That which an individual does as a part of his regular daily living builds his personality traits.
3. A good beginning in attaining satisfactory social relationships is the ability to see one's own abilities, capacities, and shortcomings.
4. A sane perspective of the significance of popularity will encourage one to strive to attain only worthwhile prominence.
5. The ability to understand others and to make others understand you aids one in securing richer and finer living.
6. A knowledge and practice of the accepted rules and customs makes daily living easier and happier.
7. Knowing the right thing to do creates a feeling of self-confidence and poise.

8. Customs, and accepted ways of doing things vary with geographical location, the stratum of society, and the situation.
9. An individual should be self-sufficient in the use of creative and leisure time.
10. People are largely judged by their actions, manners and associates.
11. Adults are responsible for their own conduct.

Problems

1. Why do we act as we do?
2. How are people judged?
3. What kind of person do I wish to be?
4. How can I get along with people?
5. How can I be a good host?
6. How can I be a good guest?
7. How shall I extend, accept, and regret hospitality?
8. How shall I write invitations, acceptances and regrets?
9. How shall I write other notes of courtesy?
10. How shall I make unacquainted people feel at ease?
11. How shall I make introductions?
12. How shall we have pleasant school relationships?

13. What are the proper procedures for the graduating senior?
14. What shall I do when I travel?
15. How can I feel at home in a hotel?
16. How shall I provide an enjoyable evening for a girl friend?
17. How can I be a desirable club member?
18. How does one show refinement at meal time?
19. How shall I use the table silver and linen?
20. How shall I make after dinner speeches and toasts?
21. How shall I conduct a public meeting?
22. How are we judged in public?

Problem 1. Why Do We Act as We Do?

Teaching Points:

1. Personality is what people think we are, our visible reactions to other people and to situations as we meet them daily.
2. Each person has an individual personality different from all others.
3. The distinguishing features of each individual which we speak of as personality traits may be desirable or undesirable.

4. Personality traits are acquired as a result of our inheritance and our environment.
5. Individuals inherit reflexes and instincts; quickness of reaction, endurance, physical strength, and intellectual capacity.
6. Reflexes control the involuntary muscles and cannot be changed.
7. Instincts have to do with voluntary muscles and can be modified to a limited extent by education and through environment.
8. No real relation exists between body structure and a person's personality.
9. Environment which consists of home, school, friends, community, and physical objects is important in modifying our behavior.
10. Education may modify our behavior by giving us a better background, and by furnishing us methods of approach and attack.
11. The fundamental emotions, fear, rage, and love are a part of our inheritance but can be modified to some extent by environment and education.

Questions and Activities:

1. Do you know any two people who are exactly alike? How do you account for this?

2. Do you believe in fortune tellers? Hypnotists? Why?
3. List the ways in which you are like other members of your family.
4. Would you be willing to recommend an acquaintance for a job? Why?
5. Why are many policemen Irish? Who would be likely to win in a fight between an Irishman and a Swede?
6. Of what does the environment of a high school boy in this community consist?
7. X is a student in an English class. Every day he slips in the door just as the last bell rings. He slides down in his seat and gets out his pencil and makes marks at random on a paper. What might cause him to react this way?
8. Y is enrolled in English. He frequently talks in class without recognition from the teacher, and further makes himself a nuisance by often making remarks to provoke laughter from the students. What may be his motive?
9. Why do we like to chum with certain people?
10. Write your own idea for personality.
11. Does a high forehead indicate intelligence? Long fingers a musician? Why?
12. What three emotions are inherited? To what extent can they be controlled or modified?

Problem 2. How are People Judged?

Teaching Points:

1. First impressions are important, especially when applying for a job or entering a new group.
 2. First impressions are often wrong but may be hard to "live down".
 3. When an individual meets another individual for the first time, he bases his impression upon appearance, expression, interests, intelligence, emotions, and social adaptation.
 4. Appearance includes height, weight, posture, facial expression, choice of clothing, and personal grooming.
 5. The way an individual expresses himself includes the force, pitch, and quality of his voice, his inflection, diction and pronunciation, his manner of speech, the use of slang and colloquisms, and his choice of subject matter and manner of expressing it.
- An individual's interests may be shown by his choice of recreation and avocation, his breadth of education, and his versatility.
- Intelligence may be shown by ability to remember,

the ability to learn, the ability to correlate, and the ability to adjust to changing conditions.

8. Emotions are indicated by the individual's temperament, and his ability to control and express his emotions.

9. Social adaptation includes his ability to fit into a group, his open-mindedness, interest in other people, poise, and ideals, and his philosophy of life.

Questions and Activities:

1. List the items you would notice about a person and upon which you would base your opinion of him.
 2. Group these under a few main heads.
 3. What is superstition? Prejudice? Why should they be avoided?
 4. Does the care a boy gives his clothing indicate personality? Why?
 5. Can you tell the business a man is in by his dress? How?
 6. Why do you know a "southerner" without being told? An "easterner"? A "westerner"? An Englishman?
 7. Why do some people use slang? Is it a good practice?
 8. List three personality traits peculiar to yourself.
- Hand in unsigned and exchange. See if you can guess whom your list describes.

9. Observe some picture for three minutes. Close your book and see how many questions you can answer about it.
10. Why is it important to control our emotions?

Problem 3. What Kind of Person Do I Wish to Be?

Teaching Points:

1. Each person has to a certain extent the power within him to control and direct his own life.
2. Developing personality traits is a matter of building habits.
3. The things we do daily influence our personality development.
4. Habits are developed early in life by doing the same thing over and over.
5. The forming of new habits is easier than the breaking of old ones.
6. Undesirable old habits may be broken by substituting new ones.
7. To form or break a habit one must be convinced of its desirability, must plan carefully for it, must be persistent and must find satisfaction in doing it.
8. Both pleasantness and unpleasantness may be used in breaking a habit.

9. Types of boys are: athletic, sports, business, collegiate, effeminate, and dramatic.

Questions and Activities:

1. What do we mean when we say a person has a strong personality?
2. Have you ever tried to break a habit? Describe how you would do it.
3. How does one form habits?
4. Why are New Year's resolutions usually broken?
5. Other people are continually passing judgment upon us. Would it be wise and helpful if someone who knows us rather well would give us an analysis or rating?
6. What do you think of this as a definition of a friend: "One who knows all about us and still likes us".
7. Classify boys in this class in regard to type. To which type do you belong? Why are you this type?
8. Write a description of yourself as you think others see you.
9. Write a description of the man you would like to be? What would be involved in reaching your ideal?
10. Make a list of your strong points and your weak points. How can your weak points be strengthened?

Problem 4. How Can I Get Along With People?

Teaching Points:

1. An individual likes to be with other individuals who have similar interests, standards, and likes and dislikes.
2. Selfishness and self-interest are the chief barrier to friendships.
3. In associating with or working with others, the use of tact is necessary in avoiding friction.
4. Each person is entitled to his point of view and to an unbiased hearing.
5. Individuals like those people upon whom they can depend, those who always do what they say they will do and those who are not deceitful.
6. All people are much alike but are different in temperament.
7. Good manners, which are so important in getting along with others, are based primarily on consideration for the other person.
8. Cultivating a happy and optimistic outlook, the habit of remembering people's names, a genuine interest in other people, and the habit of talking in terms of others interests, will help make pleasant associations.

Questions and Activities:

1. List the qualities of the people who "bore" you.
2. What do we mean when we say a person has "Charm", "It", "Magnetism"?
3. What do the following statements mean?
 - a. Courtesy avoids accidents.
 - b. "There is a best way of doing things if it be but to boil an egg." Emerson.
 - c. "Manners are the happy way of doing things". Emerson.
 - d. Use company manners every day and they will become fit for any company.
 - e. Politeness when overdone is worse than rudeness.
4. Suggest a charming person in literature or in a recent movie and list the qualities that made for this personality.
5. Suggest an unpleasant personality in literature or in a recent movie and list the qualities that made him so.
6. What is the "grease" which is used to make the "machinery of society" run smoothly?
7. What is a clique? Is it desirable? Why?
8. List the things you cannot buy with money. How valuable are they?
9. Discuss Dale Carnegie's six points on how to win friends.

Problem 5. How Can I Be a Good Host?

Teaching Points:

1. Hospitality includes one's relation to family, friends, and strangers.
2. Hospitality can be expressed simply, economically, and in the humblest, surroundings.
3. Social affairs are a success and a pleasant memory if the guests have a genuinely good time.
4. A simple event well carried out is more successful than an elaborate one beyond the means, abilities, and facilities of the host.
5. One's greatest opportunity to be gracious and courteous is when one is in his own home.
6. Entertaining can be done successfully and enjoyably with little expenditure of money.
7. The host should be natural, well poised, and calm.
8. The host should greet all guests and see to their physical comfort.
9. The host is responsible for the guest of honor and the chaperons, if any; he should pay particular attention to the backward guest.

10. The host should be impartial to all and should plan and participate in the entertainment.
11. A host should plan his entertaining carefully so that he may feel confident.

Questions and Activities:

1. What are some common interests which might be a basis for friendship?
2. Describe the most enjoyable time you ever had in someone's home. Why was it so?
3. What are your responsibilities if you are entertaining one person?
4. What are your responsibilities if you are entertaining a group of people?
5. List the qualities of a person you would like to have as host.
6. What responsibility has the host for choosing congenial guests? How can he tell?
7. If you were to be a host at a social affair, what things would you include in your planning?
8. How will you decide whether to have a simple or an elaborate "party"?
9. Is it thoughtful of a boy to wait until the last minute to ask a girl for a date?

Problem 6. How Can I Be a Good Guest?

Teaching Points:

1. A knowledge and following of social customs and forms is helpful in making social contacts satisfactory and smooth.
2. Desirable qualities in a guest are promptness in answering invitations, in writing notes of thanks, in arriving, and in leaving, congeniality, quietness and reserve, good manners, and correct dress.
3. Any individual likes to have as a guest one who has the right attitude and enters into the spirit of the occasion, and who expresses his pleasure for having been invited.
4. Hospitality is often abused by staying too long, by staying after other friends arrive, by interfering with the family routine, by going too often or without an invitation, by being an expense and inconvenience, or visiting only as a convenience to attend a convention or meeting.
5. A good conversationalist is a good listener, reserved, tactful, draws others out, includes all present, speaks quietly and distinctly, discusses but does not argue, and is serious, witty, clever, or thoughtful as the occasion

demands.

6. One should avoid boasting, pessimism, attempting to tell long stories, monopolizing the conversation, personal talk, advertising your business, contradiction, and secret conversation in the presence of others.

Questions and Activities:

1. State situations in which the following attitudes can be sincerely used to good advantage:

- | | | |
|-------------------|--------------------|---------------|
| a. Attentiveness | g. Enthusiasm | n. Respect |
| b. Reverence | h. Playfulness | o. Timidity |
| c. Hilariousness | i. Modesty | p. Happiness |
| d. Boldness | j. Dignity | q. Disrespect |
| e. Responsiveness | k. Snobbishness | r. Boredom |
| f. Indifference | l. Quarrelsomeness | s. Interest |
| | m. Stubbornness | t. Cordiality |

2. Would you ever comment on people's meals, furniture, or house?

3. Why would you or would you not accept an invitation from one you would not care to entertain?

4. When is it correct for you to start conversation with another?

5. List the qualities of the person you would like to entertain.

6. When is it permissible to go to a friend's house without an invitation?

7. How do people abuse hospitality?

Problem 7. How Can I Extend, Accept,
and Regret Hospitality?

Teaching Points:

1. All invitations are flattering, express friendliness and extend hospitality and should receive prompt and courteous attention.
2. Invitations are extended by an individual, a group of individuals or by an organization.
3. Formal invitations are written or printed or engraved.
4. Informal invitations are written, or issued in person, or by telephone.
5. Invitations are extended at any time but for formal occasions they should be issued two weeks in advance.
6. Spoken invitations should be phrased as if acceptances were expected.
7. Though accepting an invitation does not obligate its return, one should accept the hospitality of only those he is willing to entertain.
8. The answer to an invitation should be immediate, definite, and in the same form as the invitation.
9. In an acceptance the date, place, and time should be repeated.

10. If an invitation is issued by more than one individual, the answer should be directed to the one in whose home the affair is to be; if it is in a public place, to the one you know best or to the one whose name appears first.

11. Each invited person should receive an invitation; one invitation may be sent to a married couple, or to a family group.

12. Formal invitations which call for formal dress are used for important club entertainments, formal weddings, and elaborate dinners or dances.

13. Informal invitations are used for jolly afternoons, small dinner parties, and informal dances or evening parties and call for the type of dress indicated by the affair.

Questions and Activities:

1. Why should we consider any invitation flattering?
2. What is the correct use of formal and informal invitations?
3. What are your obligations when receiving an invitation?
 - a. To your host or hostess.
 - b. To the girl whose name is included.
4. Demonstrate the proper way to issue an invitation over the telephone.
5. When may an invitation be given through a second person?

6. When may you ask for an invitation for yourself? For a friend of yours who is unknown to the hostess?
7. When you accept an invitation what obligation does it put upon you?
8. How may a single man repay invitations?
9. What is objectionable to the following phrases?

Rephrase each:

- a. What are you going to do this week-end?
- b. Have you a way to go home?
- c. Have you anything planned for tonight?
- d. What are you doing?
- e. Have you seen the show at the "Grand"?

Problem 8. How Shall I Write Invitations, Acceptances, and Regrets?

Teaching Points:

1. Correct rules of English should be followed in writing and addressing invitations, acceptances and regrets.
2. The invitation should include the date, place, and time and should suggest the size and formality or kind of the function.
3. The invitation one extends should be in harmony with all the details of the party.

4. Formal invitations are written in third person and block form.
5. Formal invitations have no salutation or closing and should contain no numerals or abbreviations.
6. Informal invitations are written in first, second, or third person.
7. Informal invitations are written in the form of a letter with salutation and ending, or printed in block form.
8. R.s.v.p. when used should appear in the lower left hand corner and the R. only should be capitalized.
9. A better form than R.s.v.p. is "Please respond" or "The favor of an answer is requested."

Questions and Activities:

1. Write an informal invitation to a stag supper.
2. Write an acceptance and regret to this invitation.
3. Write a formal invitation to a dinner dance.
4. Write an acceptance and regret to this invitation.
5. Write a formal and an informal invitation to a dance issued by a group of boys of which you are a member.
6. How would you include the name of a girl in the invitation?
7. What is the correct way to address an invitation?

Problem 9. How Shall I Write Other
Notes of Courtesy?

Teaching Points:

1. Correspondence is talk upon paper and should be correct, cordial, and good form but individual.
2. The correct stationery for a man is plain white unruled note paper without fabric finish; 7 to 9 inches wide by 10 to 11 inches long.
3. The envelop should match the paper and should be unlined.
4. Initials may be used if stamped in heavy block print at the top of the page, and also the entire name, but monograms are not permissible.
5. Business or office stationery is unsuitable for social purposes, but club or hotel note paper may be used.
6. Cards cut the same size as the envelope may be used except in cases of great formality.
7. The letter should be written legibly and neatly, using black or very dark ink.
8. The typewritten letter is accepted today by most people as correct but should never be used for invitations,

acceptances, letters of condolence, or similar correspondence.

9. The proper salutation and closing should be chosen and your name signed in full.

10. Invitations to a house party should be specific in regard to the duration of the visit, should indicate the best and most convenient mode of travel, and should outline the activities.

11. Letters of congratulations and thanks should be brief, sincere, and natural and should be written as soon as possible after the occasion.

12. "Bread and butter letters", to your host or hostess in whose house you have been entertained, should be informal and chatty and should be written as soon after reaching home as is convenient.

13. Invitations to join a club should receive careful consideration and the answer should be immediate and most courteous.

Questions and Activities:

1. What is the correct stationery for a man?
2. Secure samples of stationery and decide on the ones suitable for a man.
3. When may a typewritten letter be used in social correspondence?

4. Write a "bread and butter" letter.
5. Write a letter of congratulations.
6. Write a letter of thanks.
7. Write a letter of condolence.
8. Write an invitation to a house party.

Problem 10. How Can I Make Unacquainted
People Feel at Ease?

Teaching Points:

1. The introduction is a social device for placing two or more people on a friendly and comfortable basis.
2. Introductions are more than a matter of form and should lead into easy and pleasant conversation.
3. A man is introduced to a lady regardless of age except in the case of the President of the United States, church dignitaries, or others of high rank.
4. A younger person is introduced to an older person.
5. Those of lesser rank should be introduced to those of higher rank.
6. The older person's name, the woman's name, or the name of the one of higher rank should be spoken first; precedence may also be indicated by inflection.
7. In introducing the members of one's own family omit the

words "Mr.", "Mrs.", or "Miss" unless the name differs from the name of the one making the introduction..

8. A woman is introduced to a man if she comes to his place of business asking for information, to beg a favor, or to seek employment.

9. Desirable forms to use are: "May I present", "May I introduce", "This is", and "Do you know"; if the ones to be introduced are of equal age and rank just the two names may be repeated.

10. In introducing oneself the full name should be spoken.

11. If a name is momentarily forgotten, one should tactfully ask for it, using forms such as "May I ask your name, please" or "Pardon me, but I cannot recall your name".

12. In making group introductions, the women should be introduced first.

Questions and Activities:

1. What are the characteristics of a good introduction?
2. What is the correct way to introduce a woman to a man?
3. How should you introduce your high school friends to each other?
4. How would you introduce your sister to a boy friend?
5. In introducing two people, what forms are considered correct? Which incorrect?

6. Write a letter of introduction.
7. When and how should you introduce yourself?
8. How would you introduce two people, both of whom you know, if you have forgotten the name of one?
9. How are group introductions made?
10. Set up a series of possible situations where introductions are necessary as: introduce a school friend, Tom Smith, to your mother, and write out the correct forms one might use in making the introduction.

Problem 11. How Shall I make Introductions?

Teaching Points:

1. Practice in making introductions is necessary to develop ease and security, naturalness and skill.
2. In making introductions one should forget self and think only of making the strangers comfortable.
3. Speaking names distinctly and indicating the interests of the two who are being introduced are an aid to pleasant relationships.
4. The correct response is "how do you do"; when introduced to another man one may say "I am very glad to know you".

5. Men should shake hands with each other unless it is awkward or impossible; men shake hands with women only if the women extend theirs first.
6. A handshake should be brief, of moderate height, firm but with a moderate pressure, and with no exaggerated motion.
7. A receiving line is used to introduce a large number of persons to a select group.
8. One who is well known and gracious heads the receiving line, the guest of honor stands next, and the remainder in order of preference.
9. In going down the receiving line one should speak his name, shake hands briefly, and pass quickly down the line.
10. In taking leave after an introduction one should say, "I'm very glad to have met you", or "I hope I shall see you again", or a similar expression.

Questions and Activities:

1. Using assumed names, practice making all kinds of introductions.
2. Have a mock receiving line for the junior-senior prom.
3. Check over the problem sheet on introductions compiled in lesson 10.
4. How should you take leave of a group after being introduced to a stranger?

Problem 12. How Shall We Have Pleasant
School Relationships?

Teaching Points:

1. Being in school is a business and students should conduct themselves in a businesslike way.
2. Pupils should observe with students and teachers the common accepted courtesies they recognize outside of school.
3. One should have a sane perspective of the significance of popularity and should strive to attain only worthwhile prominence.
4. Self-discipline aids in avoiding unpleasant pupil-teacher situations.
5. One who observes rules and regulations has the most freedom.
6. One may show refinement in his conduct in the corridors, in assembly, at interschool contests, and in the school lunchroom.
7. One may make friends by being friendly and dependable.
8. The group of students one joins affects him socially, scholastically, and in his habit formation, outlook, and interests.
9. A fine school spirit can be developed under the right kind of student leadership and makes for pleasant

relationships in school.

Questions and Activities:

1. Under what circumstances is it correct to interrupt a conversation between two teachers or between a teacher and another pupil?
2. What makes a student popular? Does it always last? How valuable is popularity?
3. Make a set of minimum rules for conduct in the corridors, in assembly, and in the class room.
4. How can we show pride in our school building?
5. How can we show good sportsmanship?
6. What rules should be observed in the high school lunch room?
7. Would you want to go to a school which had no rules and regulations? Why?
8. How can one learn self control?
9. Class can compile a booklet or pamphlet on desirable conduct in their school.

