FAMILY RELATIONSHIPS

A Unit in Senior High School Home Economics

The subject of family relationships deals with problems of home and family life which accompanies nearly every activity in our daily lives. Because of the many phases of the subject and the nature of the problems involved, it sometimes appears a difficult subject to teach. The success in teaching a unit on family relationships depends a great deal on the personality of the teacher and her background and fitness for handling the subject.

The various phases of home economics are taught in the Bridgewater High School by means of unit courses varying in length from one to four weeks. With the development of home economics, we have found it necessary to include a short unit dealing with special problems in family and community relationships as part of our home economics instruction. We have been teaching a short unit course on good manners at home and in public places but this was not broad enough. The following unit was planned for a group of high school seniors. Two weeks, or more if needed, should be allowed in the home economics schedule for the unit. An attempt has been made to make the subject matter broad enough to cover most of the phases of home and community relationships. The teacher may find it advisable to omit some of the topics suggested. She should be alert for individual and group problems of social adjustment as presented in her class from time to time. By a study of specific cases in family life, members of the class will suggest problems.
of their own observation and experience that may be made the basis for assignments and discussion.

_What the Girls Will Do_

I. They will study the family as a social unit.

A. They will study the importance of the family as a fundamental social group and its bearing on all other social groups.
   1. They will make a contrast between life among animals and human beings to better understand the nature of the family.
   2. They will study briefly the origin and development of the family as a background for the study of the modern family.
   3. They will study and discuss the changes affecting family life.
      a. The changing home.
      b. Employment of women outside the home.
      c. Less canning, less cooking, and less dressmaking done in the home affording more leisure and less activity in home life.
      d. The growth of cities and the modern trend to city life.
      e. The size of the income and its influence on family problems and life.
      f. The use and misuse of the automobile and its influence upon the family.

B. They will study the functions of the family.
   1. The rearing of children in a good home atmosphere.
      a. They will list and discuss the things a child should receive from its family life.
         (1) Physical
            (a) Food
            (b) Protection
         (2) Mental
         (3) Moral
      b. They will discuss the maintenance of the family.
         (1) The father’s share
            (a) Financial support
            (b) Household services
            (c) Protection
            (d) Companionship
            (e) Care and training of children
            (f) Heredity
         (2) Mother’s share
            (a) Services rendered in feeding the family, the protection, care and training of children, care of the house, management of finances, and in creation of a good home atmosphere.
            (b) Occupation outside the home and earning in the home.
         (3) Older children’s share
            (a) Financial support for self entirely or in part.
            (b) Assist parents or other members of the family.
         (4) Review and apply information learned in the study of budgeting.

II. They will study the responsibility of the members of the family to each other.

A. The girls will bring up problems of their own observation and experience to show the need and value of sympathy, understanding, loyalty, affection and courtesy in family life.
B. They will study the value of cooperation within the family group.
   1. They will make a division of the household jobs in their own family whereby there is an exchange of service and recreation for all.

C. They will study family enjoyment and the use of leisure time.
   1. They will study the conditions affecting the higher life of the family.
      a. Limitation of the income.
      b. Standards of living.
      c. The interest and cooperation of the family group.
      d. Entertainment available in the community.
   2. They will study books and magazines suitable for the family members.
   3. They will plan for an evening at home with or without expense.
   4. They will list and discuss possible recreation outside the home to be shared by all members of the family individually and as a group.

III. They will study the relationship of the family to the community.
   A. They will list the common needs, purposes, and interest of the community. Discuss the meaning of a community.
      1. They will list the agencies in the community which make for better home life. They will discuss the methods of securing the cooperation of these agencies.
      2. They will discuss the values of the school, church, good streets, and roads to the home and community.
   B. They will discuss and compare a farm community with a town or city community as to industries, amusements, religious opportunities, and educational advantages.
   C. They will list the responsibilities of the home to the community.
   D. The girls will agree on a list of their personal responsibilities to the community.

IV. They will study the girls personal relationship to her family.
   A. They will choose and study the life of someone whose personality is outstanding such as Helen Keller, Helen Wills, Mrs. Hoover, the home economics club sponsor, or an influential teacher.
   B. They will list and discuss the girls responsibilities to her family.
      1. They will make a score card and measure their personal responsibilities.
      2. They will list the things to be considered in deciding what kind of a person they would like to be. They will group these factors under the following headings.
         (a) Elements of character
         (b) Ability to live pleasantly with others
         (c) Qualities of personal attractiveness.
   C. They will study and cultivate good manners in the home and in public places.
      1. Practice table service and etiquette.
      2. Write invitations, acceptances, "bread and butter" letters.
      3. Practice introductions.
      4. Offer and accept apologies graciously.
      5. Discuss right conduct in relation to boys and girls.
   D. They will study how to assume responsibility in unusual circumstances.
      1. The care of younger brothers and sisters in the home
      2. Absence of family members
      3. Illness in the family
4. Entertaining guests and being a guest
   a. Plan the entertainment of a house guest for the week-end.
   b. Plan the games and entertainments for a party.
   c. Plan forms of recreation and entertainment for the home economics club.

V. They will study vocations for girls.
   A. They will make a survey of the positions open to girls and the training required for each.
      1. Professional fields
      2. Commercial fields
      3. Artistic fields
      4. Industrial fields.
   B. They will study the requirements each occupation makes upon those who enter it.
      1. Physical qualities
      2. Qualities of temperament
      3. Personal qualities
      4. Education
      5. Experience and skill
      6. Opportunities for advancement
      7. Incomes
      8. Effect of vocation upon the person employed.
   C. They will study stories of successful women and how they attained success.
   D. They will consider the requirements for occupations in which they are particularly interested, then check to find out if they measure up to the requirements in, social qualities, general intelligence, financial considerations, interests, and tendencies.

Information to be Gained

I. They will learn the social significance of the family.
   A. They will gain a background knowledge of the origin and development of the family.
      1. How animal life is organized into a simple form of family life.
of the individual to the community in which they live.
1. What agencies make for better home life and how to secure the cooperation of these agencies.
2. The chief needs and interests of the community.
3. The duties as a citizen in maintaining good schools, churches, and roads.
4. To regard public property and private property of others.
5. To regard law and law makers.
B. They will learn the responsibilities of the home to the community.
1. How to make the home more attractive
2. How to make the home more sanitary and aid in civic betterment.

IV. They will learn the girls personal responsibilities to her family.
A. They will learn the importance of personality in their relationship to others.
1. The outstanding qualities in the personality of others: character, tone of voice, courtesy and personal appearance, ability to live pleasantly with others, sincerity and loyalty.
2. They will learn good manners and right conduct at home as well as in public places.
   a. Table service and etiquette
   b. How to write invitations and acceptances
   c. How to give and receive introductions
   d. How to offer and accept apologies
   e. How to conduct themselves in their relation to older people and to boys
   f. Fulfilling promises
3. They will learn how to assume responsibility in unusual circumstances.
4. They will learn correct habits in health, food selection and consumption, care of clothing, care of the body, and proper dress for girls.

V. They will learn the essential points to consider in choosing a vocation.
A. They will learn what positions are open to girls and how to train for them.
B. They will find out what vocations are most desirable from the standpoint of the individual’s qualifications.

Attitudes and Ideals Strengthened
1. A greater appreciation of home and family life.
2. An appreciation of the contribution of the family to the welfare of each member of the group.
3. A keener realization of the girl's responsibilities and the responsibilities of her home to the community.
4. An appreciation of the contribution of the community to the home and to the individual.
5. A realization of the importance of good manners and right conduct at all times.

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