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ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

ACTION AND INNOVATION

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HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS

A publication of the Division of Home Economics Education,
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increased the price of issues and annual subscriptions.

FOREWORD

A new subtitle for the *Illinois Teacher* is introduced with the first issue of Volume XII. The publication becomes "*Illinois Teacher for Contemporary Roles: Personal, Home and Family, Employment.*" In response to happenings in society and within the field, this innovation represents a broadened concept of home economics education--its functions, emphases, and purposes. We hope that the new name will encourage teachers to promote fulfillment in three vital areas of human endeavor.

In keeping with this year's theme--Action and Innovation--three studies are presented to provide aid and inspiration for teachers who are contemplating new occupational programs. The first two feasibility studies were conducted by advanced graduate students working closely with junior college personnel. Although the research was directed toward determining the need for post-secondary vocational programs in the areas of child care and food service, the methods are appropriate to use at the high school level and in other areas of home economics. The techniques and forms may be adapted or simplified according to the teacher's available resources.

The final study, by Winifred Davis, is concerned with what homemakers and wage earners in specified occupations need to know about clothing and textiles. It has implications for both homemaking and employment aspects of home economics. Mrs. Davis, after several years of study in the United States, has recently returned to Jamaica to serve as a government supervisor of home economics education.

--Bessie Hackett
Editor

FEASIBILITY STUDIES

A preliminary step in initiating wage-earning courses in secondary and post-secondary schools is documenting the need. This can be a tedious and discouraging procedure for teachers already burdened with heavy schedules. However, it is an essential task in the establishment of a program that capitalizes on community resources and relates student potential to realistic manpower requirements. Successful programs require groundwork and legwork. Job training is of little consequence if students and graduates cannot locate employment. Therefore, it is essential that vocational educators produce evidence that a proposed occupational program is feasible. A teacher's interest and dedication must be supplemented with hard cold facts that occupational offerings fulfill a need.

Although there are various approaches to documenting the need for a wage-earning program, there are two primary areas of focus. (1) Information must be obtained relating to the needs and interests of students. (2) Data must be collected concerning current and future needs of business and industry.

Many different types of community surveys may be undertaken to assess the local employment situation. The size and composition of the community, the level and nature of the training proposed, and the limitations of the investigator are among the numerous factors which influence the choice of survey techniques.

The two feasibility studies which follow represent the cooperative efforts of graduate assistants at the University of Illinois and personnel at the new Parkland Community College in Champaign-Urbana. These surveys were planned to provide data for officials to use in securing support and in designing new curricula for expanded vocational offerings at the post-secondary institution. They are published for the purpose of providing help for vocational educators--at both high school and post-high school levels--who are faced with similar problems.

The first feasibility study, in the area of food service, was conducted by Mrs. Norma Bobbitt, research assistant and doctoral student at the University of Illinois, and Miss Linda Lou Lucht, instructor in Home Economics Education at the University of Delaware and formerly home economics teacher at University High School in Urbana. Their report is not presented in its entirety. A complete account of the investigation may be obtained upon request.

The second feasibility report, since it was patterned after the Bobbitt-Lucht study, is summarized for readers. In the area of child care, it was completed by Miss Sharon Adair, graduate student at the University of Illinois, and Miss May Huang, graduate assistant from Taiwan and currently a teacher in Hammond, Indiana.

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A STUDY OF FOOD-SERVICE ESTABLISHMENTS TO DETERMINE FEASIBILITY
OF A FOOD-SERVICE PROGRAM AT PARKLAND COMMUNITY COLLEGE
CHAMPAIGN, ILLINOIS

Norma Bobbitt and Linda Lou Lucht



Don Smith, Dean of Instruction at Parkland Community College, reviews plans for the feasibility study with Mrs. Norma Bobbitt and Miss Linda Lou Lucht.

INTRODUCTION

The study was concerned with determining the feasibility of a program at the newly established Parkland Community College in Champaign-Urbana to train workers for specialized food-service occupations.