Problem 12. What are the Correct Procedures
for the Graduating Senior?

Teaching Points:

1. Commencement is a formal occasion and demands formality in conduct and dress.
2. Commencement invitations or announcements accompanied by the personal card should be mailed two weeks before commencement.
3. A boy's card is white or creamy white, plain or beveled edge, and long and narrow, the average being one and one-half inches by three inches.
4. The use of the full name or one given name with or without an initial is correct, but initials only are incorrect.
5. "Mr." is not used on a boys card before he leaves high school and is optional on the card of a college boy.
6. Ornate lettering should be avoided on a boy's card.
7. Gifts should be acknowledged as soon as possible after commencement.
8. If one sends flowers or gifts at commencement, his calling card should be included.
9. If caps and gowns are used the boy should familiarize himself with the correct procedure in regard to position of

tassel, how and when the cap should be worn, and other details.

10. When walking in line one should keep in line with good spacing and walk with good posture, lifting the feet and controlling the arms.

11. One's manner should be that of dignity and poise.

12. When receiving the diploma, one should walk erect with enthusiasm and dignity and without hurry, should pause while his name is read, should accept the diploma with a slight nod of the head, and return to his place quickly.

13. At the baccalaureate service one should be reverent and attentive and should follow the order of worship common to the church selected.

14. Some uniform type of dress which is plain, dignified, and inconspicuous, should be decided upon by the boys in the senior class.

Questions and Activities:

1. Collect commencement invitations, announcements, and calling cards and analyze.
2. From a printer get samples of different kinds of type and select those suitable for a boy's card.
3. Make a drawing of a suitable social card for yourself.
4. Make a drawing of a suitable business card for yourself.

5. What is the correct way to issue a commencement invitation to an entire family?
6. Plan a suitable outfit for commencement if no caps and gowns are used.
7. Collect illustrations of the different articles of apparel.
8. Write a letter of thanks for a graduation gift.
9. Practice receiving diplomas, school honors, and applause for special numbers.

Problem 14. What Shall I do When I travel?

Teaching Points:

1. When in any community an individual should observe the customs, manners, and rules of the community.
2. Each mode of travel requires special preparation and special rules of etiquette.
3. Money is essential to travel and should be taken in the form of travelers checks or letters of credit as it is unsafe to travel with much cash.
4. Only necessary baggage, marked with the owner's name, should be carried.
5. Tickets should be purchased in advance, especially if reservations are required.

5. One should observe the same rules of conduct in restaurants, dining cars, and other eating places as in a hotel and should choose a place to eat where the dress he is wearing will be inconspicuous and suitable.

7. To travel with ease and without embarrassment, one should be familiar with the terms commonly used on trains, buses, airplanes, and boats and the correct procedure for the various occasions.

8. Careful packing of clothes saves time and money and is an aid to good personal grooming.

9. In using public or private property while traveling one should care for it as he would his own.

Questions and Activities:

1. What are desirable ways to carry money when traveling?
2. Make a list of hotel, boat, airplane, train, and bus terms with which one should be familiar and define them.
3. Secure time tables and read them.
4. Secure information in regard to airplane travel.
5. Demonstrate correct signs to use when driving a car.
6. Formulate rules for traveling with a trailer.
7. Demonstrate correct packing of clothing.
8. What is the correct procedure in traveling in a sleeper?

9. List the baggage you think would be necessary for a three day vacation at Christmas time at a friend's home.
10. What kind of souvenirs is it correct to collect?
11. Plan the clothing you would need for a month's motor trip.
12. How would you pack your clothing and care for it on the way?

Problem 15. How Can I Feel at
Home in a Hotel?

Teaching Points:

1. Hotels are operated on two different plans; American and European.
2. On arriving at a hotel, one registers and secures a definite room.
3. The correct way for a man to register is by name and city omitting the "Mr." and the street address.
4. A hotel is highly organized and each service is designated to one particular employee.
5. The room key should be left at the desk when one goes out of the hotel.
6. In most hotels it is considered necessary to tip, most services being paid for in addition to the standard rate for the room.

7. Room reservations are made in advance with the request for confirmation of the reservation.
8. On leaving a hotel, one checks out, turns in his key, and leaves his forwarding address.
9. A guest in a hotel should take the same care of property as he would if a guest in a home.
10. The correct procedure in taking a friend to dine at a hotel is as follows:
 - a. The boy checks his wraps before entering the dining room.
 - b. He enters the dining room first and asks for a table for a certain number.
 - c. His guest follows the waiter.
 - d. He or the waiter seats her.
 - e. Menu cards are handed to both.
 - f. The boy orders for both after consulting her.
 - g. After the meal, he places his tip in an inconspicuous place, helps her with her wraps, and allows her to precede him out of the dining room.
 - h. He gets his wraps, leaving a tip.

Questions and Activities:

1. Write a letter or telegram for a room reservation.
2. Make a list of the services required in a hotel, whom to call for each, and the tip required for each.

3. How would a man call on a woman registered in a hotel?
4. How does one register at a hotel?
5. What should be done with the key to the room when going out?
6. How does one check out of a hotel?
7. What care should be given hotel property?
8. Outline the proper procedure in taking a girl to a hotel for dinner.

Problem 16. How Can I Provide an Enjoyable Evening for a Girl Friend?

Teaching Points:

1. Pleasant association between girls and boys contributes to the high school boy's enjoyment and education.
2. Planning may add to the smoothness of the evening although many times impromptu affairs with those you know are most enjoyable.
3. A date should be made a reasonable time before the occasion and in a courteous and positive way.
4. A boy should be prompt in keeping his engagements and should phone if detained.
5. Custom and the formality of the occasion determine when it is appropriate to send flowers to a girl.

6. The basic rules of conduct remain the same but the place where the evening is spent and the nature of the affair determine one's social responses.

7. When calling on a girl for the first time, the boy should enter the house and meet the parents or the house mother.

8. A boy should do nothing to make a girl conspicuous or to cause criticism of her.

Questions and Activities:

1. Why does a boy need girl friends?

2. Demonstrate the correct way to phrase an invitation to a dance.

3. Demonstrate issuing an invitation over the phone for a movie.

4. Should the boy suggest the entertainment or wait for the girl to do it?

5. What are "duty" dances?

6. What are the rules in regard to "cutting"?

7. What are the possible ways a boy can entertain a girl in this community? Compare in regard to cost, clothing required, and to real enjoyment.

8. What courtesies should a boy with a car show a girl?

9. How should couples enter a show, remove wraps, and be seated?

10. How should couples be seated in a drug store booth?
At tables?

Problem 17. How Can I be a Desirable
Club Member

Teaching Points:

1. Any organization needs both leaders and followers.
2. Leadership carries with it responsibility.
3. A leader needs vision, initiative, dignity, independence, dependability, and democracy.
4. Although there are many more followers than leaders, it requires as much skill to be a good one.
5. A good club member is cooperative, congenial, friendly, and democratic; contributes to the activities by doing his part; has a feeling of understanding and fellowship, and holds up the standards of the group.
6. The number of clubs anyone can belong to successfully depends upon his available time, his ability and interest, and the cost.
7. Clubs contribute greatly to the intellectual and social development of the individual and aid in building a desirable personality.

Questions and Activities:

1. Name a man who is a leader in some field and give a short account of the qualities which make him a leader.
2. What qualities required for a leader are you willing to follow?
3. What is your idea of a successful club meeting?
4. How do you decide what clubs to join? If you do not belong to a club, why not?
5. Do you think it advisable to join every club you have an opportunity to join? Why?

Problem 18. How Does One Show
Refinement at Meal Time?

Teaching Points:

1. Correct manners at the table should become a habit so most of one's time and attention can be devoted to social enjoyment.
2. To a certain extent culture and refinement of people is shown by their table manners.
3. Promptness at meals always is important to the success of the meal.
4. Personal grooming, good posture, and a pleasant manner are essential.
5. The social enjoyment of the meal is increased if all

participate in proper conversation.

6. Each person at the table should do everything possible to aid in the mechanics of the meal, such as passing food, stating choices promptly, avoiding accidents, and eating at a moderate speed.
7. If one is in doubt what to do, a safe rule is to observe the host or hostess and follow his or her example.
8. At a small dinner, one waits for all to be served before beginning to eat.
9. One should be seated as directed by the host or hostess if there are no place cards.
10. Each gentleman is responsible for the lady seated at his right.

Questions and Activities.

1. Make a chart showing correct seating of six couples.
2. What does one do when dinner is announced?
3. When is it correct to begin to eat?
4. Should one pass food which is before them? Who should take the first helping?
5. Which way should food be passed?
6. Demonstrate the correct posture at the table.
7. List suitable topics of conversation for the table.
8. How should the boy be seated?

9. When should one arrive for a meal? When should one leave?
10. When should one take the last of anything?
11. Is there ever more than one correct way to do things at a meal?
12. What is the procedure in leaving the dining room?
13. What comments should be made about the food or the service?
14. How should one seat a lady?

Problem 19. How Shall I Use the
Table Silver and Linen?

Teaching Points:

1. Food is eaten with the fork, spoon, or fingers, depending upon the nature of the food.
2. A fork is used whenever possible and should be held correctly while in use and placed in proper position on the plate after using.
3. A spoon is used for those foods too soft to be eaten with a fork.
4. The spoon is used from the side, is dipped towards you or away from you depending upon the food being eaten, and is never left standing in a dish.

5. Fingers should be used for those foods which will not soil the fingers such as crackers, olives, celery, candy, and nuts.
6. Napkins are placed half unfolded on the lap in an inconspicuous manner, used as necessary according to rule, and usually left loosely folded at the left of the place at the end of the meal.
7. Finger bowls are used at formal meals and after sticky foods have been served.
8. Special foods require special rules for eating, as for example the club sandwich.
9. The knife is used for cutting foods and for spreading butter on bread.
10. All foods and silver, after it is used, should be placed on the plate.
11. The guest should avoid moving or stacking dishes.
12. Serving silver should be provided and used for serving food from all general dishes.

Questions and Activities:

1. Make a list of foods to be eaten with the fingers, the fork, the spoon.
2. Demonstrate the correct use of the napkin and all silver.
3. In what order should silver be used?

6. Practice passing dishes with and without handles.
7. Make a list of special foods and discuss the correct way to eat them.
8. List some of the "dos" and "don'ts" to be observed in eating as "Don't tip the soup bowl".
9. What do we mean by serving silver? How should it be used?

Problem 20. How Shall I Make After
Dinner Speeches and Toasts?

Teaching Points:

1. A banquet is a complimentary feast and embodies a spirit of good fellowship.
2. After dinner speeches and toasts should be pertinent to the general theme of the dinner, and should center about one main idea.
3. The toastmaster should introduce each speaker in a distinctive way, as wittily as possible and in such a way as to centralize the interest of all present.
4. A toast should be brief and should contain something complimentary, something funny, and something serious with the purpose of the affair back of it.

The person giving the toast should adapt his talk to the introduction by the toastmaster and to the speeches which have preceded his.

The one giving the toast should address the toastmaster and the other guests.

After dinner stories should be wholesome and in accordance with the highest standards of refinement and culture.

After dinner speeches should be worth while and challenging as well as entertaining.

Questions and Activities:

Make a list of subjects suitable for after dinner speeches and for toasts for a boy scout banquet, an athletic banquet, a junior-senior banquet.

Plan a banquet program given in honor of a prominent business man.

Collect after dinner stories.

Arrange a mock banquet and give toasts and after dinner speeches.

Practice writing toasts on different subjects.

Problem 21. How Shall I Conduct a Public Meeting?

Teaching Points:

1. Most organizations follow Roberts Rules of Order for their meetings.
2. The meeting will proceed with greater ease and speed if a plan has been made and written notation made of the things to be done.
3. Speeches of introduction should be brief and to the point.
4. Each introduction should be distinctive and individual and should contain the following points: the occasion; the name and achievements of the speaker; and the subject of his talk.
5. The chairman in his opening remarks either calls the meeting to order or addresses the audience, depending on the nature of the group.
6. Announcements should be definite and inclusive, and should give all necessary information.
7. Accepting gifts and honors graciously and modestly is an art.
8. Presenting gifts and honors requires tact.

Questions and Activities:

1. Practice using Roberts Rules of Order.
2. How shall a plan for a meeting be made?
3. How shall the presiding officer begin a meeting?
4. What shall a presiding officer do if two persons have a disagreement?
5. Practice making introductions of speakers and distinguished guests.
6. Practice making assembly announcements.
7. Practice giving and receiving gifts and honors.

Problem 22. How Are We Judged in Public?

Teaching Points:

1. Making oneself conspicuous at any time is poor taste.
2. Greetings should be sincere and courteous.
3. A boy removes his hat in a theater, library, school building and private elevator, when he stops to talk to a lady, when the flag passes or the national anthem is being played, and when a funeral cortege passes.
4. A boy tips his hat when passing a girl he knows, when doing a favor for a woman or when his "date" speaks to a friend of hers.
5. A boy takes a girl's arm when it is necessary to give

her assistance.

6. On the street when a boy meets a girl with whom he wishes to talk he should ask her permission to walk along with her.
7. A boy always walks on the outside of the street when walking with women.
8. Groups of young people should make no unnecessary noise on the street nor block traffic.
9. A boy precedes a girl in a theater or restaurant unless there is an usher or head waiter.
10. The same rules of conduct and manners apply in a drug store as in any eating place.

Questions and Activities:

1. How does one make himself conspicuous in a public place?
2. List occasions when a boy should remove his hat.
3. List occasions when a boy should tip his hat.
4. Illustrate correct method of tipping the hat. Of removing it.
5. On what occasions does a boy precede a girl?
6. When is it correct for a boy to take a girl's arm?
7. What rules shall we make for personal and group conduct on the street?

3. What rules may we make for conduct in drug stores?
4. How should a couple enter and be seated in a theater?
Two couples?

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UNIT II. WORKING WITH OTHERS

Generalizations

1. The ability to cooperate with others is necessary to success.
2. The selection of a job for which an individual is best fitted and in which he will be happy is important to ultimate success..
3. Qualifications, training, tenure of office, and opportunity for advancement vary with the occupations.
4. A less immediately or obviously desirable job may often lead to one's chosen profession.
5. Every business has its code of ethics which must be observed.

6. Rules and regulations made by business concerns are for the benefit of the majority and for efficient operation of the business.
7. Genuineness and fairness are necessary qualities for success and will win the respect and confidence of those with whom one comes in contact.
8. In-service training is as important as pre-service training and should be accepted in the right spirit.
9. Pleasant employee-employer relationships may often be established through correct methods of application for the job.
10. The qualifications necessary for success in one job may be used equally well in any number of jobs.

Problems

1. How can I make a good impression when I apply for a job?
2. How shall I make a personal interview?
3. What qualities will contribute to my business success?
4. What are some essentials for success in any job?
5. How shall I choose my line of work?
6. How shall I fill out the application blank?

7. What makes for pleasant employer-employee relationships?
8. How can I get along with my fellow workers?
9. How shall I change jobs?
10. What are the characteristics of a good salesman?
11. What jobs are open to the high school graduate?

Problem 1. How Can I Make a Good Impression
When I Apply for a Job?

Teaching Points:

1. An applicant for a job should be neat, clean, well groomed, and properly dressed, as one's personal appearance often gives the first impressions.
2. Physical and mental alertness are essential and are shown by the posture, step, facial expression, and tone of voice.
3. Emotional control and poise are valuable in applying for a job.
4. The interview should be short and to the point and should be made at a time convenient to the potential employer.
5. An applicant should have some knowledge of the position for which he is applying and should be able to explain why

he thinks he is qualified for it and will be happy and successful in it.

5. An applicant may apply for a job by personal interview, by letter, by filling out application blanks, or by presenting personal recommendations.

Questions and Activities:

1. If you were an employer, why would you desire a personal interview?
2. Interview a business man as to the information he would want to know about any applicant. List the things he indicates.
3. What are the things you would include in planning for a personal interview you wish to make today.
4. In what different ways may a person seek work in this community?
5. Who terminates the personal interview? At what time should it be made?
6. Write a letter asking for a job as clerk.
7. Write an advertisement for work to put in the daily newspaper.

Problem 2. How Shall I Make a Personal Interview?

Teaching Points:

1. The applicant should be reasonably sure he is applying for a position which he is capable of filling.
2. An applicant should be decided in regard to what position he wants.
3. Previous arrangements should be made for the interview, if possible.
4. If a definite time has been set, the applicant should be prompt and should take only his allotted time.
5. The applicant gives his name orally or by card to the office girl and waits until summoned by the personnel director or the employer.
6. When summoned he should enter with assurance, poise and dignity, should be seated only if directed to do so, should state his business briefly and specifically, and should answer, to the best of his ability, all questions put to him.
7. The applicant should be appropriately and inconspicuously dressed.
8. The interview is closed if the employer dismisses you orally or indicates so by rising.

Questions and Activities:

1. What type of questions would you ask an applicant if you were an employer?
2. What should the applicant say to the office girl if
 - a. He comes by previous appointment?
 - b. He comes in answer to an advertisement?
 - c. He has made no previous arrangement?
3. What information should the applicant have?
4. Practice making personal applications for a job.

Problem 3. What Qualities Will Contribute to My Business Success?

Teaching Points:

1. A boy should be dressed suitably for his job and should have personal pride in his appearance.
2. One should possess a concentrated interest in the position he holds and a broad interest in all things.
3. An employee should remember he is an employee and should always keep his place.
4. Loyalty and honesty are necessary personality traits.
5. Good health is necessary to success and should be safeguarded.

6. To keep a job one must be on time, dependable, willing to work overtime if necessary, courteous, fair, and democratic with the other employees.
7. To get ahead one must be mentally alert, be willing to study, and be progressive by keeping abreast of the times.
8. Progress may depend upon the ability to take praise modestly and gracefully, and honors modestly, and the willingness to take criticism and profit from it.
9. Originality and initiative are usually valuable aids to success and should be cultivated.

Questions and Activities:

1. Why are time clocks used in many stores?
2. What does a merchant mean when he says "Courtesy pays big dividends".
3. What are "blind alley" jobs?
4. What did an employer mean when he said "Give me the man who sings at his job"?
5. Why do qualified people frequently lose their jobs?
6. On what does promotion in a job depend?
7. What are "white collar" jobs? "soft" jobs? "rolling stones"?
8. What satisfaction does a person get from working?
9. Practice giving and receiving commendation for work.

10. Practice giving and receiving criticisms for work.
11. What personal qualities are most needed in business?
How can each be cultivated?
12. What is the best way to keep a job?

Problem 4. What Are Some Essentials
for Success in Any Job?

Teaching Points:

1. Making an early choice of a vocation and preparing for it is one way to make sure one can meet the requirements for a job.
2. A secondary occupation is advisable in addition to a definite trade, vocation or business, as vocations sometimes become obsolete or physical or other handicaps may force one to change.
3. An individual should have economic security while serving an apprenticeship.
4. Knowledge and correct use of the English language are essential.
5. The ability to use the rudiments of mathematics is necessary in any business.
6. To be able to write legibly and spell correctly is valuable in business.

7. A good mental attitude, a pleasant and optimistic outlook on life, makes others want to have you around and is essential to success.
8. The desire to be accommodating and to consider others first generally brings promotion.
9. One must have faith in himself and must stand for his own rights.
10. One should try to get into work in which he will be happy and which challenges him to exert his best efforts.

Questions and Activities:

1. Should one prepare for more than one vocation? Why?
2. What is an apprenticeship? What is its value?
3. Can one work well if worried? Why? What are some things which might cause worry and make for an inefficient employee?
4. Make a list of essentials for success in any job.
5. Should one choose an easy job? Why?
6. What are the characteristics of an accommodating person?
7. Clip three want ads from the local newspaper and underline the qualities asked for. Give a reason for each qualification.
8. How far can one go in standing up for his own rights?