The writers proposed the following major and related objectives for the study:

Major Objectives

- I. Determine if a need exists for a food-service educational program at the community college level.
- II. Determine if necessary cooperation can be obtained for providing on-the-job work experience.
- III. Determine if local employment opportunities are feasible for graduates of a community college food-service educational program.

Related Objectives

1. Determine the number of persons involved in food related work in food-service establishments in Champaign-Urbana, Illinois.
2. Determine the number of food-service establishments according to function as catering, vending, institutional, etc.
3. Determine the type of jobs in each establishment and the number of employees in each job type as chef, cook, waitress, etc.
4. Determine the average wages of the different types of jobs.
5. Determine the present and future supply and demand for full-time and part-time food service personnel.
6. Determine the areas of instruction needed for food-service employee preparation.
7. Determine the present training practices of food-service establishments.
8. Determine the need for additional employee training as expressed by food-service management.

Rationale

Technology is rapidly changing, and thus many new occupations are being created. Yesterday's skills are outmoded and jobs for the unskilled are being eliminated. Therefore, a demand has been created for

vocational and technical education which will assist people in meeting their employment needs. Our Federal Government has acted to assist its citizens in meeting these needs through several legislative enactments, particularly by providing funds for instructional programs and facilities. Three major legislative enactments have been the 1962 Manpower Development Training Act, the 1963 Vocational Education Act and the 1963 Higher Education Facilities Act, which provide funds for technical institutes and community college programs as well as other levels of training.

Title I of the Higher Education Facilities Act specifies that twenty-two percent of all grant funds for undergraduate facilities be set aside for public community college and technical institute facilities. Actually any recognized public secondary school or two-year post-secondary school may be approved to organize a vocational trade and industrial program and may be eligible for reimbursement provided the school meets the requirements of the State Plan.

With the emphasis on the area vocational schools and community college programs, there will be a need for programs quite different from those normally associated with the usual elementary, secondary, and community college units. The need for new programs is accentuated by a rapidly changing technology.

The food-service industry in the United States has changed remarkably within the last few decades. Increase in the supply and variety of food products has resulted from advances in technology and processing. Automation has provided improvements in food preparation and production methods. Changes in public eating habits have encouraged new and different types of food-service establishments. Greater demands will be for skilled food production personnel as a result of expansion of the industry and the development of new production techniques.

The growth of the food-service industry and the present and future demand for personnel may be influenced by factors in society such as: (1) increased population, (2) increased family income, (3) greater number of women gainfully employed, and (4) increased number of young workers.

Purpose of the Study

The decision for offering a specific employment program should be supported by evidence of the following:

1. that present training facilities are not adequately meeting the needs of present and future employees,
2. that adequate work experience can be provided as part of the educational program,
3. that employment will be available for those who successfully complete the program.

The purpose of this study is to collect data which can be used to determine the need for a food-service program at Parkland Community College, Champaign, Illinois.

Parkland Community College officials have indicated an interest in incorporating a food-service program into the instructional program in the near future. Thus, the officials may have evidence upon which to base their decisions.

PROCEDURES

Studies in the area of determining need for food-service programs are scarce. Therefore, studies of the same nature, that of determining need for colleges or other instructional programs, were examined. References were reviewed to obtain ideas about the type of information to seek and the structure to use in developing an interview schedule. A master list of information about foods and food related occupations and businesses was arranged. Each piece of information was evaluated, selected or deleted, and assembled into a tentative interview schedule form. The form was refined after consultation with specialists as: Dr. Elizabeth Simpson, Acting Chairman of the Department of Vocational Technical Education, University of Illinois; Miss Mildred Bonnell, Associate Professor of Institutional Management, University of Illinois; Don Smith, Dean of Instruction, Parkland Community College, Champaign, Illinois; and Clifton Matz, Assistant Dean for Career Programs, Parkland Community College, Champaign, Illinois.

The instrument was used in a pilot study in personal interviews with food-service personnel in the Campus Town section of Champaign-Urbana, Illinois. This sample was chosen because of its similarity to the population for the feasibility study.

The pilot study provided the interviewers with experience and gave them confidence in continuing the investigation. It also provided an opportunity to identify aspects of the interview schedule needing revisions prior to conducting the major feasibility study. The revised interview schedule was used in personal interviews with food-service personnel in Champaign-Urbana, Illinois. (See Appendix A.)

Copies of a letter indicating approval of the project and encouraging businessmen to cooperate were signed by President William Starkel of Parkland Community College (see Appendix B). The letter was co-signed by Vice President Luige of the Champaign-Urbana-Danville Restaurant Association; Manager James Withers, Urbana Association of Commerce; and Manager John Neils, Champaign Chamber of Commerce. The letter was presented to the interviewees prior to the interviews.

Explanation of Selection of Establishments

The telephone directory was used to identify all establishments in Champaign-Urbana that fit each category according to the function of the business.

Viking Room at Ramada Inn



Mr. Luigi, Vice President of Champaign-Urbana-Danville Restaurant Association signs a letter encouraging businessmen to participate in the study. A manager of a large restaurant, Mr. Luigi was interviewed by Miss Lucht.

Due to the great number of establishments in the large restaurant, small restaurant, sorority and fraternity categories, the investigators decided to take a sample of the total group. A Table of Random Numbers was used to select 33% of the large and small restaurants. A 10% sample of sororities and fraternities was selected. All drive-in and carry-out establishments were used without duplicating each type. For example, if there were two Top Boy Drive-Ins, only one was included. All small group-care centers were included with the exception of those that had 25 or fewer patients. This last decision was based upon interviews with personnel of such establishments which indicated that the food-service operation of these establishments was mainly a family-type operation.

Subjects

The subjects for the feasibility study were primarily the owners and managers of food-service establishments in Champaign-Urbana, Illinois. Those subjects, who were not owners and/or managers, served in a supervisory or managerial capacity.

The businessmen were contacted by telephone to arrange an appointment for the interview. A number of interviews had to be rescheduled due to changes in the interviewers' or interviewees' schedules.

Collection of Data

Interviews were conducted in April and May, 1968. The interview time averaged thirty minutes. However, if time were counted for arranging the interviews and travel to and from the interview locations, the average time required for each interview would be approximately one hour. Most interviewees were cooperative and voiced their opinions freely.



Norma Bobbitt completes an interview at a group care center in Urbana.

FINDINGS

General Information

Of the 71 food service establishments, 43 had been in operation 11 or more years, 10 from 6-10 years and 11 from 3-5 years. Only 7 establishments had been in operation for 2 or less number of years.

Of the 63 interviewees, 21 had held their position for 2 or less

number of years. The sororities and fraternities had the largest number (6) of employees in this category. Most sorority and fraternity kitchen managers were students who held these positions in their junior or senior year at the University, and thus, with graduation, replacements had to be made. Of the interviewees, 15 had been employed in their present position for 6-10 years, 14 for 11 or more years, and 13 for 3-5 years.

Nineteen of the (63) respondents were managers. Twelve were owners and managers. Two respondents were owners. Thus a total of 33 or 52% of the respondents were owners and/or managers. The remaining respondents were in supervisory or management positions.

Three of the food service categories, public school units, university residence halls and University Union had a seating capacity for 500 or more people. Fourteen of the establishments had a seating capacity of 100-500. A majority of the large restaurants (8) were included in this category. Only six of the establishments had a seating capacity for 25 or fewer persons.

None of the establishments had a serving capacity of 25 or less. A serving capacity of 100-500 or more was provided by 29 establishments. Personnel in 16 establishments reported a serving capacity between 50-100. Ten other establishments had a serving capacity between 25-50.