Problem 5. How Shall I Choose My Life Work?

Teaching Points:

1. One's choice of vocation should be made after careful and thoughtful study and consideration.
2. The individual should begin with a careful self-analysis of his mental, physical, and emotional make-up and from this should judge his fitness for the special occupation and the level of his proficiency.
3. One should neither underrate nor overrate his own capacities and should choose an occupation in which he can give good service to himself, his family, and society.
4. Success in any job depends largely upon required personal characteristics.
5. The world is ever changing and vocational opportunities and demands vary from year to year.
6. Having a definite trade or profession, for each of which a certain amount of training and education are necessary, is decidedly an advantage.
7. The cost of preparing for a vocation and for establishing one in a vocation varies and should be determined in relationship to financial condition, expected income, and opportunity for advancement.

9. The effect the job has on the worker is important to the future.
8. Each vocation has advantages and disadvantages as no perfect one exists.
10. One should avoid occupations that are overcrowded and those that offer no possibilities for the future.

Questions and Activities:

1. Is the choice of a vocation a game of chance?
2. Is it necessary to try out a number of vocations before choosing a permanent one? Why? Is there a better method?
3. How can you know if an occupation is overcrowded?
4. List the things you would like to know about any vocation if you were considering entering it.
5. Analyze yourself physically, mentally, and emotionally and rate your fitness for ten vocations including jobs, trades, and professions.
6. List the things you like best to do. In what vocations would these seem most in demand?
7. What different aspects of the financial returns should be considered in choosing a vocation?
8. Make a comparison of two vocations as to qualities and preparation demanded, advantages and disadvantages of the work, and the remuneration.
9. Should one train for more than one occupation? Why?

Problem 6. How Shall I Fill Out
the Application Blank?

Teaching Points:

1. The way the applicant fills out an application blank gives the employer insight into the applicant's character and may help or hinder the applicant's chances for employment.
2. Most application blanks call for information concerning one's personal life, education, and experience.
3. Records made in school are kept permanently and are always accessible to the employer.
4. The applicant is usually asked to give three or more names for reference, and these individuals are asked later to testify to his character and his fitness for the job.
5. An applicant should ask permission to use a name for reference and should give names of people who know him well but are not related.
6. Application blanks should be filled out in full and written neatly and carefully in the best possible manner; use black or very dark ink.

Questions and Activities:

1. Collect and study application blanks.

6. What educational information is usually asked for?
7. Which of your school records will be kept permanently?
8. Why do employers ask you to give references?
9. How would you choose your references? Should they be consulted?
10. What personal information is asked for? What is its significance?
11. What may be classed as experience?
12. What facts would it be wise to jot down before going to make an application?

Problem 7. What Makes for Pleasant Employee-Employer Relationships?

Teaching Points:

1. The employee should respect those in authority and show this respect in his attitude and actions.
2. Pleasant employee-employer relationships means much to one's success, efficiency, and happiness.
3. The employee should feel that the employer is human, with human emotions and reactions like his own, and that he has a friendly feeling for his workers.
4. Anything done to benefit the employer and the business in general usually benefits the employee.

6. Favors are more frequently granted if they are asked for the right way.

7. Loyalty to the employer and his organization is essential.

8. The employer should take up the valuable time of the employee only to discuss things of importance.

9. If an employee is fair to his employer, his employer in turn will usually be fair to him.

10. The employer admires the worker who extends his best efforts and gives unselfish service to the organization.

11. The employee should realize that it is to his best interests if the employer looks after his own interests.

Questions and Activities:

1. How should one show respect to those in authority?

2. How do the employer and employee differ as individuals?

3. What is the effect upon employer-employee relationships if the employee seeks only his own benefits?

4. How should an employee ask favors of his employer?

5. What favors should be asked for?

6. How does one show loyalty to his employer?

7. What matters should be taken to the employer?

8. List the things an employee may do that will be of benefit to the business.

9. When should one ask for a raise in salary? How?

Problem 8. How Can I Get Along With
My Fellow Workers?

Teaching Points:

1. More people lose their jobs because of inability to get along with people than because of lack of ability to do the job.
2. Anything that benefits the vocation as a whole benefits each individual member.
3. The person who is democratic is usually well liked and gets ahead.
4. A sincere interest in others--their joys and their sorrows, and a willingness to help and cooperate with others will do much to create a friendly feeling.
5. One should act and feel on a level with his fellow workers and should join with them in things of common interest.
6. Each employee should make honest and fair use of time, materials, and energy and do his full share of the task assigned.
7. An employee that is well liked will ask and receive no special favors from executives and will carry no information to them about other workers.
8. Jealousy of another's success and promotion may cause

friction and lessen one's chance of success.

7. Leadership which is desirable is that which is recognized and accepted enthusiastically by one's fellow workers.

Questions and Activities:

1. Why do people lose their jobs?
2. What is jealousy? What causes it? How may it be manifested?
3. With what sort of an individual do you like to work? Why?
4. Why should one join and participate in vocational and professional organizations?
5. How can one cheat on the use of time? Energy? Materials?
6. What do we mean when we say a person is democratic? How does this quality aid in getting along with others?
7. List some of the activities which might cause one to like another employee? To dislike one?
8. When should one ask for special favors?
9. What kind of leadership is desirable?

Problem 9. How Shall I Change Jobs?

Teaching Points:

1. When a person moves from one position to another, he

should be reasonably sure he is benefitting himself physically, financially, vocationally, or intellectually.

2. A contract is morally binding and should be broken only by permission of the other party.

3. Notice should be given a certain number of days before quitting a job in order to leave a good record and the right employer-employee relationships.

4. A resignation may be either written or oral.

5. If a person goes to a competing firm, he should divulge no secrets or personal information of the other concern.

6. A notice in the paper to business friends announcing a new business connection may help in developing a clientele.

Questions and Activities:

1. Write a letter of resignation.
2. When is it right to leave one job for another?
3. What must one consider in making changes?
4. What does it mean to be under contract?
5. How much notice should be given to terminate employer-employee relationships.
6. What information should one give the new employer about the business concern he has just left?
7. Practice making verbal resignations.

Problem 10. What are the Characteristics
of a Good Salesman?

Teaching Points:

1. One who chooses the vocation of a salesman must enjoy working with people.
2. A good personality is an important factor in successful salesmanship.
3. Personal appearance gives first impressions and may prevent or make possible the sale.
4. Observation of all rules of conduct and manners is essential in a salesman.
5. The salesman should be well informed in regard to his product.
6. The salesman should try to sell his product on its merits rather than by running down other products.
7. If a salesman makes a previous appointment for his interview, it may avoid tension and irritation and make for a more pleasant and productive audience.
8. The salesman should choose a suitable time for visits and stay a reasonable length of time.
9. The salesman should be accommodating and must consider the other person first always.

Questions and Activities:

1. Practice selling various articles to each other.
2. Practice calling at homes. Report your experiences.
3. Observe other sales people and note their personal qualities and their technique.
4. List the characteristics of some salesman you like.
5. What are the opportunities for advancement in the occupation of salesman?
6. How should a salesman dress?
7. How responsible is a salesman for the products he sells?
8. How can an individual tell if he would succeed as a salesman?
9. What records should a salesman keep?
10. Is it more desirable to work on a salary or a commission, why?

Problem 11. What Jobs are Open
to High School Students?

Teaching Points:

1. The positions open to high school students vary with the size and location of the town, the season of the year, and the business conditions in general.

2. The wages or salary paid boys with little or no training is small.
3. In many jobs a boy learns something that will be of great value to him in the future.
4. One should analyze the possibilities and search for openings rather than wait for a job to come to him.
5. A high school boy should avoid being too "choosy" about the work he is willing to do.
6. Earning money by doing odd jobs furnishes constructive use of leisure time and gives one a feeling of satisfaction and independence.

Questions and Activities:

1. Survey the community and list opportunities for jobs for high school graduates. Compile wages for these jobs.
2. Survey the community and list possibilities for part time jobs for boys still in high school. Compile wages.
3. List the subjects in high school which would be especially helpful in a vocational way. Tell how.
4. What agencies are helpful in securing a job?
5. What salary or wages should a high school boy expect to receive?

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UNIT III. AFTER GRADUATION, WHAT?

Generalizations

1. When a boy graduates from high school, he has the choice of obtaining more education or going to work.
2. Many positions require only a high school education and offer advancement through in-service training.
3. Better positions may be secured if one prepares for a vocation, either through an apprenticeship or higher or specialized education.
4. There are many different types of schools from which one may choose.
5. Colleges are organized to meet the varying needs of individuals and differ in their courses, social life, opportunity to work, objectives, and cost.
6. Other schools such as business colleges, technical schools, and conservatories are organized to give shorter intensive training along some special line.
7. Institutions of higher learning put the individual on his own responsibility and initiative.
8. Many large concerns have training schools as a part of their regular organization to prepare people to enter their employ.

9. Taking the place of an adult demands adjustments in personal relationships and the assuming of many responsibilities.
10. Breaking away from home and becoming established as an individual means a reorganization of the whole pattern of living.
11. Desirable living quarters contribute to the health, comfort, and happiness of the individual.
12. An individual who is neither employed nor in school may find some constructive use for his time.

Problems

1. What choices are open to the high school graduate?
2. What changes are desirable if one is working and living at home?
3. What adjustments are necessary if one goes away to work?
4. How does living at college differ from at home?
5. How shall you select your college?
6. What affects the amount one spends at college?
7. How can one go to college on a limited income?
8. How can an unemployed person profitably spend his time?

Problem 1. What Choices are Open to the High School Graduate?

Teaching Points:

1. Graduation from high school may be considered as an end to formal education or as a milestone in educational development.
2. The jobs open to a boy of high school education usually pay small wages and frequently offer no opportunity for advancement.
3. Business colleges offer an intensive training which fits the individual to enter the business world as a bookkeeper, stenographer, or secretary.
4. Correspondence schools furnish a means of getting certain types of education not available in the home community while staying at home and working; the school should be selected with great care in order to avoid misrepresentation and financial entanglements which result in disappointment.
5. Technical institutes and trade schools are for those boys who like to do things with their hands and train for such careers as engineering, technicians, tailoring, and sheet metal work.
6. Some commercial concerns, such as the Bell Telephone

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Company, the railroads, and the automobile companies, offer training through special schools and an apprentice system.

7. College education provides advanced general education, prepares one for the professions, and increases one's ability for finer and fuller living.

8. Only those who have a fairly high degree of self-direction, who have the ability to learn easily from books, and who have an intellectual interest in some field should choose to go to college.

9. The junior college is open to those who feel they must have some college education but do not want a degree, and to those who wish to stay longer at home and enter a four year college later.

10. Special schools such as conservatories and institutes are open to those who have a gift for music, art, dancing, or acting.

Questions and Activities:

1. What are the advantages and disadvantages of going to work immediately after graduation from high school? Of going to college?

2. List organizations which have their own training schools. Compare in regard to length of training period, remuneration while training, type of jobs open, income to be

expected, and opportunity for advancement.

3. List the types of schools open to the high school graduate and the type of work for which each trains.
4. Collect information concerning correspondence schools. Analyze each contract in regard to cost, requirements, value to you, time required, and guarantee.
5. Collect material from special schools and compare in regard to time, cost, value, and for what they train.
6. When do you become an adult?
7. List the characteristics of an adult.
8. How will you decide whether you should go to college or not?

Problem 2. What Changes are Desirable if
One is Working and Living at Home?

Teaching Points:

1. Taking the place of an adult by becoming financially independent places new obligations upon the individual.
2. Living at home is less expensive than living away from home but certain demands are made on your time and money.
3. The hours of one's work may call for special favors in the home or less service, and may not fit into the family routine.

4. Each adult who is earning money should contribute to the family income in proportion to his salary and the family needs.
5. As long as one remains at home, he should respect his parent's wishes regardless of his financial contribution and should be a cooperative member of the family.
6. Paying one's board and room relieves no one of the responsibility of sharing in the care of the home, in the family hospitality, or in the other family activities.
7. A person who works and stays at home has many privileges he would not have if he were away from home.

Questions and Activities:

1. List privileges one would have if working and living at home which one would not have if working away from home.
2. How much should one contribute financially to his family?
3. How independent can one be and stay at home?
4. What demands will be made upon one as a member of the family?
5. What arrangements are necessary if one's hours do not fit into the family routine?
6. Compare living at home with living away from home in regard to expense.

7. When is it not advisable for a person to work and to stay at home?

Problem 3. What Adjustments are Necessary if
One Goes Away to Work

Teaching Points:

1. The way one conducts himself the first few weeks in a new community may determine his standing in that community.
2. Analyzing the community and the relationship of the job to it, gives one a background that contributes to his success.
3. A desirable place to room and board is essential to one's mental and physical health and helps to make acquaintances of the right kind.
4. New friends should be chosen slowly and carefully as one's associates often determine one's standing in the community.
5. Connections should be made as soon as possible with your church, your lodge or club, a good bank, and professional organizations.
6. A busy person is less liable to become homesick or engage in undesirable activities.
7. One should avoid showing off or pushing himself,

leaving it to the community to find his abilities through observing results.

8. One should conform to the customs, traditions, and standards of the community and enter into community activities.

Questions and Activities:

1. What determines your standing in a new community?
2. List the things you would note about a new community that would help you in your personal and business relationships.
3. List the things you would observe in choosing friends in a new community.
4. What connections in a new town would be valuable to you?
5. How will you choose your bank? Your church?
6. Should one join all clubs, organizations and groups he is asked to join?
7. What is homesickness? How can it be avoided?
8. Of what importance is the place you board and room?
9. How would you proceed in finding a place to room and board?
10. What would you observe about the house? The location?
11. What definite information would you ask of your landlady?

12. How is your standing in the community affected by your promptness in paying bills.

Problem 4. How Does Living at College Differ From at Home?

Teaching Points:

1. Going away to college usually means severing home ties for the first time.
2. Being independent and making one's own decisions imposes a responsibility and calls for level headedness and good judgment.
3. In college one meets all kinds of people and profits from these contacts.
4. A student gets the most from his college experience if he makes wise choices in his friends and activities.
5. Fraternities, clubs, and organizations are but one part of a well rounded college life and should not dominate ones interests and personality.
6. Living in another's home, a dormitory, or a fraternity house, calls for many adjustments and the forfeiting of many personal rights.
7. The student, through self-direction and choice of

activities, determines whether he does creditable school work in college.

8. In most colleges intelligence and aptitude tests are given at entrance as an aid in guiding the student in his work.

Questions and Activities:

1. Why do many young people have difficulty during their first semester in college?
2. What are the advantages and disadvantages of joining a fraternity? A club? Other organizations?
3. How shall one decide in what activities to participate?
4. Upon what basis should one select his friends at college?
5. What privileges may one have when living in a rooming house? A fraternity house? A dormitory?
6. How shall one's laundry, pressing, and mending be managed?
7. List the clothes one will probably need the first year.
8. What is creditable work in college? How can provision be made for doing it? What is usually done with students who fail?
9. Examine some representative intelligence and aptitude tests.

10. Why is it desirable to have a wide acquaintance with students and teachers and a democratic outlook in college?

Problem 5. How Shall You Select Your College?

Teaching Points:

1. The kind of education an individual should have is the kind to which he is best suited.
2. Influences in the choice of college are: family tradition; suggestion of ministers and teachers; nearness of the college; the college choice of friends and classmates; special interests; church preference; comparative cost; well known faculty members; the size of the college and town; special or unique courses; and contact with strong social clubs.
3. The geographical location of the college has much to do with the courses offered and the special activities of the students.
4. A catalogue giving detailed information about courses may be secured by writing to the registrar of the college.
5. Most colleges are superior in some one field of work and good in many others.
6. The first two years in most accredited colleges are quite general in nature and similar except in professional

schools, and usually credits may be transferred from one accredited college to another without much loss.

7. Specialization should be done in the college best prepared to give it.
8. The type of students who attend the college under consideration may influence one's choice.
9. Friends are liable to advise one to attend their alma mater regardless of its efficiency in one's chosen vocation.
10. How well a college places its graduates and the standing of the graduates in a given profession should be considered in selecting the college.
11. Those with special aptitudes should choose a school that provides good training along these lines.

Questions and Activities:

1. List the facts you would wish to know about a college before choosing one.
2. Collect catalogues from various colleges and compare in regard to their first year's work--entrance requirements, courses offered, requirements, electives, and other regulations.
3. List colleges which have good courses in forestry, law, business administration, veterinary medicine, journalism, dentistry, hotel management, engineering, and coaching.

4. Find what colleges offer good courses in your chosen profession and compare in regard to cost and quality.
5. What college activities might influence you in choosing a college?
6. How far should you be influenced by the type of students attending a college? Are you justified in being so influenced?
7. What other things might influence you? Are they justifiable reasons?

Problem 6. What Affects the Amount One Spends at College?

Teaching Points:

1. The cost of a college education varies with the transportation expense, the college charges, the way one is willing to live, and the living expenses in the community.
2. The matriculation fee, tuition, and special fees vary with the school and the division.
3. Some courses are more expensive than others.
4. Customs and traditions of some schools affect the cost.
5. Membership in clubs, fraternities, and organizations adds to the expense even though this may be well worth the cost.

6. The kind and amount of clothing needed will affect the size and division of the budget.
7. Regular expenses include board and room, books and supplies, and tuition.
8. Other expenses include fees, activity ticket, dues, graduation fee, duplicate transcripts, laundry, transportation, clothing upkeep, recreation, social life expenses, and miscellaneous personal expenses.

Questions and Activities:

1. Examine a number of college catalogues and compare cost of different types of schools.
2. Compare the costs of different courses.
3. List some college customs and traditions that would add to the expense.
4. How much does it cost to join a fraternity? A club?
5. What affects the clothing you will need?
6. Compare the cost of living in a dormitory with living in a boarding house.
7. Interview some college boy and make a list of college expenses as he has experienced them.

Problem 7. How Can One go to College
on a Limited Income?

Teaching Points:

1. In recent years many students are seeking aid and the competition is keen.
2. Some ways that are open to the financially handicapped are: "working your way", getting a scholarship, getting government aid, borrowing money, and working and earning money for a few years before entering college.
3. If one is a good student and has some skill or knowledge, that has earning power, it will probably be possible to work one's way through, but more than 20 hours of work per week should not be attempted.
4. If one desires to work his way through college, he should ascertain probable total expenses, secure data concerning percentage who work their way through and possible opportunities, decide what he can best do, and if possible secure the job during the summer.
5. Scholarships, most of which cover only a part of the expense and for which competition is keen, are available at some colleges for a limited number who have excellent scholarship records in high school or who have excelled in some

special line or activity.

6. Some colleges, as for example Park and Antioch, are operated on the cooperative plan and make it possible for one to earn in part his education.

7. Government aid is available in many institutions; application for this should be made directly to the college one wishes to attend.

8. Most loans are granted on the basis of scholarship, character, need, industry, thrift, and the security offered, and are available in most colleges, although comparatively few are granted to freshmen.

9. The increased maturity and confidence which come from outside work and experience, and the money that has been saved, are great aids in college.

10. The money available for college should be sufficient to permit one to maintain good health and to have some social activities.

11. Students living close to college may live at home and commute daily by car or train.

12. Some boys do light housekeeping while in college to minimize the expense of board and room.

Questions and Activities:

1. Write to some cooperative college for literature and analyze this.

2. Write for information concerning scholarships and their qualifications.
3. List the various types of work one might do to earn money while attending college.
4. Estimate the amount one could possibly earn while attending college.
5. How would you go about securing work in college?
6. How many items of college life can one afford to do without and still have a well rounded training?
7. What may be the relationship between a limited income and a student's health?
8. How much would it cost five boys each per month to commute daily 70 miles in a car?
9. What are the disadvantages in driving back and forth to college?
10. How much can one save by doing light housekeeping in bachelor quarters?
11. Secure from several colleges the maximum and minimum prices for room and board?
12. When would it be desirable to borrow money to pay for a college education? How would one proceed in obtaining a loan?

Problem 8. How Can an Unemployed Person Profitably Spend His Time?

Teaching Points:

1. Many pupils take postgraduate work in high school in order to complete courses they did not have time for before graduation.
2. Adult classes, extension classes, night school, and hobby clubs offer opportunity for personal growth and new interests.
3. Physical education, sports, and all forms of exercise keep the body in good condition.
4. Many worthwhile community projects are desirable activities in which the high school graduate can participate.
5. Having a definite time and work schedule and setting up specific objectives will simplify and systematize ones activities.
6. One can do tasks about the house and can make new things which are needed.
7. One project at a time should be selected and one should concentrate on it until it is satisfactorily completed.
8. A constructive, worthwhile, and interesting way to spend one's time is to work with groups of younger boys.

9. Proficiency in a hobby may lead to productive employment.

10. An unemployed boy will maintain his self-respect if he has enough odd jobs to provide for his personal expenses, and if he maintains his standards of good grooming.

Questions and Activities:

1. What additional subjects would you have taken in high school if you had had time? How would they have helped you?

2. What could you do in your community for younger boys? For boys your own age? For your church or club?

3. What extension courses are available?

4. In what community projects can you cooperate?

5. Make a list of things that need to be done in your home? In your community? How could you help in doing these?

6. What can you learn to make that might be useful to you or your family?

7. Why would a certain amount of time spent at sports be helpful?

8. What plans might help you accomplish something worth while each day?

9. List hobbies that might lead to profitable employment.

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UNIT X. BEING WELL GROOMED

Generalizations

1. The care an individual gives his body and clothing helps to make him attractive and healthy.
2. The condition of the skin may indicate lack of cleanliness, a glandular disturbance, a dietary deficiency, or other blood condition.
3. An understanding of the structure of the hair and the condition of the scalp will aid in their correct care.

4. The care of the hands, nails and teeth is an indication of personal pride and one's fastidiousness.
5. Misuse of the eyes has led to an alarming prevalence of defective vision.
6. Many skin blemishes and injuries can be easily treated and eliminated.
7. Clothing to be hygienic should be of correct material for cleaning, of correct weight for temperature, and of correct fit.
8. Defects of the feet, and poor posture lead to poor carriage and interfere with good grooming.

Problems

1. What is the importance of personal hygiene and grooming?
2. How is posture related to appearance and efficiency?
3. How shall the skin be cared for?
4. How shall skin blemishes and injuries be treated?
5. How shall we select, use, and care for shaving equipment?
6. How shall the hair and scalp be cared for?
7. How shall the hands, nails and teeth be cared for?
8. How shall we conserve our eyesight?

- 9. What special care should the feet have?
- 10. What is the relationship of clothing to personal hygiene?

Problem 1. What is the Importance of Personal Hygiene and Grooming?

Teaching Points:

- 1. Personal hygiene and grooming are the background of a good appearance and should be given first consideration.
- 2. A well balanced boy is interested in his personal appearance and strives to make the best of his natural resources and assets.
- 3. An individual's energy and ambition are reflected in the care that he gives his clothes.
- 4. The well groomed man observes the following requirements: takes a daily bath or shower, shaves once or twice daily, shaves under the arm frequently, brushes his teeth and massages his gums twice daily, keeps hands clean, manicures nails, brushes hair daily and washes hair frequently, brushes and presses his clothes and cleans and brushes his shoes; he has fresh socks and underclothing every day, a shirt always clean and fresh looking and spotless handkerchiefs.

5. Time and effort rather than expenditure of money are required for good personal grooming and personal hygiene.
6. The boy himself is almost entirely responsible for his own personal grooming and hygiene and he indicates his personality by the efforts he extends in these activities.

Questions and Activities:

1. What does a boy indicate by the care he takes of his body and of his clothing?
2. What do you mean by a well groomed boy?
3. How are personal hygiene and personal grooming related to being well dressed?
4. What requirements does a well groomed boy observe?
5. What is the cost of good grooming?
6. Approximately how much time a day must the boy spend on grooming if he makes a good appearance and is acceptable in social groups?
7. Who is responsible for one's grooming? What is the significance of this?

Problem 2. How is Posture Related to Appearance and Efficiency?

Teaching Points:

1. A well formed body with poise and rhythm is an object of beauty.

2. Poor posture causes the joints to develop unevenly according to the position in which the body is carried.
3. The bones set as one grows older and this makes it very difficult and often impossible to change the carriage of the body.
4. Poor posture may result in injury to the intricate mechanism of the body and in the inability of the body to do perfect work.
5. Poor posture may result in sagging of the abdominal organs, in crowding the chest and its organs, in curvature of the spine, in poor circulation, and in excessive fatigue.
6. Clothing is designed for the well built figure and much of the attractiveness of one's appearance is lost through poor carriage of the body in walking, sitting, and standing.
7. Standing and sitting tall and straight gives an impression of strength, good breeding, dignity, and power; slouching gives an impression of carelessness and lack of ambition and energy.
8. In correct posture, with the heels, the calves, the buttocks, the shoulders and the head touching the wall, there should be no more than one to two inches of space between the wall and the waist or neck; with the toes and chest touching the wall, all other parts should clear it, the nose by about one and one-half inches.

9. Common defects in posture include one shoulder higher than the other, round shoulders, narrow chest, one hip higher than the other, knock knees, bow legs, protruding abdomen, curved spine, and a forward head.

Questions and Activities:

1. What is the importance of one's posture?
2. How may poor posture affect one's efficiency?
3. What does posture have to do with your looks?
4. What common practices might develop poor posture in high school boys?
5. How can you tell if you have good posture?
6. Why is it important to have working conditions which will not result in faulty posture?
7. Why do military schools emphasize good posture?
8. Describe good sitting posture, good standing posture, good walking posture.
9. How can one acquire good posture?
10. What defects are present most frequently.
11. What effect does slouching have on the body?

Problem 3. How Shall the Skin be Cared For?

Teaching Points:

1. The skin must not only be cared for so it can do its work, but so that it may be attractive in appearance.
2. Whatever is done for the general health is almost always reflected by the skin for even slight departures from health affect the color or condition of the skin.
3. The skin is composed of the epidermis and the dermis; the dermis contains glands which secrete perspiration and oil, and hair follicles.
4. Perspiring is a normal function of the body and regulates temperature of the body and disposes of waste matter from the body; normally the body gives off a quart of perspiration daily but the quantity is increased by exercise, excessive heat, fatigue, nervousness or embarrassment, or improper clothing.
5. Where light and air do not penetrate, as for example under the arms, great care is necessary because here the perspiration does not evaporate readily and fatty acids are formed which ferment and cause disagreeable odors.
6. Keeping clean is a symbol of self-respect and of a taste for fine and clean things and is to most people a

pleasure as well as a necessity.

7. The daily bath is essential in the care of the skin but more frequent bathing or the use of a deodorant may be necessary to prevent body odors in hot weather.

8. The bath may be a cold, warm, or hot bath, a tub, sponge, or shower bath, depending on the purpose of the bath and the reaction of the individual to the different temperatures; brisk rubbing with the towel increases circulation and causes the skin to glow.

Questions and Activities:

1. What is the structure of the skin? How does this affect its care?
2. How much should one perspire? Why? What causes an increase in the amount?
3. What does perspiration contain? What causes body odors?
4. How does a deodorant work? What kinds are advisable?
5. What common household product may be used as a deodorant? How?
6. How often should one bathe? What is the desirable time for bathing?
7. Does swimming take the place of bathing? Why?
8. What different kinds of baths are there? When is it desirable to use each one?
9. What individuals would you advise to take cold baths?

10. When is it advantageous to combine hot and cold bathing?
11. Why are turkish towels used for bathing? How should they be used?

Problem 4. How Shall Skin Blemishes
and Injuries be Treated?

Teaching Points:

1. Eruptions in the skin may be due to a dietary deficiency, a stoppage of the pores of the skin, a glandular deficiency, or an allergy.
2. A diet containing a minimum of sugars, starches, and fats and rich in minerals and vitamins is recommended in treatment of skin eruptions.
3. Allergies are treated by a competent physician who prescribes special diets and informs one which proteins he must avoid.
4. Acne, a skin disease occurring chiefly during adolescence and the exact cause for which is not known, may be benefited by frequent washing with hot water and milk soap, and the application of a simple lotion; severe cases require the care of a dermatologist.
5. A rough chapped skin may be due to dryness of the skin,

sudden exposure to cold, or failure to dry the hands thoroughly, and is treated with cold cream, lanolin, or vegetable oil, or with a hand lotion avoiding those which contain glycerin or carbolic acid.

6. One should avoid squeezing blackheads, whiteheads, or pimples as squeezing bruises the tissue and often causes them to spread.

7. Blackheads are caused by clogged pores and may be treated in the following way: steam the skin with hot cloths to open the pores; using cotton or a cloth or a comedo extractor, press gently to force the blackhead out; apply ice water or very cold water to close the pores; keep the skin clean and pores open by washing frequently.

8. Whiteheads are caused by closed pores in which the oil collects and may be opened with a sterile needle without pressure; use alcohol before and after the puncture.

9. Sunburn should be treated as any other burn and should be protected carefully to avoid breaking the skin.

10. Tan should be acquired gradually and only to a certain degree; too much tan makes the skin thick and destroys the beneficial effect of the sun's rays on the body.

Questions and Activities:

1. What may be the possible causes of skin eruptions?

2. What is the difference between a blackhead and a whitehead? How should each be treated?
3. What should you do with a pimple?
4. What causes rough chapped skin? What should be done for it?
5. Why do some people have oily skin and others dry skin? What can be done for each?
6. What are some things people are allergic to? What can be done to remedy this situation?
7. How should sunburn be treated?
8. How should you acquire a tan? Is it good for you? Does it make any difference how tanned you get?
9. Under what conditions do people sunburn early?
10. What are freckles? What can be done about them?
11. What is acne? What treatment would you recommend?

Problem 5. How Shall We Select, Use, and
Care for Shaving Equipment?

Teaching Points:

1. Each individual should choose from the many varieties of soaps, brushes, lotions, and razors the ones best fitted to his needs, income, and personal preference.
2. Cake, lathering, and brushless soaps are available;

the cake soap is the cheapest and the brushless most expensive.

3. A common ingredient to lathering soaps is cocoanut oil, which is irritating to some skins.

4. Electric razors are expensive and noisy to use; they require time to learn to use them and a service outlet within four or five feet of the mirror; they do not shave so closely as a safety razor; they may be irritating to the skin; they produce very bad radio interference; and they vary greatly in the ease of cleaning, desirability of design, and carefulness of construction.

5. The quality of the razor blades varies in the same carton and even the two edges of the same blade may vary widely in sharpness.

6. Careful preparation of the face and a good shaving stroke are important to a good shave.

7. A small container with a slit in the top should be provided for used blades.

8. The correct procedure in shaving is as follows: apply soap to the face; steam the face with a hot towel to soften the beard; apply soap; remove hair with a safety or electric shaver; apply cold cloths to close the pores; a lotion may be applied if desired; witch hazel or bay rum are satisfactory and inexpensive; many lotions are harmless, but

expensive and of no value. Blades should be sharpened each time they are used.

Questions and Activities:

1. Compare cake, lathering, and brushless soaps in regard to cost and desirability.
2. Compare the cost of a safety razor and an electric razor. How long would an electric shaver keep one in blades and shaving soap?
3. What are the advantages and disadvantages of the electric shaver?
4. How do razor blades vary in quality?
5. What should be done with used razor blades?
6. What is the object of a shaving lotion? Compile a list of those available in your community, their ingredients, and cost per unit and compare.
7. Outline the steps to be followed in shaving.

Problem 6. How Shall the Hair and Scalp be Cared For?

Teaching Points:

1. The hair should be brushed daily, cut as often as needed, and washed at least twice a month.
2. Brushing the hair removes the dirt and dust, stimulates

circulation in the scalp, softens the hair by brushing the natural oil over it, and gives it life and gloss.

3. No known substance or treatment can grow hair or guarantee prevention of baldness but massage or special treatments stimulate the scalp and provide conditions favorable to growth.
4. If the hair is too dry, a small amount of mineral or vegetable oil may be applied with the palms of the hands and spread by brushing.
5. Excessive oiliness of the hair may be relieved by alcohol rubs or by washing with an alcoholic soap solution such as tincture of green soap, but in extreme cases a physician should be consulted for constitutional treatment or change of diet.
6. Liquid shampoos are expensive because of the high water content; good shampoo may be made by dissolving two or three tablespoons of pure soap flakes in a cup of very hot water.
7. For dandruff one should massage the scalp to stimulate circulation, and shampoo the hair once a week; in extreme cases treatment by a specialist is desirable.
8. A comb or brush which has been used by others should never be used and one's own brush and comb should be kept clean.

9. A recommended procedure in washing the hair is as follows: brush the hair thoroughly and massage scalp; shampoo with a neutral soap, applying it three times; rinse thoroughly with three waters; the second rinse may contain a small amount of vinegar or lemon juice; rub with a turkish towel, comb into shape, and let dry thoroughly before going outside, if it is cold weather. Tonics of unknown origin and composition should be avoided as some contain arsenic or other harmful substances. A small amount of brilliantine or hair oil may be put on the hair to make it lie down until the natural oil is secreted.

Questions and Activities:

1. How often should you brush your hair? Wash it?
2. What causes baldness? Can it be cured? Why are there so many bald men?
3. What is dandruff? What causes it? How can it be treated?
4. What makes oily hair? Dry hair? How would you treat each?
5. What is the value of brushing the hair?
6. Outline the steps in shampooing the hair.
7. One pupil may demonstrate correct shampooing of the hair.
8. What is the danger of using other people's brushes and

combs?

9. Make some liquid shampoo from soap. Compare in cost with a commercial brand.
10. How can you clean your own brush and comb? How often

Problem 7. How shall the Hands, Nails,
and Teeth be Cared For?

Teaching Points:

1. The hands should be washed often, especially before eating and after handling money or other articles handled by others; care should be taken to use a neutral soap and to dry the hands thoroughly in order to prevent chapping.
2. The nails should be scrubbed with a nail brush; at each washing the skin should be pushed back at the bottom of the nail with a towel; the nails should be a desirable length and shape and free from artificiality; hangnails should be treated; and dirt under the ends of the nails should be removed.
3. Good care of teeth includes keeping them clean, eating correct foods, biting no hard substances, avoiding picking with pins or wood, and having them examined and cleaned twice a year by a dentist.

4. Foods containing vitamin D, phosphorus, and calcium help build strong teeth; foods containing vitamin A and C protect the teeth from decay and make strong gums; hard foods exercise the teeth and gums.
5. Teeth are cleaned to prevent decay, to protect health, and to make the teeth more attractive.
6. The following rules are to be applied to the selection and care of the toothbrush: the brush should have a convenient, attractive, and well-balanced handle; the bristles should be widely spaced and neither too soft or hard; a new brush should be soaked two hours in salt water solution before using, allowing one teaspoon salt to a glass of water; the brush should be kept clean by washing in cold water before and after use; the brush should be hung on a rack where it will not touch other brushes and should be kept in the sunlight if possible. It is desirable to have two brushes so each can dry 24 hours.
7. Any good powder or paste which is free from grit or strong medicines may be used in cleaning the teeth; claims of commercial preparations are overrated and their efficiency is no greater than that of a homemade powder of one-half teaspoon salt mixed with ten teaspoons soda.
8. In cleaning teeth use dental floss between the teeth and, with the toothbrush, brush well in an up and down

motion at least twice a day.

9. Trench mouth, pyorrhea, and other infections should be treated at once by a competent physician.

Questions and Activities:

- 1. How can a man care for his nails?
- 2. What rules can you make for the care of your hands?
- 3. In what professions or occupations is the care of hands and nails particularly important to a man?
- 4. Each member of the class should manicure his nails and give special care to his hands for one month. At the end of that time score them.
- 5. What does good care of the teeth include?
- 6. What foods are especially valuable to good tooth formation? To good healthy gums and resistance to decay?
- 7. What are the qualities of a good tooth brush?
- 8. How should a tooth brush be cared for?
- 9. What toothpastes and powders are on the market? How will you decide which to buy?
- 10. What is the value of any toothpaste or powder?
- 11. How can you make a good toothpowder at home?
- 12. How should teeth be brushed?
- 13. How often should one see his dentist? Why?

Problem 8. How Shall We Conserve Our Eyesight?

Teaching Points:

1. The eye is one of the most delicate and easily abused organs of the body; much inconvenience and actual illness may result from its abuse.
2. Frequent causes of eyestrain are working or reading with insufficient light or in too bright a light, keeping the eyes focussed on fine print or other work for too long a time, trying to see near objects while traveling in a car or train, and using the eye to follow constantly a moving object.
3. Symptoms of eyestrain may be drowsiness, twitching of the eyelids, spots before the eyes, bloodshot eyes, wrinkles, headache, nausea, indigestion, and various nervous troubles.
4. Well lighted homes provide good quality of light, sufficient light, good distribution of light to avoid frequent adjustment of the eyes, the right color of wall paper and light shades to reflect light, and the right kind and size of bulb.
5. Eyestrain may be avoided while reading in bed if the book is held directly in front of the eyes and if sufficient light shines over the shoulder on to the book.

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6. The fitting of glasses is skilled work and should be done only by an oculist.
 7. A sty can be treated at home by applying to the eye a small cloth wrung out in hot boric acid solution; if the collection of pus does not spontaneously discharge or if there is frequent recurrence of the sty, a physician should be consulted.
 8. If the eyes are strained or inflamed, they will be soothed by being washed freely with a saturated solution of

Questions and Activities:

1. What makes the eye such a delicate organ?
2. Why do so many school children have defective vision?
3. What are the frequent causes of eyestrain? How could each of these be avoided?
4. How can you tell if you are straining your eyes?
5. How are we providing for conservation of vision in our modern homes?
6. Under what conditions is it permissible to read in bed?
7. What is the difference between an oculist and an optician? Why is one recommended over the other?

8. What is the proper treatment for a sty?
9. What can you do if your eyes are inflamed or irritated?

Problem 9. What Special Care Should the Feet Have?

Teaching Points:

1. Although abuse and neglect of the feet is common, they do more work than any other part of the body and the value of strong sound feet is so great that they should receive good care.
2. The feet must be kept in good condition so they are comfortable in use, to enable them to move gracefully and skillfully, as a foundation for good posture, and to permit the whole body to be used freely in work and play.
3. The feet are composed of bones arranged to form arches and supported by muscles under the foot; these arches if broken may cause many physical ailments.
4. The feet support the weight of the body and transfer the weight from heel to toe in walking; the feet should be parallel in walking or the weight will be transferred to the inner side of the foot.
5. If shoes are improperly fit or shaped the bony arrangement of the foot will be distorted, the balance will be disturbed, part of the foot will be strained, and such

disturbances as cramps in foot and leg, corns, bunions, and fallen arches may result.

6. If feet perspire excessively, they may be washed twice daily and space between the toes with a dusting powder such as bismuth formic iodide.

7. Bunions are cured only by operation and specially built shoes; advertised remedies and pads may give temporary relief but if they are improperly fit they are worthless and often damaging.

8. Ingrown toe nails are caused by trimming the corners of the nail into the flesh or by the pressure of ill fitting shoes, and may be treated as follows: trim the nail straight across, insert a small piece of cotton under the edge of the nail, tincture of iodine may be used to prevent infection, and be sure to wear shoes and socks long enough.

9. Hard corns are caused by pressure and may be treated in the following way: soak the foot in warm water fifteen minutes, dry thoroughly, apply to the corn one or two drops of 10 per cent salicylic acid in collodion, repeat the above daily, wear a corn plaster to protect, and if corn does not lift out after a few days of such treatment consult a physician or foot specialist. Never cut out or trim a corn because of danger of infection.

10. Athlete's foot is a ringworm infection on the skin of feet; it is easily transmitted and is indicated by severe itching, raw patches of skin, cracked skin and eruption between the toes, and water blisters especially on the soles.

11. Athlete's foot may be treated as follows: persistent effort will be needed if the disease is eliminated; wear clean hose every day and do not walk barefooted anywhere; keep the feet clean and dry, especially between the toes; consult a physician as to the ointment or powder to apply; sterilize the inside of shoes with a formaldehyde solution, one part 40 per cent formaldehyde solution to five parts of water; keep treatment up for some time after there is an apparent cure.