The food-service establishments participating in the study were grouped by function into six major categories--catering, drive-in or carry-out, vending institutional food service, large restaurant, and small restaurant. The institutional food-service category included large group care, small group care, industrial cafeterias, public elementary and secondary school units, university residence halls, sororities and fraternities, and University Union facilities. There were 11 establishments in each category of drive-in, large restaurant, and small restaurant which participated in the study. Nine large group-care centers and university residence halls in the institutional food-service category were included in the study.

Employee Information

Eighteen of the establishments employed 6-10 persons. Fifteen establishments had 50 or more employees dealing directly with food services. The 11-25 range and the 26-50 range each included 14 establishments. Only 10 businesses had 0-5 employees in the food-service operation.

Large restaurants had the most employees (335) directly related to the food-service operation. The next largest group of food-service employees were employed by the University of Illinois residence halls (290). Drive-ins and the University Union provided employment for 235 and 234 employees respectively. The establishment employing the least number of employees (4) was reported in the vending category. These four employees worked directly with the food preparation. There were

other employees, but their major task did not deal directly with food, so they were not included in this study (see Table 1).

TABLE 1
 NUMBER OF EMPLOYEES OF FOOD SERVICE ESTABLISHMENTS
 DIRECTLY ASSOCIATED WITH THE FOOD SERVICE

| Establishment by Function | Number of Employees | | | | | No. of Empl. | Percent of Total |
|-----------------------------|---------------------|----------|----------|----------|------------|--------------|------------------|
| | 0-5 | 6-10 | 11-25 | 26-50 | 50 or more | | |
| Catering | - | 1 | - | 1 | - | 13 | 1.0 |
| Drive-in or carry-out | - | 2 | 7 | 2 | - | 235 | 14.0 |
| Vending service | 1 | - | - | - | - | 4 | .2 |
| Institutional food service | | | | | | | |
| Large group-care centers | 1 | 3 | 1 | 3 | 1 | 188 | 11.0 |
| Small group-care centers | 3 | 1 | - | - | - | 14 | 1.0 |
| Industry (cafeteria) | 3 | - | - | - | - | 14 | 1.0 |
| Public school units | - | - | - | - | 2 | 186 | 11.0 |
| University residence halls | - | - | - | - | 9 | 290 | 17.0 |
| Sororities and fraternities | 1 | 5 | 1 | - | - | 58 | 3.0 |
| University Union facilities | - | - | - | - | 1 | 234 | 14.0 |
| Large restaurants | - | - | 3 | 6 | 2 | 335 | 20.0 |
| Small restaurants | <u>1</u> | <u>6</u> | <u>2</u> | <u>2</u> | <u>-</u> | <u>124</u> | <u>7.0</u> |
| TOTALS | 10 | 18 | 14 | 14 | 15 | 1695 | 100.2 |

The 71 food-service establishments included in this study had a total of 1,695 employees (see Table 1). Of this number, 1,047 were employed full time and 648 were employed part time. The number of employee replacements during the year of 1967 totaled 1,403, which is a turnover of 82 percent. The number of replacements in the food-service establishments anticipated for 1968 is 792. Some interviewees did not respond to the items on replacement.

The total number of expected new employees in these food-service establishments for 1972--over and above those presently employed--amounted to 288. However, several of the interviewees did not make a projection.

The weekly salaries for those jobs directly related to food service ranged from \$24 to \$250 based on a 40-hour work week. The minimum weekly salary of \$24 is for waitresses, but their salary is usually supplemented by tips which vary from \$7.50 to \$150. In general, the amount of tips usually increases as the size of the business increases. The largest salary was reported for a restaurant manager. The higher salaries were reported for employees in the managerial and/or supervisory categories. Cooks with a special skill, as a pastry cook or broiler

cook, tended to have higher salaries than a cook's helper and a second cook. The restaurant managers, industrial cafeteria managers, chefs, and pastry cooks rated highest on the pay scale.

Fifty-three of the food service personnel interviewed indicated that the United States Department of Labor's *Dictionary of Occupational Titles* was not used to classify the employees in their establishment. However, employees were classified in this manner in 10 of the establishments included in the study.