Questions and Activities:

1. How is the foot constructed?
2. What are the important functions of the feet?
3. Why are so many people careless about their feet?
4. What makes some feet have a disagreeable odor? What can be done for it?
5. What would you recommend for an ingrown toe nail?
6. How should a corn be treated?
7. What is athlete's foot? How should it be treated?
8. Where is it most likely to be transmitted? How can one avoid getting it?

9. How can one tell if he has broken arches? Can anything be done about them? If so, what?

10. What is the relationship of shoes to foot trouble?

Problem 10. What is the Relationship of
Clothing to Personal Hygiene?

Teaching Points:

1. The hygienic factors involved in one's choice of clothing are the amount to wear, the kind of fiber and fabric, the ease of keeping the clothing clean, and the tightness or looseness of the garment.
2. Clothing should give both freedom and comfort.
3. Clothing should assist in keeping the body at an even temperature; to do this it must be adapted to the season, and the activity, and be readily changed as one goes from heated buildings to the outdoors.
4. Vegetable fibers are cool while animal fibers are warm; loosely woven fabrics are cool and closely woven ones are relatively warmer.
5. If clothing is too heavy there will be excessive perspiration, dullness and drowsiness, lack of energy, frequent headaches and, perhaps, poor posture.
6. If one wears too little clothing, his vitality is lowered and his resistance to disease is lessened.

7. Clothes too tight or improperly fit may cause poor posture or may interfere with circulation.
8. Clothing worn next to the skin should be such as will absorb perspiration and it should be washed daily or aired at night and washed very frequently.
9. All clothing worn at all times should be clean and free from body odors; socks require special attention.
10. Feet and ankles should always be protected against wet and snow but if they become wet, the shoes and socks should be changed at once.

Questions and Activities:

1. What services does clothing render to the body?
2. What is the effect of tight clothing?
3. What special care should clothing worn next to the skin receive?
4. In what ways are men trying to dress for comfort in the winter? In the summer?
5. What is the effect upon the body if one wears too little clothing?
6. What might be the effect of going without a hat in bad weather?
7. What is the possible effect of sitting with wet feet?
8. What are the hygienic qualities of cotton, wool, rayon, silk, and linen? How do these qualities affect their use

and choice?

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UNIT XI. SELECTING AND CARING FOR MY CLOTHING

Generalizations

1. Every boy should desire to be attractive and well dressed.
2. Becoming clothes give satisfaction, pleasure, poise, and assurance to the wearer.

3. Clothes should express the personality of the wearer and line, color, and texture should emphasize his best points.
4. Clothes should be suitable and appropriate to the occasion.
5. The amount spent for clothes should be in relation to one's income and to other expenditures.
6. The ability to judge quality makes it possible for an individual to get the most satisfaction for the money spent.
7. Because of the large number of choices, and the development of many new materials, selection of clothing is difficult.
8. In choosing a garment one should consider the material, style, color, wearing qualities and workmanship, and the care it will require.
9. Proper care of clothing improves its appearance and attractiveness, and increases its wearing qualities.
10. Accessories play an important part in the effect of an outfit and should be harmonious and appropriate.

Problems

1. What are the essentials in being well dressed?
2. What affects my choice of clothing?

3. What affects the price of clothing?
4. What shall I look for in buying clothing?
5. What fabrics are used in men's clothing?
6. How do color and texture of the material affect my choice?
7. How does the time and place an article is to be worn affect my choice?
8. How does my physical build affect my choice of clothing?
9. How shall I combine colors in my clothing?
10. How shall I make a clothing budget?
11. How shall I buy a suit?
12. How shall I buy shirts?
13. How shall I buy hose, shoes, and gloves?
14. How shall I buy accessories?
15. What daily care shall I give my clothing?
16. How shall I press my clothing?
17. How shall I repair my clothing?
18. What special care shall I give my clothing?

Problem 1. What are the Essentials
in Being Well Dressed?

Teaching Points:

1. The type of clothing worn by men has developed with the changes in social conditions and modes of living.
2. Being well dressed plays an important part in the impressions one makes on others.
3. If one is well dressed, he is appropriately dressed.
4. All clothing worn should be clean, in repair, and well pressed.
5. Clothing worn at one time should combine well in regard to texture, style, and color.
6. The correct accessories should be chosen for each outfit.
7. The clothing should express one's personality and individuality.
8. Good personal grooming makes a good background for correct clothing.
9. The clothing one selects may show one's refinement, occupation, interests, and attitude toward the world.

Questions and Activities:

1. Trace briefly the development of men's clothing. Compare pictures of clothing for men of the past with present

day styles. Note ways in which they differ.

2. What has caused these changes? What are some changes in men's clothing that have come in the last decade?
3. Bring a picture of a man you consider well dressed. Give reasons for your choice.
4. Why is good personal grooming essential in being well dressed?
5. What does the well dressed boy wear to school?
6. How should a boy dress when appearing on the assembly program?
7. Plan an outfit showing good combination of clothing. Find a picture showing a poor combination.
8. What have accessories to do with being well dressed?
9. How does clothing worn by movie actors reveal the character portrayed?
10. What is indicated by the clothing we select?
11. What effect does clothing have upon the person wearing it?

Problem 2. What Affects my Choice of Clothing?

Teaching Points:

1. Garments should be selected according to one's needs as shown by his clothing inventory and his future activities.

2. The amount of money available and one's total needs determine the kind of clothes one can afford to buy?
3. The community one lives in and the social group of which one is a member usually sets the groups standards of dress.
4. One's personal likes and dislikes and his leisure activities influence the type of clothing selected.
5. The business one engages in affects choice in that it makes certain clothing demands.
6. Style and fashion influence the choice.

Questions and Activities:

1. List some factors that affect your choice of clothing. In what ways do they influence your choice?
2. When is it justifiable to buy extreme or faddy clothes?
3. List some current fads in boy's and men's clothing.
4. When one is going away to college, why is it advisable or not advisable to buy all of one's wardrobe before going?
5. How does one's business affect his choice of clothing? Cite three specific examples.
6. How do one's personal likes and dislikes show in his choice of clothing? Give example.
7. How can you determine what you really need in the way of clothing?

Problem 3. What Affects the Price of Clothing?

Teaching Points:

1. Certain factors enter into determining the price of a garment; price is an important factor in buying although it is not always a reliable guide.
2. The material used in the garment determines the first cost to the manufacturer; quality and finish affect the price of the finished garment.
3. The construction, and the kind and quality of workmanship, influence the fit and wearing qualities as well as the price.
4. The finish and trimming often increase the cost.
5. The quality of lining and findings influence the price.
6. The more expensive clothing usually has good fabric, better refinements, a better drape, fit, and appearance, and more hand tailoring; and is carefully cut and sewed; but the price may be due to more styling or high advertising and selling expenditures.
7. Staple articles and conservative styles of clothing are usually less expensive than novelty or extreme articles.
8. Labor conditions, strikes, and marketing difficulties create surpluses or shortages and cause prices to fluctuate.

9. Price is also affected by the rapidity of the turnover, the demand for the article, and the expense of marketing.

Questions and Activities:

1. Secure prices for men's apparel from the local papers and compare.
2. Suggest possible causes for variation in prices of men's apparel.
3. Interview a clothing merchant in regard to differences in prices.
4. Why are there sales of clothing at the end of each season?
5. When is it advisable to buy clothing on sale?
6. Read and report on the effect of labor conditions on the price of clothing.
7. What effect does the brand name have upon the price of clothing?
8. Does the price one pays for clothing determine its wearing qualities? Why?
9. How can one tell if he is paying a fair price?
10. Collect garments of various prices and compare in regard to quality of material, workmanship, trimming, and styling.

Problem 4. What Shall I Look For
in Buying Clothing?

Teaching Points:

1. Modesty and good taste are fundamental guides in selecting clothing.
2. The garments selected should be in style and according to fashion.
3. Better quality clothes usually last longer than poorer quality and are usually the most economical in the end, but the garment should furnish value received for the money spent.
4. The fabric should be examined in regard to kind, quality, durability, tendency to soil easily, and ease of cleaning.
5. To judge cloth, one should examine the fineness and evenness of the thread, the type and quality of weave, the freedom from sizing and flaws, the weight in relation to material and season, and the feel to touch.
6. Good construction and tailoring are necessary for durability and fit, and are judged by full cut, good matching of design in fabric, close even stitching, and fine detail work.

7. The style of the garment is determined by the line of the garment and should be suited to the individual and the occasion for which it is bought.
8. The clothing should fit and be comfortable.
9. Garments and the accessories to be worn with them should be in harmony.
10. The color should be suited to the individual, to the season, and to the rest of the wardrobe.
11. Certain labels and guarantees indicate quality in clothing and should be asked for and read carefully.
12. The reputation of the merchant should be considered when buying clothing.

Questions and Activities:

1. By what measurements do you buy underwear, jackets, gloves, belts, trousers, shoes, hats? Why are articles sold by body measurements?
2. Make a rather complete list of men's apparel and determine the size you would need of each.
3. How can you tell good quality in fabrics?
4. Examine your own coat or sweater for evidences of quality and workmanship.
5. How do you judge workmanship?
6. Bring in advertisements, labels, and guarantees

concerning clothing and make a list of marketing terms found on these labels, claims and guarantees.

7. Determine the meaning of all terms and evaluate claims and guarantees.
8. What are the different styles in men's clothing today?
9. How do you judge the fit of a garment?
10. Why is the store from which you buy your clothes important?
11. What is the difference between the terms, custom made and tailor made? Which indicates the better garment?
12. Practice taking each other's measurements for suits and shirts.

Problem 5. What Fabrics are Used in Men's Clothing?

Teaching Points:

1. Fibers are classified as animal which includes wool and silk, and vegetable which includes cotton, linen, and rayon or synthetics.
2. Wool is warm to the touch, full of life and spring, more wiry than cotton, absorbs moisture slowly, gives warmth, and shrinks when not cleaned properly.
3. Silk is lustrous, smooth, slippery, and supple and is more expensive than the others.

4. Cotton is lifeless, soft, and springy, has a slightly fuzzy appearance and absorbs moisture quite readily.
5. Linen is cool, harsh, and tough, has no spring like wool but more life than cotton, has uneven threads, absorbs moisture most readily, and is lustrous and easily cleaned.
6. Rayon is a synthetic fiber which is smooth, heavy, cool, and not as supple as silk; rayon may be made to resemble silk, wool, or cotton.
7. The characteristics of each fiber makes it especially suitable for certain garments.
8. Fabrics made from each fiber are offered in a wide range of qualities.

Questions and Activities:

1. Make an outline showing the source, characteristics, and use of each textile fiber.
2. Compare cotton and wool in regard to desirability for suits.
3. Compare silk and rayon in regard to desirability for ties and socks.
4. Compare linen, silk, and cotton for shirts.
5. Have a class report on the production of rayon.
6. Why do you like a linen towel? Handkerchief?
7. What is meant by weighted silk? Why is it undesirable?

8. What is the difference between wool and worsted? Virgin, pulled, and reworked wool?
9. How do fabrics of any one fiber vary in quality?

Problem 6. How do Color and Texture of the Material Affect my Choice?

Teaching Points:

1. The color should be suited to the individual, the use of the article, and the season of the year.
2. The colors which are becoming depend upon one's natural coloring and the value and intensity of the color.
3. The complete costume should have a contrast and variety of values.
4. Color is emphasized by repeating it, by combining it with its complement, or by using it with a neutral.
5. Texture influences the beauty of color.
6. Since weave and texture of cloth affect its durability, the kind of cloth should be chosen in relation to its probable use.
7. Hard twisted worsted materials hold the press best and wear longest but shine readily.
8. Rough materials lend size and informality and the nap often wears off.

9. Plain colors and smooth materials should be chosen for clothing intended for dress wear.
10. Materials that wear well, hold press, do not get shoddy nor shine easily, are conservative in style, neutral in color, dignified and free from sharp contrasts, should be chosen for clothing for business wear.
11. One may choose loud colors, figures, coarse open weaves, and sharp contrasts for sport wear.

Questions and Activities:

1. Examine your own coloring and decide your type and the colors you can wear best.
2. What colors are becoming to you? Which ones should you avoid?
3. What makes a complete clothing outfit monotonous?
Interesting?
4. Where should a man use intense colors in his clothing?
5. Which materials hold the press best? Become shiny most easily?
6. What colors and textures would you choose for business wear? Dress? Sport? All purpose?
7. What makes rough materials practical or impractical?
8. What would you look for in buying a sweater?
9. When are stripes and plaids desirable in men's clothing?

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Problem 7. How Does the Time and Place an Article is
to be Worn Affect the Choice of Clothing?

Teaching Points:

1. The well dressed person wears clothing appropriate to the occasion.
2. The types of social occasions are formal, informal, and sports.
3. Formal evening wear for men consists of tails and suitable accessories.
4. Semiformal dress for men consists of a tuxedo and suitable accessories.
5. Day formal dress for men consists of cut away coat and striped trousers with suitable accessories.
6. Informal wear for men consists of a regular suit of becoming material, style, and color, and suitable accessories.
7. Sports wear for men and boys consists of sweaters, bush coat, leather jackets, or sport shirt, trousers of tweed or similar material or corduroy, and suitable accessories.
8. School clothing is generally sport wear or a regular suit.

Questions and Activities:

1. Classify specific social occasions under formal, informal, and sports.
2. What does it mean to be "overdressed", "inappropriately dressed", "dressed in poor taste"?
3. Bring illustrations of the accepted formal dress for boys and men including all accessories.
4. Plan and collect illustrations of correct outfits for school.
5. Collect illustrations of correct apparel for the different sports.
6. What are the characteristics of an all purpose suit?
7. When is it correct to wear spats, a bow tie, a muffler, colored hose, a derby, a cummerbund?
8. When is it correct to go without a hat?
9. What is the correct attire for formal summer wear?

Problem 8. How Does my Physical Build
Affect my Choice of Clothing?

Teaching Points:

1. Lines in clothing may emphasize or modify the lines of the figure.
2. Horizontal lines create a feeling of width and vertical

lines create a feeling of height.

3. Usually the lines of the clothing should conform to the lines of the body.

4. Dots, plaids, and stripes are best used with plain materials.

5. The average man, 5 feet, eight inches, may wear any type of garment and any fabric and should make his own rules to fit his personality and individuality.

6. The stout man and the short man should avoid loud plaids and stripes, pronounced patterns, and rough fuzzy materials and should emphasize vertical lines which are consistent with style trends.

7. The tall man should emphasize horizontal lines and should avoid decided stripes.

8. One is less conspicuous and better dressed if he chooses garments which are in style and suited to his activity although they do not compliment his build.

Questions and Activities:

1. What are the horizontal lines in a suit?
2. What are the vertical lines in a suit?
3. What effect does each type of line create? How can they be emphasized?
4. What effect does the length of the coat have? The width and shape of the trouser leg, a double breasted coat?

- 5. If you do not have a normal figure of good proportions, how may you select clothes that will improve your appearance?
- 6. Make drawings of clothing, cars, rectangles and others to show the effect of lengthwise and crosswise lines.
- 7. What shall you do if you are narrow shouldered? Round shouldered?
- 8. How does the slope of the shoulders affect your choice?
- 9. How will you make your choice if the style trends are not fitted to your build? If the garments suitable for a certain activity in which you engage are not becoming?

Problem 9. How Shall I Combine
Colors in my Clothing?

Teaching Points:

- 1. Red, yellow, and blue are the primary colors and from these the other colors are produced.
- 2. Colors on the color wheel are in the order of the colors in the rainbow, each color related to the ones on either side.
- 3. Gray, white, and black are neutral colors and combine well with all colors.

4. Intense colors should be used in small areas.
5. Sharp contrasts produce striking and loud effects.
6. Most colors can be combined harmoniously if they are of the right value and intensity and have something in common.
7. Standard color harmonies are monochromatic or self tone, analagous or adjacent colors, complimentary or opposite colors, and triad which is three colors equally distant on the color wheel.
8. One color should predominate in an outfit with smaller amounts of the others to give variety and accent.
9. Colors may be repeated in an outfit to make rhythm and interest.

Questions and Activities:

1. What are the colors in the rainbow? How are they related?
2. Why does a referee in a basketball game wear a black and white striped shirt? Would it be desirable for other wear?
3. What makes an outfit "loud"? Uninteresting?
4. Plan a complete outfit for each of the color harmonies to include overcoat, hat, scarf, suit, socks, shoes, tie, gloves, and accessories?

5. Where should intense, bright color be used in a man's outfit?
6. Working in groups, plan a spring or fall outfit that will be harmonious and yet have variety. Illustrate by pictures when possible.
7. What should the tie match? The hat?
8. If you have a brown suit and a black overcoat left over from last year, what would you buy to go with them?

Problem 10. How Shall I Make a Clothing Budget?

Teaching Points:

1. A clothing budget is a plan for clothing expenditures for a given length of time.
2. A well planned budget takes into consideration the number and condition of garments already possessed.
3. A clothing budget aids one in getting the fullest value for the money expended.
4. A clothing budget is planned to cover several years as many garments have a longer life than one season.
5. In planning a clothing budget one should consider desirable combinations, probable activities, and the amount of money one has to spend; one should provide for the major needs first.

6. The amount of money to be spent for clothing should be divided proportionately among the articles needed, should be in correct relationship to the clothing expenditures of the rest of the family, and should be in harmony with all other family and personal expenditures.

Questions and Activities:

1. What is a clothing budget? Why is it important?
2. What would you consider if you were planning a clothing budget?
3. Take an inventory of your present clothing and estimate its value.
4. How will you plan for future needs?
5. For how long should a clothing budget be made?
6. What accessories would you include in a clothing budget?
7. How will you divide the money allowed for your clothes among your various articles of clothing?
8. Using your present clothing inventory, plan your clothing budget for this year.
9. What should be the relationship between the amount you spend for clothing and your other personal expenditures?
Between the amount you spend and the family expenditures for clothing?

Problem 11. How Shall I Buy a Suit?

Teaching Points:

1. The suit usually receives constant and hard wear and should be chosen carefully.
2. In selecting a suit, quality, fit, color, original cost, cost of upkeep, durability, and wearability should be considered.
3. Qualities desired in a suit are good style and fit, good tailoring, and material that will hold its shape, stay pressed, resist shine, and will not fade, show lint or dust, or get shoddy looking.
4. The type of fabric used in a suit determines largely its wearability and serviceability.
5. Details to notice when purchasing a suit are the styling, the pockets, the lapels, the collar, the number and kind of buttons, buttonholes, length of coat, taper of the trousers, seam piping and linings.
6. Good materials for a suit are serge, gabardine, herringbone, twist, tweed, cheviot, finished and cashmere finished worsteds, flannel, and wash summer fabrics.
7. The color of the suit limits the colors of the rest of the wardrobe.

8. Suits should be bought from a reliable firm that will stand back of their apparel.
9. Tailoring in suits regulates tension and influences the wear and fit of the suit.
10. Tailoring is evidenced by the notching of the seams, handwork on the inside of the collar, buttonhole and seam finishes, the roll of the lapels, and the drape of the coat, the underpressing of the coat, and the fit of the garment; tailoring is indicated by numbers from 1, which is all machine work, to 6, which is most expensive and hand tailored.

Questions and Activities:

1. List the things you would observe in buying a suit. What additional information would you ask of the clerk?
2. Make drawings illustrating the different kinds of lapels, pockets, and coat backs and indicate when it is desirable to buy each.
3. What are the indications of good tailoring? Examine your own coat and rate it.
4. Compare the linings in the various coats and overcoats.
5. Identify materials suitable for suits and classify as for dress, sport, or business.
6. What is the value of brand names in buying a suit?
7. What are the qualities of a good summer suit.

- 8. What is meant by "sack model", "sport back", "loung model", "double breasted", and "out size".
- 9. When would you buy knickers?

Problem 12. How Shall I Buy Shirts?