Training Information

Personnel interviewed in 49 of the 71 establishments indicated that a training program did *not* exist for the employees of their establishment. Nine full-time and six part-time employees were participating in training programs associated with 14 of the establishments. In general, the training programs were for persons at the managerial or supervisory level. Information was not obtained for training which was conducted on the job for the new employees.

Fifty of the food-service personnel stated that records of additional training of employees are *not* maintained; records were maintained in 13 establishments. However, records were used as a basis for promotion in ten food-service establishments.

In the Foods Related area, *Management Principles* was rated as most needed by 18 of the personnel. *Serving Food* and *Sanitary Practices* were rated as the next most needed courses for food service employees by 17 and 15 respectively. *Principles of Food Preparation* and *Care and Use of Equipment* ranked high also. Thirty-nine of the food-service personnel felt *Therapeutic Nutrition* preparation was not needed. *Quantity Foods* and *Nutrition* were viewed as unnecessary for preparation in the food-service field.

In the Business Related Area, 20 interviewees indicated need for preparation in *Human Relations*. *Food Control* was considered necessary by 17 of the food-service personnel. *Grooming and Personal Hygiene* was viewed as an important area of preparation. *Accounting* was rated as the course least needed by 25 interviewees. Seventeen respondents felt *Business Math* was not needed. *Purchasing of Food* was considered as an unnecessary area of preparation by 16 respondents (see Table 3).

Work Experience Program Information

If a food-service program is established at Parkland Community College, 51 of the 63 interviewees indicated attendance of personnel would be encouraged. Enrollment expenses for present employees would be assumed by nine of the establishments. Twenty-five of the interviewees indicated that enrollment expenses would *not* be paid by the establishment. Partial payment of expenses would be provided by 19 of the establishments. Ten respondents were undecided about assisting with enrollment expenses.

TABLE 2

NEED FOR FOOD SERVICE EMPLOYEE PREPARATION IN FOODS RELATED AREAS

| Area of Preparation | Need for Preparation by Number of Establishmnets | | | | |
|---------------------------|--|------------|---------------|-------------|------------|
| | Extreme Need | Great Need | Moderate Need | Slight Need | Not Needed |
| Care and Use of Equipment | 12 | 15 | 19 | 7 | 7 |
| Serving of Food | 17 | 19 | 11 | 4 | 6 |
| Management Principles | 18 | 16 | 12 | 8 | 7 |
| Sanitary Practices | 15 | 14 | 16 | 9 | 6 |
| Safety Precautions | 5 | 16 | 21 | 8 | 6 |
| Nutrition | 7 | 5 | 15 | 11 | 13 |
| Therapeutic Nutrition | 4 | 5 | 7 | 4 | 39 |
| Principles of Food Prep. | 13 | 20 | 8 | 11 | 8 |
| Quantity Foods | 7 | 13 | 9 | 11 | 14 |
| Storeroom Operations | 3 | 9 | 11 | 16 | 11 |
| Other: | | | | | |
| Hospital Food Service | 1 | | | | |

TABLE 3

NEED FOR FOOD SERVICE EMPLOYEE PREPARATION IN BUSINESS RELATED AREAS

| Area of Preparation | Need for Preparation by Number of Establishments | | | | |
|---|--|------------|---------------|-------------|------------|
| | Extreme Need | Great Need | Moderate Need | Slight Need | Not Needed |
| Purchasing of Food | 10 | 13 | 8 | 10 | 16 |
| Food Control | 17 | 18 | 7 | 8 | 7 |
| Human Relations in Business | 20 | 15 | 11 | 5 | 7 |
| Business Math | 4 | 8 | 13 | 16 | 17 |
| Accounting | 2 | 6 | 8 | 6 | 25 |
| Speech and Communications | 9 | 10 | 19 | 7 | 10 |
| Grooming and Personal Hygiene | 15 | 11 | 16 | 8 | 10 |
| Orientation to World of Work | 10 | 14 | 18 | 9 | 6 |
| Orientation to Food Service Industry | 10 | 13 | 13 | 10 | 8 |
| Economics as Related to Food Service Industry | 7 | 8 | 14 | 15 | 15 |
| Other: Personal Economics | 1 | | | | |
| Record Keeping | 1 | | | | |
| Basic Arithmetic | 1 | | | | |