Teaching Points:

- 1. Shirts were first custom made in 1850 and have since developed in style and comfort.
- 2. In buying a shirt, the fit, fabric, color, workmanship, quality, style, and price should be considered.
- 3. The correct fit of a shirt depends upon precision of cutting, no skimping, sanforization or proper allowance for shrinkage, proper numbering of sizes, and the kind, quality, and finish of the fabric used in the shirt.
- 4. The fabric should be selected in regard to material, pattern, quality, finish, and washability.
- 5. The quality of shirting materials depends upon the quality of the cotton, the twist of the thread, and the thread count.
- 6. The best fabrics for shirts are broadcloth, madras, prints, oxford cloth, and chambray.
- 7. Shirting materials are either piece dyed, yarn dyed, or printed.

- 8. The color should be attractive and suitable for a shirt, should not fade in laundering or exposure to light, and should blend with the rest of the outfit.
- 9. Workmanship and quality are indicated by fine tailoring details, short stitches, good buttons, the number of buttons, good buttonholes and how the garment responds to wear, and should be in relation to the cost of the shirt.
- 10. The style should be in fashion and suitable to its intended use.
- 11. The cheap shirt often has less than five buttons, has front and back which are not full length, has greater shrinkage; the design is cut "skimpy" and inaccurately by machine and is ill matched, and the construction shows careless workmanship.

Questions and Activities:

- 1. State the qualities you would look for in buying a shirt.
- 2. Find pictures of the different style collars and indicate when each should be used.
- 3. Examine swatches of shirting material for quality and desirability.
- 4. From advertisements and booklets collect and define "shirting" terms such as trubenized, sanforized, and fused collar.

5. Upon what does the correct fit of a shirt depend?
6. Take each others measurements for a shirt and compare with the standard.
7. How can you tell quality in a shirt?
8. What characteristics are likely to be found in a cheap shirt?
9. Collect pictures of different styles of shirts and state the occasion for which each is suited.

Problem 13. How Shall I Buy Socks,
Shoes, and Gloves?

Teaching Points:

1. Socks are wool, cotton, rayon, or silk or mixtures of these.
2. Wool socks are warmer and have the ability to absorb more moisture before feeling damp; silk hose are dressy but not serviceable.
3. Labels should state the fabric.
4. When purchasing a pair of socks: the proper size should be selected, buying wool socks at least a half size larger to allow for shrinkage; the heel and toe should be amply reinforced; the sock should be pulled where the leg and top join, to show uncaught loops; the inside seams

should be well trimmed; the sock should stretch to at least 7 inches across the instep; the sock should be examined to see if it is full fashioned.

5. When buying shoes: the fit should be tested standing or walking and the shoe should be at least an inch longer than the foot; the big toe joint should come at the widest part of the shoe; the shoe should have a roomy toe and a last with a nearly straight inner longitudinal; the color should be desirable and the workmanship and material good; the shank of the shoe should fit snugly under the arch and the shoe should not slip at the heel; the shoe should be of good construction, preferably welt construction.

6. In buying gloves: when a fold is made of the leather and it is drawn between the fingers, it should feel soft, supple, and lively, not harsh or stiff; labels should be read and inquiry made if the gloves are table cut, what the leather is, and if they are washable; it is important to get the correct size and to avoid gloves too tight; the leather or fabric chosen should be suitable to the use of the glove. The glove should be examined for cut, careful even stitching, good fasteners, good leather, and the type of lining.

Questions and Activities:

1. List the points you would observe in buying a pair of socks. What additional information would you ask for?

2. Collect different styles and kinds of socks and examine. Rate them as to their desirability for various kinds of wear.
3. List the points you would observe in buying a pair of shoes.
4. List the leathers used in men's gloves, compare as to washability, wearing qualities and distinguishing characteristics, and list type of glove for which each is suited.
5. How do men's gloves differ in style and finish?
6. How can you tell a good glove?

Problem 14. How Shall I Buy Accessories?

Teaching Points:

1. The material in the handkerchief should be of smooth even thread, finely woven, and containing little filling.
2. Both linen and cotton make attractive handkerchiefs but linen absorbs the moisture better and launders more beautifully.
3. Desirable qualities in a handkerchief are a straight edge, good size, and a well finished hem.
4. Colored handkerchiefs should be well designed, fast color, and should harmonize with the rest of the wardrobe.

5. A monogram on a handkerchief makes it more personal and often adds to its attractiveness.
6. Jewelry chosen should be appropriate, refined, and inconspicuous, and of good quality and design.
7. Scarfs should be harmonious with the gloves, hat, and spats, should be of a desirable length and width and should be easily cleaned.
8. Ties are knitted or woven and made of silk, rayon, wool, or cotton material.
9. Desirable qualities in a tie are resiliency, good design, color, and construction, and material of good quality which does not slip or split.
10. Woven ties should be cut on a true bias, lined full width with wool, hand stitched and with enough extra material folded back at the end to give the tie body.
11. A felt hat should be of fur felt, should have good quality lining, a leather sweat band, and an attractive outside band, and should resist fading and hold its shape well from wetting and handling.
12. The contour of the hat should be good, the depth of crown, width of brim, and style should be suited to the shape of the face, and the style suited to the occasion.
13. Straw hats are of two styles, body hats and sailors; the good quality being made of better straw, heavily

shellaced and having the ends cut short on the inside of the hat.

Questions and Activities:

1. List the qualities you would look for if you were buying a handkerchief.
2. When would you buy colored handkerchiefs?
3. List the jewelry worn by men and desirable qualities for each piece.
4. Bring in pictures of scarfs and compare.
5. What are the desirable qualities in a tie?
6. List the different styles of ties and the appropriate use of each.
7. Test old ties for the textile used, the weighting, and the resiliency.
8. Classify the designs found on ties in the class.
9. What are the qualities of a good fur felt?

Problem 15. What Daily Care Shall I Give My Clothing?

Teaching Points:

1. Proper care of clothing increases its durability, helps maintain its good appearance, and shows self pride in the owner.

2. Except in emergencies, each member of the family should care for his own clothing.
3. Clothing worn next to the body should be aired at night and washed frequently.
4. Suits and coats should be brushed after each wearing and put on hangers of good contour.
5. A special place should be reserved for the storage of each garment.
6. Shoes should be brushed and put on shoe trees.
7. Wet clothing should be put in shape and dried slowly, away from extreme heat.
8. Soiled apparel and accessories should be put in laundry bags or baskets.
9. A daily check and repair of clothing prevents loss of buttons, torn pockets, and other misfortunes.
10. Proper daily care of clothing will reduce the necessity for frequent pressing and the expense of dry cleaning.
11. Socks are more hygienic and wear longer if they are washed after each wearing.
12. A clean handkerchief should be carried each day.

Questions and Activities:

1. Draw a floor plan for a closet indicating good arrangement of clothing.

- 8. What is meant by "sack model", "sport back", "loung model", "double breasted", and "out size".
- 9. When would you buy knickers?

Problem 12. How Shall I Buy Shirts?

Teaching Points:

- 1. Shirts were first custom made in 1850 and have since developed in style and comfort.
- 2. In buying a shirt, the fit, fabric, color, workmanship, quality, style, and price should be considered.
- 3. The correct fit of a shirt depends upon precision of cutting, no skimping, sanforization or proper allowance for shrinkage, proper numbering of sizes, and the kind, quality, and finish of the fabric used in the shirt.
- 4. The fabric should be selected in regard to material, pattern, quality, finish, and washability.
- 5. The quality of shirting materials depends upon the quality of the cotton, the twist of the thread, and the thread count.
- 6. The best fabrics for shirts are broadcloth, madras, prints, oxford cloth, and chambray.
- 7. Shirting materials are either piece dyed, yarn dyed, or printed.

- 8. The color should be attractive and suitable for a shirt, should not fade in laundering or exposure to light, and should blend with the rest of the outfit.
- 9. Workmanship and quality are indicated by fine tailoring details, short stitches, good buttons, the number of buttons, good buttonholes and how the garment responds to wear, and should be in relation to the cost of the shirt.
- 10. The style should be in fashion and suitable to its intended use.
- 11. The cheap shirt often has less than five buttons, has front and back which are not full length, has greater shrinkage; the design is cut "skimpy" and inaccurately by machine and is ill matched, and the construction shows careless workmanship.

Questions and Activities:

- 1. State the qualities you would look for in buying a shirt.
- 2. Find pictures of the different style collars and indicate when each should be used.
- 3. Examine swatches of shirting material for quality and desirability.
- 4. From advertisements and booklets collect and define "shirting" terms such as trubenized, sanforized, and fused collar.

5. Upon what does the correct fit of a shirt depend?
6. Take each others measurements for a shirt and compare with the standard.
7. How can you tell quality in a shirt?
8. What characteristics are likely to be found in a cheap shirt?
9. Collect pictures of different styles of shirts and state the occasion for which each is suited.

Problem 13. How Shall I Buy Socks,
Shoes, and Gloves?

Teaching Points:

1. Socks are wool, cotton, rayon, or silk or mixtures of these.
2. Wool socks are warmer and have the ability to absorb more moisture before feeling damp; silk hose are dressy but not serviceable.
3. Labels should state the fabric.
4. When purchasing a pair of socks: the proper size should be selected, buying wool socks at least a half size larger to allow for shrinkage; the heel and toe should be amply reinforced; the sock should be pulled where the leg and top join, to show uncaught loops; the inside seams

5. In darning there should be no knots in the thread and the thread should not be pulled tight enough to make ridges.

6. In darning a suit ravel the thread from a seam and weave it in using stitches comparable to the weave of the cloth.

7. In darning socks weave in new thread to form a firm new cloth of plain weave letting the stitches extend a half inch beyond the hole.

Questions and Activities:

1. What is the effect on a garment if pins are used in place of buttons?
2. What are the steps in sewing on a button.
3. How should a button be sewed on an overcoat?
4. Practice sewing on buttons several ways.
5. Outline the steps in darning.
6. What thread should be used in darning?
7. Bring a pair of socks for darning.
8. Darn a three cornered tear, a straight tear.

Problem 18. What Special Care Shall
I Give My Clothing?

Teaching Points:

1. All gloves for men are washable except mocha and buckskin unless they have previously been dry cleaned, which process removes the oil.
2. The following procedure should be followed in washing gloves: all gloves, except doeskin and chamois, should be washed on the hand; gloves should be washed on the right side, then turned and washed on the wrong side; then they are rinsed on the wrong side, turned and rinsed on the right side; after rinsing gloves should be rolled in a towel, removed at once and hung up in the air, away from heat, after blowing the fingers out; when nearly dry the gloves should be finger pressed to make them soft and pliable.
3. Ties may be washed by the following method: the tie should be tested for washability by putting the part that runs under the collar in cold water for 5 minutes and rolling it in a towel to see if it runs; the water used for washing ties should be luke warm and may be tested on the wrist; after preparing a suds of dissolved soap, the suds should be squeezed through the tie, avoiding friction and rubbing; the tie should be rinsed three times in water of the same

temperature, rolled in a turkish towel, and removed at once and shaken; the tie may be placed on a tie form or pressed dry; in pressing one should turn the tie wrong side out and press lining, turn back over cardboard or paper keeping the seam to center back and lining towards you, cover with a paper and press dry.

4. Wool clothing should be protected against moths in the summer by spraying, by dry cleaning, by storing in closed cedar bags or in cold storage, or packing with substances which prevent moths.

5. Felt hats are best cleaned by a cleaner on account of the blocking but they may be cleaned at home with cornmeal or a cleaning fluid if one goes over the whole hat.

6. Straw hats are best cleaned by an expert cleaner.

7. Heels of shoes should be kept straight to save the shape of the shoe.

8. The leather of shoes is protected by a good polish and the soles by keeping in good repair and keeping dry in wet weather.

Questions and Activities:

1. How can gloves be cleaned at home?
2. Demonstrate the washing of gloves.
3. How can ties be cleaned at home?
4. Demonstrate the washing of ties.

5. Report on the development and control of moths.
6. Compare the various ways to store wool clothing in the summer.
7. What is the correct way to clean felt hats? Straw hats?

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UNIT XVI. KEEPING THE HOME AND YARD
ATTRACTIVE AND COMFORTABLE

Generalizations

1. Certain jobs about the house require the strength and skill of the man of the house.
2. Proper care of equipment adds to its efficiency, increases its wearing qualities, and saves time of the user.
3. Proper treatment of walls, woodwork, and floors makes them more attractive and forms a better background for the furnishings.
4. Selecting correct tools for a job and keeping them in good condition simplify the job, and save time and energy.
5. Trees and shrubs should be planted in accordance with the nature of the plant and the principles of good design.
6. The lawn, trees, and shrubs require special care and treatment depending upon the soil, climate, variety, location, and effect desired.
7. Labor in maintenance of the home and yard done by a member of the family increases the family income.
8. Many simple conveniences can be made by the amateur to make the home more attractive and more comfortable.

9. A home can be made more sanitary through proper care of the plumbing, the refuse, and the heating system, and the eradication of household pests.

10. A great amount of personal pleasure is derived in creating or in refinishing an article.

Problems

1. What are the essentials for an attractive and comfortable home?
2. How shall I care for the floors, woodwork, and walls?
3. How shall I keep equipment in good working order?
4. What are good procedures in painting and refinishing?
5. What repairs can I make to the furnishings?
6. What carpentry can I do about the house?
7. How shall I keep the plumbing in good order?
8. How shall I regulate and care for the heating plant?
9. How shall I rid the house of household pests?
10. How shall I make simple repairs to the electrical equipment?
11. What equipment can I make for the home to make it more convenient?
12. What rules shall we make for landscaping the yard?

13. How shall I make the back yard attractive?
14. How shall I care for the trees, shrubs, and grass?
15. How shall I care for the family car?

Problem 1. What are the Essentials for an
Attractive and Comfortable Home

Teaching Points:

1. Everything about the inside and the outside of the house should be clean and kept in its best condition.
2. The exterior of the house should be kept painted, the screens, shutters, walks, driveways, and all other accessories should be kept in good condition.
3. The grass should be kept free from weeds and should be cut, the trees and shrubs should be kept clean and trimmed, refuse should be picked up, and a definite place made for any equipment or recreational facilities in the yard.
4. Enough of the right kind of equipment correctly placed and kept in good working condition adds to the comfort and convenience of the house.
5. Enough furnishings of the right kind which are well kept up and attractively arranged add to the comfort and attractiveness of the house.
6. If a convenient and correct place is provided for everything in the home and everything is kept in its place,

the home is more attractive and comfortable.

7. Often cupboards, built-ins, shelves, and small nooks can be constructed to make the home comfortable and attractive.

Questions and Activities:

1. Observe the houses in your block. Which is most attractive on the outside? What makes it so?
2. How can one avoid cluttering up the yard with miscellaneous articles?
3. What makes the interior of a home attractive?
4. What makes the interior of a home comfortable and convenient?
5. How does the old adage "a place for everything and everything in its place" apply to a home?
6. Bring in pictures of things one might construct to make the home more comfortable and attractive? Estimate the cost of each.

Problem 2. How Shall I Keep Equipment
in Good Working Order?

Teaching Points:

1. Providing a proper place for storage of equipment prevents its getting ill shaped, broken or completely lost.

2. Keeping equipment clean, dry, oiled, and tightened aids in keeping it in good working order.
3. If knobs, handles, hinges, and other parts of equipment are tightened when they begin to loosen, it simplifies their care and prevents loss and expense.
4. To lubricate hinges one should remove the pin, rub the pin with paraffin wax, wax all bearing surfaces on the hinge flanges and replace the pin.
5. To remedy sticky drawers one should remove the drawer and lay it on a bench, plane the bottom edge and sides if necessary until the drawer slides in and out readily, and apply paraffin wax to the runways and to the bottom edges of the drawer.
6. Knives used against metal, stone, composition, or smooth chinaware become dull; frequent sharpening may be avoided if a wood cutting board and a rack for storing the knives are provided.
7. The entire blade of the knife should be as thin as possible and still have strength enough to perform the service for which it was made; a good quality steel knife holds a good edge.
8. The following rules may be used in sharpening a knife: the knife should be ground if the edge is thick or nicked; grinding is done slowly, with little pressure and with cold

water added to avoid removing the temper of the knife. The knife should be whetted on a whetstone, turning the blade each time as a figure eight. Test the edge for keenness by feeling with the fleshy part of the thumb.

Questions and Activities:

1. How can we prevent equipment becoming ill shaped?
2. What causes equipment to rust?
3. Make a set of rules governing the general care of equipment.
4. How are most knobs and handles fastened on? How may they be tightened?
5. How can one lubricate squeaky hinges?
6. What can be done with drawers that stick?
7. What are the characteristics of a good knife?
8. How should knives be sharpened?
9. Bring in all kinds of sharpeners for comparison.
10. Each boy may bring a knife from home to sharpen.

Problem 2. How Shall I Care for the
Floors, Woodwork, and Walls?

Teaching Points:

1. Paint, because it is opaque, should be used to cover up inferior or soft wood, and varnish or shellac should be used with fine woods because they are transparent and brings out

the beauty in the grain of the wood.

2. Hardwood floors should be scraped and sanded, stained the desired color, filled with a thin coat of shellac, sanded lightly when dry, coated with two layers of floor varnish, dried thoroughly after each coat, covered liberally with liquid or paste wax, dried at least an hour and then polished, waxed again after 48 hours.
3. Floors should be waxed periodically before the last coat of wax has worn off; occasionally all wax should be removed by washing the floor with neutral soap and water and wiping with denatured alcohol.
4. To keep sand and dust off the surface, waxed floors are dusted often with a clean mop or a broom with a cloth over it; painted or varnished floors are dusted with an oiled mop.
5. Painted walls are cleaned thus: keep walls dusted, using a soft cloth on a broom or a wall brush, wash with a soft cloth and heavy soap suds, using a neutral soap, or with a good commercial paint cleaner; begin work at the top of the room and wash with even strokes downward; rinse with clear warm water and a soft cloth, changing the water often; wipe dry as each section is cleaned.
6. Wall paper is cleaned thus: keep walls dusted by brushing lightly with a soft cloth or wall brush; gum and paste

cleaners are like erasers and require skill in using to avoid smearing.

7. Wall paper may be patched thus: tear a piece of paper which matches in design, making rough jagged edges; paste over hole in the paper.

Questions and Activities:

1. When is it desirable to paint floors and woodwork?

Why?

2. Outline the steps in finishing hardwood floors.

3. Some member of the class may demonstrate the different steps using a length of wood.

4. Inquire from local dealers the rental charges on polishers and waxers.

5. If possible refinish a floor at home or at school.

Write a report.

6. How should painted walls and woodwork be cleaned?

7. Visit some newly constructed house and see the wall and floor finishes. Are they in good taste? Why?

8. How can you patch paper?

9. What daily care should be given waxed floors? Varnished floors?

Problem 4. What are Good Procedures in Painting and Refinishing?

Teaching Points:

1. Inside paint is applied to old surfaces as follows: clean the surface to be painted by removing all dirt and grease; if the old paint is peeled or rough remove it with a paint remover; fill all holes with putty or plastic wood; cover floors and other parts to be protected; mix paint thoroughly; select as wide a brush as is convenient and dip three fourths of its length into the paint four or five times, each time wiping off the surplus paint on the wide of the can; brush well into the surface to be painted by brushing back and forth using long strokes. Do not apply too much paint as it will run and make ridges. Let dry thoroughly and apply successive coats as needed. Clean brushes and lay aside for future use.
2. New wood is painted as follows: sand all work smooth and fill all holes and cracks as above; apply either a wood filler or a good undercoat; let dry and sand; proceed as for painting old surfaces.
3. Enamel is applied the same as paint except that there should be a substantial undercoat of the same color as the enamel.

4. A piece of furniture to be refinished should be of sufficient value and beauty to warrant the expenditure of time, money, and labor needed to refinish it.
5. The following procedures are recommended in refinishing a piece of furniture: remove the old finish using paint remover, and make any necessary repairs to put the piece in good condition; bleach dark spots with oxalic acid or re-stain to the desired color; sand, if necessary for smoothness, rubbing with the grain of the wood; refill with paste wood filler the same color as the stain, following directions on the container; wipe off when dry--10 to 20 minutes; sand lightly with very fine sandpaper, 3/0 or 4/0; apply one or two very thin coats of shellac thinned with alcohol; varnish may be applied over this if desired; rub to the desired finish with polishing compound, pumice stone, or rottenstone; a waxed surface gives a nice finish and is easy to care for.

Questions and Activities:

1. Members of the class may bring tin containers, paper baskets, garbage cans and other articles from home and paint to match woodwork.
2. Why is it so important to prepare the surface well before painting or varnishing?
3. When does it pay to refinish a piece of furniture?

4. Outline the steps in refinishing a piece of furniture, and estimate the cost.
5. How should paint brushes be cared for?
6. Why is spar varnish used on drain boards and table tops?
7. What is the difference between enamel and paint? How does this affect their uses?
8. Working in small groups, refinish a piece of furniture.
9. Refinish a piece at home and bring a report of work.

Problem 5. What Repairs Can I Make
to the Furnishings?

Teaching Points:

1. The following procedure is recommended for regluing furniture: avoid marring the furniture by hammering, prying, or clamping by the use of a piece of smooth wood or padding under the instrument; carefully remove the loose joint and clean off all old glue; fit joint together so it will seat perfectly; apply glue in the hole with a small stick being sure it completely covers the circumference; apply sparingly to tenon; replace tenon in hole and work it down as nearly as possible to its proper position; place clamps or heavy cord or rope if there is danger of the furniture being moved or jarred; wipe off surplus glue with a soft cloth and warm water and then dry.

2. Tables which are unstable are often made firm by tightening the screws in the corner blocks.

3. Furniture is reupholstered in the following way: remove the old cover, being careful not to tear it; examine padding to see that it is smooth and in place; secure a new piece of material as large or larger than the old piece; lay new cover in place, being sure all sides have an equal surplus; place tacks in the middle of each side, place tacks on each side of each of these about two inches from the first tack, and repeat until you have reached the corners, stretching evenly as you proceed so no wrinkles will develop. If corners are folded around a leg or object of any kind, note the manner in which the old covering was folded and cut and proceed in like manner. If tacks are unsightly, cover the tacks with a gimp purchased commercially or made from a piece of bias cut $1\frac{1}{2}$ inches wide and folded to $\frac{1}{2}$ inch wide and pressed.

4. Spots are removed from furniture in the following way: use carbon tetrachloride or a commercial cleaner and a clean cloth; begin in a large circle and work toward the spot; after the spot is well wet it may be rubbed; some upholstery may be shampooed if very little water is used.

Questions and Activities:

1. Secure a piece of furniture with loose joints and have a member of the class demonstrate the correct way to reglue the piece.
2. Suggest ways one can hold the joint together if he has no clamps in the home.
3. What kind of glue is recommended for home use?
4. How can you protect the finish of the piece of furniture if you are prying, hammering, or using clamps?
5. How can you make an unstable table firm? Demonstrate.
6. Outline the steps in upholstering a piece of furniture.
7. Each member of the class may upholster or recover a small piece of furniture.
8. What is the proper procedure in removing spots from furniture?

Problem 6. What Carpentry Can I do About the House?

Teaching Points:

1. Screen wire is replaced thus: remove small molding from around the edge, avoiding any breakage; remove tacks or staples holding the old screen and clean off roughness; secure a new screen the correct width and length; lay carefully on the frame and tack across the top placing tacks

about 3 inches apart; stretch screen and tack the opposite end, beginning in the center: drive tacks in the middle of each side and complete the tacking; replace the molding in the original position, using brads.

2. A broken window pane is replaced by the following procedure: remove the sash and lay on a flat surface; remove broken glass and glazier's points and chip off old putty; scrape wood well where glass is to rest and coat with linseed oil or paint; measure all four sides and deduct $1/8$ inch for irregularities; secure glass of the same thickness, cut accurately to dimensions; spread a thin coating of putty $1/16$ inch thick in the groove in the sash where the glass rests; lay the pane in concave side down; place 3 or 4 glazier's points on each side and drive into sash until glass is solid; roll putty in palms of hands until it is pencil-shaped; lay rolls end to end on the glass where it abuts the sash; with a putty knife press the putty firmly into a good smooth bevel; remove excess.

3. When replacing broken weight cords in windows one should remove the stop bead from the window, being careful not to mar the woodwork, pull the window out, remove the small section of wood screwed on the inside of the frame over the weight, install the new cord and replace window parts in reverse order.

4. If the sticking of doors is due to loose or ineffective hinges, it may be benefited in the following ways: the screws should first be tightened, to do this it may be necessary to insert wooden plugs in the screw holes or to substitute longer screws; if this does not correct the condition, loosen the screws at the top of the hinge leaf and insert a strip of cardboard under the inner edge and tighten screws; if the door sticks all along the outer edge, remove pins from the hinges, take down the door, remove hinge leaves, chisel out some wood back of the hinges and replace.

5. In hanging curtain rods one should determine the position the rods are to occupy, hold the bracket in position and locate centers of holes, remove bracket and make a small hole in each mark, replace bracket and fasten securely with screws.

Questions and Activities:

1. How would you proceed in replacing a worn out screen? How would you buy the new screen? Are there different qualities and widths?
2. Examine the windows at home and at school and determine how you would go about replacing a broken weight cord.
3. What equipment would you need to replace a broken window pane?

4. Measure a school window for a new pane? Can two dimensions be used?
5. Outline the steps in putting in the pane. Give reasons for each.
6. What causes a door to stick? When is it possible for it to be remedied without employing a carpenter?
7. How would you fix it?
8. Examine fixtures used for hanging curtains. How would you put them up?

Problem 7. How Shall I Keep the
Plumbing in Good Order?

Teaching Points:

1. There is less danger of stoppage in plumbing if no insoluble waste is put in the pipes and if all waste water is poured through a strainer.
2. A clogged pipe is opened by the following procedure: run enough water in the lavatory or sink to seal the rubber cap of "Plumbers Friend" which is placed directly over the drain outlet, work the stick up and down vigorously; if this does not open the drain, place a pan on the floor under the trap and remove clean out plug; if there is still stoppage one may use a drain pipe solvent, following the directions printed on the container; care should be taken that it does

not boil back up in the sink and onto the floor. Where drainage is sluggish first be sure all plugs are sealed tightly, then attach hose to hot water faucet, remove strainer from sink or lavatory, wrap a wet rag around the end of the hose to plug the outlet when you push it into the drain, insert it firmly into the drain and turn on the water slowly. Let the water run for 15 to 20 minutes.

3. Spots are removed from plumbing fixtures thus: coal oil, soda, or Bon Ami, and other nonabrasive powders will remove ordinary stains; vinegar and salt may be used to remove alkali rings; chlorox will remove many discolorations if allowed to remain on over night.

4. A leaky faucet is repaired thus: turn off the water at the main supply; unscrew packing nut and remove stem; remove screw from center of old washer and put new washer in place, being sure it is the correct size; insert screw and tighten firmly against new washer; replace stem and packing nut and turn on water to test results.

5. If the house is to be left unheated in the winter, the pipes must be drained by turning off the main water supply, opening the valve on the lowest fixture, then opening all other valves, flushing the toilets, and opening and draining all traps under each fixture.

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Questions and Activities:

1. What would you do if your sink were stopped up?
2. What care must be taken in using commercial pipe solvent?
3. How would you repair a leaky faucet?
4. What would you do with your plumbing if you were taking a winter vacation?
5. How can we avoid stoppage of water fixtures?
6. Secure from a plumbing shop a fuller type and compression type faucet. Disassemble and note construction. Remove and replace washer in each type.
7. At home clean a trap, drain the plumbing, replace washer, or remove stains from plumbing and make a written signed report.

Problem 8. How Shall I Regulate and
Care for the Heating Plant?

Teaching Points:

1. Heating is now an exact science and in a well built house any modern well designed and properly installed system will be satisfactory if properly regulated and cared for.
2. In order to have good climate within the house, one should have sufficient air change per hour, proper humidity,

- proper temperature, and dust control and air cleansing.
3. Relative humidity which should be 46 to 50 per cent, requires several gallons of water a day; this may be furnished in a hot air furnace by keeping the water pan filled and in a steam or hot water system by hanging containers on the back of a number of the radiators.
 4. Temperature is best regulated by an automatic thermostat, but if this is not available, a thermometer should be hung in the living room at standing height and the temperature kept as near 70 degrees as possible.
 5. A thermostat operates by expansion and contraction of metals which make or break an electrical contact and turns the fuel on or off as needed.
 6. In building a coal fire, free the grate and box under the grate of ashes; place, in order, crumpled paper, fine wood, larger wood, and coal and open the drafts.
 7. For banking the fire add a large amount of coal, cover this with very fine coal, and close the drafts.
 8. The smoke pipe of the furnace may rust out in the summer if the basement is damp, if no fire is burned, and the pipe is not otherwise protected.
 9. The chimney should be examined and cleaned frequently to prevent the danger of fire.

10. The registers should be cleaned each year and cold air registers should be covered when one is sweeping.

Questions and Activities:

1. What is a heating engineer? Is it a good occupation?
2. What should be the humidity of a house? How can this be provided?
3. How can one control the temperature in a home?
4. How does a thermostat work? Where should they be placed?
5. Outline the steps in building a fire. If a coal stove is available demonstrate how the fire should be built.
6. Demonstrate how to bank a fire for the night.
7. Make drawings to show how drafts work.
8. How often should ashes be taken out? What provision should be made for the coal and the ashes?
9. What is the best kind of coal to buy? How can wood be used?
10. What care is required for the chimney and for the registers?

Problem 9. How Shall I Rid the House
of Household Pests?

Teaching Points:

1. Through study and experiment, science has discovered

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means of preventing and exterminating household pests.

2. The first step in prevention is exclusion by the use of screens, and by having sealed basements, and well constructed houses.
3. Scrupulous cleanliness in and about the house, plenty of sunlight, circulation of air and dryness in and around everything aid in exterminating pests.
4. Most insects have a life cycle of egg, larvae, pupa, and adult, and can best be eradicated in the egg or larvae stage.
5. To exterminate ants one should keep food covered, place legs of furniture in water with a film of oil, find the points of entrance and treat with kerosene, trace ants to the nest and destroy the nest with boiling water, or place a mixture of sugar and borax near the runway or around the nest.
6. To exterminate bedbugs one should inspect every fold, button, and corner of the bed and bedding removing bugs, brush mattress, go over springs, bed, baseboards and floors with kerosene and pour boiling water on slats; repeat this every few days to get newly hatched eggs.
7. Cockroaches are attracted by dampness and darkness and may be eradicated by sprinkling sodium fluoride about freely day after day or by thorough fumigation.

8. The fly and the mosquito are germ bearing insects and should be controlled by destroying their breeding places.

9. Upholstered furniture, carpets, and other furnishings may be protected against moths by frequent brushing, sunning, or vacuum cleaning, by spraying with a special moth preparation, or by being moth proofed by a commercial concern.

Questions and Activities:

1. What common practices about the house aid in exterminating pests?
2. How may we exclude pests from the house?
3. What is the life cycle of most insects? In which stage are they easiest to control?
4. What would you recommend as treatment for cockroaches, ants, mice, and bedbugs?
5. What special care should be taken of upholstered furniture?
6. How should you protect your furnishings if you were to be away for several months in the summer?
7. Write a theme on any one of the household pests with which your home is bothered. Try out methods of extermination and include results in your theme.
8. Construct a fly trap according to directions in Justin and Rust.

Problem 10. How Shall I Make Simple Repairs
to the Electrical Equipment?

Teaching Points:

1. The following procedure is used to repair a broken cord temporarily: cut the wires unevenly so the joints of the two will not come directly opposite each other; skin each end of the wires and twist together; solder them and securely insulate by wrapping the joint with friction tape. If the repair is to be permanent rubber tape should be used under the friction tape.
2. The following procedure is used in attaching a separate plug remove outer covering of braid or rubber about two inches from the end, cutting it slanting as you would in sharpening a pencil; untwist or separate the two cords, skinning the insulation from them in the same method and exposing about $\frac{3}{4}$ inch of the copper wire; thread the cord through the cap and tie an underwriters knot; loosen screws, pull the knot tightly into the top of cap, bring the wire around the plug post wrapping clockwise around the screw just under the head; repeat operation with the other wire and tighten screws firmly over the wire.

3. The following procedure is used to attach a lamp socket: squeeze the shell together and pull off lower cap; take socket apart and prepare cord ends as in point 2 above; thread cord through bushing and socket cap, screw bushing in to place, tie underwriters knot, and wrap wires under screws on porcelain base; tighten screws firmly and slide inner shell and brass overshell over base and into socket cap; press together.
4. All motors heat to some extent but if the motor is too hot to be handled with the bare hands it is reaching a dangerous temperature and should be oiled; apply only a few drops at a time as over oiling is most common and unsatisfactory.
5. If a fuse burns out, one should open the main supply switch, remove the burned fuse, replace with a fuse of the same rating and close the main switch; do not use any substitutes.
6. If a fuse burns out one may locate the trouble by turning off all lights and appliances and turn on one at a time; remove cause by detaching the appliance.
7. In using the vacuum cleaner one should empty the bag after each day's cleaning, should replace the bag carefully to avoid leaks, should clean dirt, thread, and other

materials from the brush from time to time, and should oil the motor with light oil as needed.

Questions and Activities:

1. Bring from home an electric cord which needs repairs and make such repairs as are necessary.
2. Buy wire, socket, and terminal and construct an extension cord for home use.
3. Some member of the class may demonstrate the splicing of a cord.
4. How can you test a motor for overheating? How often should one be oiled?
5. How should you replace a fuse?
6. How can you tell what caused the fuse to burn out?
7. Have a demonstration either by a salesperson or student on the care and operation of a vacuum.

Problem 11. What Equipment Can I Make for the Home to Make it More Convenient?

Teaching Points:

1. Each individual should analyze his own house and determine possibilities for making it more convenient.
2. A large board hinged to the wall in the kitchen makes a convenient work table or breakfast table.

3. Cupboards can be artistic and convenient when constructed and placed over the head of the bed, in vacant corners, in the kitchen near work centers, or in other vacant wall spaces.
4. Shelves are needed in the bath room, over the sink, near the stove, and in the basement.
5. Racks can be placed in convenient places and used for hanging up knives and other cutlery and kitchen or other utensils.
6. Ventilators can be made and placed in the windows to regulate temperature and ventilation.
7. Waste lumber can be made into end tables, vegetable bins, magazine racks, or other small articles and enameled attractively to harmonize with the room in which they are to be used.
8. Closets can be made more convenient by adding shelves for extra bedding and hats, racks for shoes and hats, and a rod on which to hang clothing.
9. In fastening anything to the wall, one needs to know how to find the joists, what hardware to use, and how to make the article secure and safe to use.

Questions and Activities:

1. Analyze the house plan for your house and the furnishings and suggest equipment which might be made to improve

its convenience.

2. Bring in pictures of cupboards, shelves, racks, and other equipment which an amateur can make.
3. Each member may select an article, make detailed plans for constructing it, and estimate the cost.
4. List the equipment which every home should have which is needed for practical carpentry about the home. Secure pictures of these and estimate the total cost.
5. What builtins would you like in your own room?
6. Each member may construct a small article or may build in something in his home and bring a written report about it.
7. How can you locate joists in the wall? How can you fasten an object to a plaster wall?
8. When is it desirable to use screws, brackets, hooks, or nails?

Problem 12. What Rules Shall We Make for
Landscaping the Yard?

Teaching Points:

1. The grounds are a part of the household and require thought in making the home attractive and correct.
2. The style of architecture determines to some extent the type of planting.
3. Formal planting, consisting of symmetrically arranged

walks, flower beds, pools, and frequently statuary is suited to large grounds and formal houses.

4. Informal gardens which surround small houses are usually tended by the owners and are a means of recreation and of expressing one's pride in his home.

5. Shrubbery should be planted around the foundation of the house, or grouped at corners of the ground, leaving as much unbroken lawn space as is possible.

6. Trees and shrubs are planted in groups; flowers are planted in broken lines along fences and walks, massing the flowers rather than planting them in rows.

7. Trees and shrubbery should be arranged according to height; flowers should be arranged according to time of blooming; allow for much variation in each.

8. Driveways and walks should be placed to one side rather than through the middle of the lawn.

Questions and Activities:

1. Why does a newly built house look unrelated to the grounds?
2. How does the style of the house influence the landscaping of the yard?
3. What is a formal garden? When desirable?
4. Where should shrubbery be planted? Flowers?
5. How will you decide which shrubs and trees to plant?

- 6. How will you decide what flowers to plant?
- 7. Compile a list of flowers stating the height, characteristic form, color, and time of blooming of each.
- 8. Compile a list of desirable shrubs for your community, stating the height, characteristic form, color of flower, time of blooming and beauty after blooming of each shrub.
- 9. Make a plan for landscaping a yard.

Problem 13. How Shall I Make the Back Yard Attractive?

Teaching Points:

- 1. Because the back yard is more private, many people are developing the back yards into beautiful outdoor living and recreation centers.
- 2. If desired, a small area can be edged with shrubbery or irregular stones and set aside for a vegetable garden.
- 3. Nicely painted fences, or rows of shrubbery can be used to separate the yard from neighboring yards.
- 4. Trees and tall shrubbery should be used to screen unpleasant views, to hide barns, ash pits, and trash boxes, and to make a background for other planting.
- 5. The garbage can and other undesirable articles should be placed in inconspicuous places.

6. The back yard should be seeded to grass, should have walks, stepping stones or gravel paths to points of interest, and should be kept free of refuse and miscellaneous articles.
7. .If there are small children in the family, a sand pile and play equipment may be placed in the back yard.
8. Attractive table sets, swings, and garden chairs may be built or bought.

Questions and Activities:

1. Why are people interested in developing attractive back yards?
2. How can one separate his yard from the neighbor's yard in an attractive way?
3. Bring in pictures of attractive back yards. List the factors which make them attractive.
4. What can you do about the trash pile, the garbage can, the barn or garage?
5. How will you provide for the burning of trash?
6. How can one have an attractive vegetable garden in the back yard?
7. How are stepping stones put in? How would you make a gravel walk?
8. What play equipment for children might be included in the back yard without spoiling its attractiveness?

9. Make a drawing of your back yard as it is.
10. Make a drawing showing how you would improve it.

Problem 14. How Shall I Care for Trees,
Shrubs, and Grass?

Teaching Points:

1. Young trees should be mulched and watered and protected from animals which would eat the bark.
2. Trees should be pruned by a tree surgeon, but broken limbs should be cut off and the wound painted to prevent decay.
3. Trees should be banded in the spring and sprayed when necessary.
4. Most shrubs are best planted in the fall.
5. There is a correct time for pruning each kind of shrubbery; shrubs should be pruned according to directions in order to avoid killing them or interfering with their blooming.
6. The lawn should be kept free of dandelions and other obnoxious weeds and grasses by pulling or cutting them out and preventing their going to seed.
7. The lawn looks best if the grass is kept cut, and to avoid killing the grass, the lawn mower should be set to cut it short or long according to the temperature or the amount

of rainfall.

8. A hand sickle should be used to cut the grass around trees and shrubbery and a hoe should be used to cut it away from the sidewalks.

9. Watering the grass is often necessary but there is always the danger of stimulating the growth of crab grass.

10. Grass can be encouraged to grow on inclines if the seed is planted, covered with burlap pegged down with sticks to the ground, and the burlap kept watered.

11. The grass which is cut off is best collected as it is cut and can be used for mulching trees, shrubs, tomatoes, and other plants.

Questions and Activities:

1. Interview a nursery man or a person who has some nice trees and find out how they should be cared for?
2. Why do we band trees in the spring? How is it done?
Class may band the school trees.
3. What should be done if a tree has a broken limb?
4. Make a chart showing the proper time to plant the most common shrubs in your community. Find out when and how each should be pruned.
5. How can one kill dandelions and crab grass?
6. How can a lawn mower be adjusted and sharpened?
7. What should be done with the grass that is cut off?

8. What should be done with the grass along the walk?
Around trees and shrubs?
9. How can you make grass grow on a steep incline?
10. Care for your yard for two weeks and report results.

Problem 15. How Shall I Care for the Family Car?

Teaching Points:

1. A car which is kept in good condition wears longer and shows family pride in possessions.
2. The following procedure is recommended in washing a car: remove floor carpets, clean, and put aside; clean the inside of the car with a whisk broom or vacuum cleaner attachments; remove any spots on the upholstery, using water or carbon tetrachloride; clean inside of windows, dash, and other metals or wood using a wet chamois; close all windows and wash the car, using a sponge and plenty of clean water; wipe dry with a chamois wrung dry out of clean water; wash wheels; replace floor carpets.
3. To polish and wax a car one should wash it according to directions, polish using a commercial polishing paste or liquid and plenty of soft clean cloths and at once apply a thin coating of good wax.

4. Frequent wiping with a treated dust cloth will keep the car looking nice and will avoid the necessity for frequent washing.
5. Each individual should study the chart which comes with his car to locate the places which need greasing and should grease or have the car greased every thousand miles.
6. The oil should be changed every thousand miles and, if it is changed at a station where the owner does not know the attendants, he should accept only oil from original cans.
7. Painting the top of the car improves its appearance and makes it impervious to water.

Questions and Activities:

1. What does a family show by the care given the family car?
2. What is involved in the care of a car?
3. Outline the proper procedure in washing a car.
4. Each student wash his family car and report to class on his experience.
5. What products are available for polishing a car? How would you decide on the one to use?
6. How would you proceed to polish your car. The class may work in small groups and polish several cars.
7. What kind of wax is put on cars? How should it be applied?

8. What are treated dust cloths? Why are they used on cars?
9. How often should one grease a car?
10. Each student should study a chart of the car which his family owns and locate all the points which should be greased.
11. Class visit a filling station where a car is being greased and observe how it is done.
12. How often should oil be changed? Should one buy bulk oil?
13. How can you improve the top of an old car?

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Units for Which Only Generalizations, Problems,
 and References are Included

UNIT IV. GETTING OUR MONEY'S WORTH

Generalizations

1. Every individual is a consumer buyer and should have opportunity to prepare for this area of daily living.
2. The present marketing system is complex and its structure and implications are little understood by consumer buyers.
3. Because of improved methods of transportation, specialized production, and developments by science, it is no longer possible to know the content of commodities.
4. The large variety of products on the market and the many qualities in each product make it difficult to choose wisely.

5. The product selected should be the one best suited to the need.
6. The producer has developed many selling devices which must be analyzed and evaluated by the consumer buyer.
7. In order that the individual and the family may get the greatest satisfaction from their buying, there should be a definite relationship between personal and family expenditures, and relationship between the amounts spent for the various commodities.
8. The consumer is often swayed more by emotions than by rational thinking when buying.
9. Many guides to buying are available if the consumer is educated to use them advantageously.
10. The merchant renders many valuable services to the consumer and should receive courteous, friendly, and fair treatment.
11. Government and commercial agencies are planning for the consumer.

Problems

1. What determines how we spend our money?
2. How is the consumer buyer influenced in his buying?
3. How can we buy intelligently?

4. What ethical responsibilities has the consumer buyer?
5. What aid in buying should the government give families?
6. What purchasing is done by men?
7. What are good marketing practices?
8. How is the present marketing system organized?
9. What influences the price of goods?
10. How shall we buy a car?
11. How shall we buy canned and package foods?

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UNIT V. MANAGING MY MONEY

Generalizations

1. The spending of his personal income and of his share of the family income is one of the greatest responsibilities of an individual.
2. The way an individual spends his income largely determines his pattern of living and his ultimate happiness.
3. The family income can be extended by cooperation of the family members in performing tasks and conserving resources.
4. A plan is necessary in order to obtain the most from the income.
5. The family or individual should live within its income.
6. Savings are essential to the successful home.
7. Expenditures for food, shelter, clothing, operating expenses, and sundries should have a definite relationship to each other.
8. The satisfactions one obtains from his income depends as much upon the way it is spent as upon the amount in

dollars and cents.

9. Each member of the family should assume responsibility for wise spending and saving of the family income.
10. Accurate recording of personal and family expenditures gives a means of checking and improving the plan.
11. A knowledge of fundamental business procedure will aid the individual in the wise spending of money.

Problems

1. How shall I keep a personal account?
2. What is an adequate income?
3. How can the income be made to cover expenses?
4. Why should individuals and families keep accounts?
5. How shall a plan for expenditures be made?
6. How shall we determine the proportion to be spent for the various items?
7. How shall I plan my personal expenditures?
8. Why should individuals and families adopt a plan of saving?
9. How do unbalanced expenditures affect family life?
10. What is a desirable plan for spending the income?
11. With what business procedure should I be familiar?
12. How can the family members contribute to the family

income?

13. What income in this community is adequate for a family of father, mother, a boy eight, and a girl twelve?

14. How shall a self-supporting boy in this community with an income of \$80.00 a month spend it?

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UNIT VI. BUILDING PHYSICAL FITNESS

Generalizations

1. Health should be safeguarded as it is an individual's

most valuable asset and determines his physical, mental, and emotional efficiency.

2. Health is more difficult to regain than to maintain.
3. Both heredity and environment exert an influence on health.
4. Home and community sanitation not only improve the appearance of a town but contribute to the physical efficiency of its citizens.
5. An individuals mental outlook and attitude have a major definite influence upon his physical efficiency.
6. Imperfect health may manifest itself in a large variety of ways, many of which are quite remote from the cause.
7. Although the right kind and amount of food are of major importance, their value to the body may be influenced by the efficiency of digestion and assimilation.
8. Good elimination is an evidence of good physical efficiency.
9. The endocrine glands exert an important influence upon bodily conditions and should be in a healthy condition.
10. Every part and organ of the body must do its part fully and with ease to keep the body at high physical efficiency.
11. One must have good health to attain the highest enjoyment and service in life.

Problems

1. What is the importance of good health?
2. What are the evidences of good health?
3. How can an individual have good health?
4. What may interfere with physical fitness?
5. How are home and community sanitation related to health?
6. Of what value are athletics in building physical fitness?
7. What is the relation of mental health to physical health?
8. How is physical fitness influenced by digestion and assimilation of food?
9. How can we build physical fitness through good bodily elimination?
10. What influence do the glands have on physical fitness?

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UNIT VII. SELECTING WELL BALANCED MEALS

Generalizations

1. Well balanced meals are essential to health.
2. Food is used in the body to build tissue, produce heat and energy, regulate the body processes and develop resistance to disease.

3. Protective foods should be well represented in the diet.
4. The amount and kind of food selected should be in relationship to physical condition, type of activity, and time of day.
5. Meals should be eaten regularly at well spaced intervals.
6. A variety of foods should be eaten since they vary as to composition in the amount and kind of protein, fat, carbohydrate, water, vitamins, and mineral matter.
7. Each food element is set aside by the body for certain functions.
8. Bulk of food and sufficient water is necessary for good elimination.
9. Food fads and superstitions usually lack scientific background and may be dangerous.
10. Much of the food advertising today appeals to the emotions instead of intelligent thinking.
11. Under certain conditions of health or activity, special diets are necessary.

Problems

1. Why do we eat three meals a day?
2. What difference does it make what we eat?
3. What foods promote growth?
4. How much should I eat?
5. How does my food intake measure up to the standard?
6. What are the essential regulating foods?
7. How shall I plan my meals to insure sufficient regulating foods in my diet?
8. How shall I select well balanced meals?
9. How shall I plan well balanced meals?
10. When are special diets desirable?
11. How shall I plan meals for special conditions?
12. How shall I select food at public eating places?

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UNIT VIII. SELECTING AND PREPARING FOOD

Generalizations

1. The buyer of food has the responsibility of selecting

that product which is best suited to his needs, is in good condition, and is sold at a fair price.

2. Trading at sanitary markets encourages the practice of displaying and preserving foods in a healthful way.
3. Waste may be prevented if food is properly cared for; it prevents the growth of yeast, mold, and bacteria.
4. Food properly cooked often increases its palatability and digestibility.
5. There is at least one correct method of cooking each food to develop the best flavor and retain the food value.
6. Each meal has characteristic foods which have become associated with that meal because of the frequency with which they are served, their physical condition or their definite flavor.
7. Selecting the correct utensil and using it efficiently means much to the success of the cooking process.
8. Scientific methods of production are necessary to assure a standardized product.
9. The table setting will vary with the meal and the type of service one desires to use.
10. Serving foods in correct amounts, and attractively in the proper dish adds to its palatability.

Problems

1. What is your responsibility as a buyer of food?
2. How should food be cared for after purchase?
3. Why do we cook food?
4. What principles are involved in the cooking of foods?
5. Why should one eat breakfast?
6. How shall we select and prepare fresh fruit?
7. How shall we select and prepare cooked fruit?
8. How shall we select and prepare cereals?
9. How shall we select and prepare eggs?
10. How shall we select and prepare coffee and toast?
11. How shall we select and prepare cocoa and cinnamon toast?
12. How shall we select and prepare bacon and French toast?
13. How shall we make griddle cakes?
14. How shall we make muffins?
15. How shall we combine foods to make a desirable breakfast?
16. How does a luncheon differ from a breakfast?
17. How shall we prepare and serve soup?
18. How shall we recognize quality and cuts of beef?
19. How shall we cook steak and the less tender cuts?

20. How shall we cook potatoes?
21. How shall we cook other vegetables?
22. What one dish meals can I make?
23. How shall I make attractive salads?
24. How shall I make attractive sandwiches?
25. How shall I make biscuits?
26. How shall I make simple puddings and desserts?
27. How does a dinner differ from a luncheon?
28. How shall we prepare a fruit or fish cocktail?
29. How shall I clean poultry and game?
30. How shall I roast meat and poultry?
31. How does a baker bake bread?
32. How shall I make a plain cake?
33. How shall I make a two crust pie?
34. How shall I make a one crust pie?
35. How shall I make ice creams and ices?

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UNIT IX. SERVING MEALS

Generalizations

1. Much of the enjoyment of a meal depends upon the way it is served and the atmosphere created in the service.
2. One may choose from several correct types of table service when planning for family meals or when entertaining friends at dinner.
3. The type of service chosen depends upon the size of the house, available equipment and help, and the atmosphere one wishes to create.
4. The serving of the family meals should receive just as much attention as the serving of company meals and an effort should be made to make these meals attractive and enjoyable.
5. Carving is usually a man's job and requires knowledge and practice on the part of the carver if it is done well.
6. The seating of guests is according to age, rank, sex, and interests, which should be considered especially at company meals; there are general rules to govern precedence.

7. Being a host at the table requires a knowledge of accepted rules and customs governing the responsibilities of the host, the seating of guests, conduct at the table, the carving of meat and the serving of food, and other things concerned with efficiency of the meal.
8. When serving as a waiter, one should familiarize himself with the rules used in the particular locality and by the particular host or hostess and conform to their regulations.
9. Clearing the table and washing dishes in a quiet and sanitary manner, and storing dishes and silver in an orderly manner keep them in readiness for use whenever needed.

Problems

1. What are the different types of table service?
2. How shall a family meal be served?
3. What are the host's responsibilities for guest meals?
4. How shall I serve as a waiter?
5. How shall I clear the table and make the kitchen orderly?
6. How shall I serve a family breakfast?
7. How shall I plan and serve a business men's luncheon?
8. How shall I carve at a meal?

9. How shall I carve a fowl?
10. How shall I serve the plates at the table?
11. How shall I act as host in serving a family dinner?
12. How shall I serve a dinner English style?
13. How shall I plan a company dinner?
14. How shall we prepare and serve a dinner to guests?

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UNIT XII. UNDERSTANDING THE FAMILY TODAY

Generalizations

1. The home is the basic social and economic unit of society.
2. A study of the home, its development, functions, and purposes, enables one to better understand its place in society and to see its importance to individuals, communities, states, and nations.
3. Thought and effort on the part of the family members are required to make a home a satisfying place for family living.
4. The structure and activities of the home change as the social order changes.
5. Each member in the home is responsible for the success of the family and should share in its duties.
6. Desirable standards of living should be maintained in the home.
7. The home should furnish affection, security, rest, inspiration, and comfort to its members.
8. Family life within the home exerts the greatest influence on the individual of all forces.

Problems

1. Why do people choose to live in homes?
2. How does the home of today differ from those of the past?
3. What are the characteristics of a good home?
4. How should the responsibility in the home be divided?
5. How are satisfactory family relationships secured?
6. How are individuals influenced by family life?
7. What may interfere with satisfactory family relationships?

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UNIT XIII. ACQUIRING A HOUSE

Generalizations

1. The house makes up a part of the family's environment and is important in providing satisfactory home life.
2. Adequate shelter is essential for the health, comfort, and happiness of the family members.
3. The house selected by any family should provide for the needs and interests of the group, and for the maximum development of each family member.
4. Home renting and home owning each have advantages and disadvantages.
5. The convenience of the house is an important consideration and depends to a large extent upon the plan selected.
6. Many styles of houses have been developed to fit the needs and personalities of different individuals and to harmonize with the land and climatic conditions.
7. The amount spent for housing should be in proportion to the other expenditures of the family.
8. Laws have been made to regulate the transfer of property and to protect the renter and the home owner.
9. A ready-built house may often be bought to fit one's

needs at a saving of time, money, and energy.

10. Houses may be bought through many different channels, may be financed in a variety of ways, and with varying amounts of down payments.

Problems

1. What are the essentials of shelter?
2. How shall I decide where to live?
3. How shall I decide whether to rent or buy?
4. What considerations should be given the cost of housing?
5. How can I acquire a house?
6. What type of house shall I choose?
7. How are blue prints helpful in building a satisfactory house?
8. What shall I look for in choosing a floor plan?
9. What shall I look for in buying a ready-built house?
10. What shall I look for in renting a house or apartment?
11. What legal procedures are involved in home renting and owning?

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UNIT XIV. MAKING THE HOUSE A HOME

Generalizations

1. More satisfactory homes will be established if the individuals concerned give some study to the choosing of a life partner.
2. An individual should be able to recognize and evaluate those traits which are essential to successful homemaking and home membership.
3. Happy family life is essential to health and happiness and contributes to individual success.

4. The house if correctly decorated forms a background for the furnishings and adds to the attractiveness of the home.
5. Living in the presence of orderliness and beauty exerts a desirable influence upon adults and children.
6. If furniture is arranged correctly, it adds to the beauty, convenience, comfort, and enjoyment of the home.
7. Important functions of family life are to help the family progress as a social unit, to provide for the educational needs of the family, and to cultivate culture and refinement.
8. The equipment and furnishings selected should be in harmony with the family's plane of living and within the income.
9. The selection and appreciation of good pictures in the home and in the office is one mark of good taste.
10. Hospitality expressed within the home is unequalled by any other form of social contact.
11. A well arranged and attractive exterior gives the first impression of the home, gives pleasure to the family members and the public in general, and is an index of community pride and interest.

Problems

1. What should I look for in choosing my life partner?
2. What traits should an individual have to contribute to happy home life?
3. What is the difference between a house and a home?
4. How shall the house be decorated?
5. How shall the furnishings be selected?
6. How shall the furniture be arranged?
7. How shall pictures be framed and hung?
8. What makes a home liveable?
9. How can I extend hospitality to my friends and family?
10. How can the educational needs of the family be met?
11. How shall we provide for the social, religious, and aesthetic development of the family?

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UNIT XV. UNDERSTANDING AND GUIDING CHILDREN

Generalizations

1. Traits and habits formed in childhood determine largely our character and outlook in adulthood.
2. A study of children leads to increased pleasure in our association with them.
3. A study of the reactions of children helps us to understand them better as well as to understand ourselves and our associates.
4. Both the home and the community have a responsibility in the proper development and care of children.
5. Each child is an individual and has no duplicate in the past, present, or future.
6. A properly guided child will be developed physically, mentally, spiritually, and emotionally.
7. Environment and heredity both make definite contributions in determining the character of the child.
8. Both parents should share in the guidance of the children.

Problems

1. Why is a child's heredity important?
2. How does environment influence the child's development?
3. What is the responsibility of the home for the child's development?
4. What is the responsibility of the community for the child's development?
5. What physical care does the child need?
6. How can we help the child form good habits?
7. How can provision be made for the mental and physical growth of the child?
8. How shall we select suitable toys and play equipment for children?
9. Why are home made toys and equipment good for children?
10. How can the moral and spiritual nature of the child be developed?
11. How can the characteristics of human nature be utilized in the child's training and education?
12. How can we direct the child to avoid frequent punishment?
13. How does the state and community care for less fortunate children?

14. Why do we have child labor laws?

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UNIT XVII. MY RELATIONSHIP TO MY COMMUNITY

Generalizations

1. Every individual desires to live in a good community.
2. An attractive and sanitary community can be achieved only through the cooperation of all its citizenry.
3. The laws of the community are made for the protection and benefit of all its citizens.
4. The individual is indebted to the community for his education, recreation, sanitation, protection, and spiritual and social life.
5. An individual can help in developing a good community by helping put the right kind of people in office.

Problems

1. In what kind of community do we desire to live?
2. What service does our community give to its citizens?
3. What can I as an individual do for my community?
4. What can the homes do for the community?

5. What are worthy community enterprises?
6. With what community laws should I be familiar?
7. How does our school life resemble community life?
8. With what civic organizations should I align myself?

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UNIT XVIII. MANAGING OUR TIME

Generalizations

1. Every individual has the same amount of time; time which used wisely gives good returns in successful and happy living.
2. If one's time is properly spent, adequate provision for work, rest, recreation, and personal improvement will be made.
3. A budget or a plan aids in the efficient use of time.
4. Proper equipment and labor saving devices are aids in conservation of time.
5. Work is done more quickly and efficiently if the individual has good health.
6. Leisure time may have a negative or positive influence upon the individual, depending upon how he uses it.
7. Wise use of leisure gives satisfaction and relaxation and refreshes both mind and body.
8. Time should be managed to provide for both vocational and avocational activities and for some time to be spent with the family group.

9. Time should be allowed each individual for the development of a hobby.
10. The time spent in inexpensive outdoor and home activities often gives greater enjoyment and benefits than the time spent in expensive commercialized activities.

Problems

1. Why should we use our time wisely.
2. How can we best plan the use of time?
3. How shall I make a personal schedule for a day and a week?
4. What will help us use our time advantageously?
5. How shall I plan for efficient use of time in my workshop?
6. Why is the use of leisure time important?
7. How shall individuals and families plan their recreation?
8. What interest has the community in how leisure time is spent?
9. Why should time be allowed for one's hobby?

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UNIT XIX. DOING THE CORRECT THING FOR
ILLNESS AND ACCIDENTS

Generalizations

1. Most illnesses are treated at home and the family members should be prepared to care adequately for those who are ill.

2. If one is observant he is able to recognize illness of a person.
3. Being able to do the correct thing in an emergency may save a life.
4. Both the home and the community should cooperate in the control of contagious diseases.
5. Boys are many times responsible for the care and feeding of other members of the family who are ill; they should be trained to meet this emergency.
6. A boy should know the correct thing to do to make a patient physically and mentally comfortable, since incorrect treatment may retard recovery or result in fatality.
7. Equipment can often be improvised that will facilitate the proper care and feeding of the patient.
8. Food should be selected carefully, prepared properly, and served attractively since it is an important factor in the recovery of the patient.
9. Many patent medicines are on the market which are ineffectual or harmful.
10. Every home should have a well equipped medicine chest which should be placed out of reach of children.
11. Boys may aid in cases of illness and accidents by aiding in the quiet and efficient operation of the house and by showing a cheerful and interested manner toward the patient.

Problems

1. What are the indications of disease?
2. How can we control contagious diseases?
3. How shall minor illnesses be treated in the home?
4. What should be done in emergencies?
5. How shall we care for a patient in the home?
6. What should a sick person eat?
7. How shall we serve food to a patient?
8. How shall we choose and care for medicine?
9. How shall we equip the medicine chest?

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