TABLE 4

PARTICIPATION IN WORK EXPERIENCE EDUCATION PROGRAM

| Establishment by Function | Personnel Encouraged to Attend | | | Firm Assistance with Enrollment Expenses | | | | Priority in Hiring | | | Provide Work Experience | | |
|-----------------------------|--------------------------------|----|---|--|---------|------|----|--------------------|----|---|-------------------------|----|---|
| | Yes | No | ? | Full | Partial | None | ? | Yes | No | ? | Yes | No | ? |
| Catering | 2 | - | - | - | 2 | - | - | 2 | - | - | 2 | - | - |
| Drive-in or Carry-out | 8 | 2 | 1 | 1 | 4 | 5 | 1 | 8 | - | 3 | 10 | - | 1 |
| Vending | 1 | - | - | - | 1 | - | - | 1 | - | - | 1 | - | - |
| Institutional food service | | | | | | | | | | | | | |
| Large group-care centers | 9 | - | - | 3 | 1 | 2 | 3 | 7 | 1 | 1 | 8 | 1 | - |
| Small group-care centers | 2 | 2 | - | - | - | 2 | 2 | 3 | - | 1 | 2 | 2 | - |
| Industry (cafeteria) | 2 | 1 | - | 1 | 1 | 1 | - | 3 | - | - | 2 | 1 | - |
| Public school units | 2 | - | - | 1 | 1 | 1 | - | 2 | - | - | 2 | - | - |
| University residence halls | 1 | - | - | - | - | - | 1 | 1 | - | - | 1 | - | - |
| Sororities and fraternities | 2 | 5 | - | 1 | - | 6 | - | 2 | 5 | 0 | 1 | 5 | 1 |
| University Union facilities | 1 | - | - | - | - | - | 1 | 1 | - | - | 1 | - | - |
| Large Restaurants | 10 | 1 | - | 2 | 4 | 4 | 1 | 8 | 3 | - | 10 | 1 | - |
| Small Restaurants | 11 | - | - | 1 | 6 | 3 | 1 | 9 | 1 | 1 | 10 | - | 1 |
| TOTALS | 51 | 12 | 1 | 9 | 19 | 25 | 10 | 47 | 10 | 6 | 50 | 10 | 3 |

TABLE 5

NUMBER OF FOOD-SERVICE STUDENTS WHO COULD BE EMPLOYED
BY FOOD-SERVICE ESTABLISHMENTS

| Establishment by Function | Summer Jobs | On-the-Job Training | Part-time Work |
|-----------------------------|-------------|---------------------|----------------|
| Catering | 6 | 2 | 32 |
| Drive-in or carry-out | 19 | 60 | 17 |
| Vending service | - | - | - |
| Institutional food service | | | |
| Large group-care centers | 21 | 24 | 15 |
| Small group-care centers | - | 4 | - |
| Industry (cafeteria) | 2 | 2 | 12 |
| Public school units | - | 22 | - |
| University residence halls | - | - | - |
| Sororities and fraternities | - | 2 | - |
| University Union facilities | 25 | 7 | 11 |
| Large restaurants | 18 | 65 | 143 |
| Small restaurants | 24 | 27 | 7 |
| TOTALS | 115 | 215 | 237 |

Food-service graduates would be given priority in hiring over individuals without training in 47 of the establishments. Ten interviewees indicated priority in hiring would *not* be given to food-service graduates. Six respondents were undecided.

Fifty of the food service personnel said "yes," their establishment would provide on-the-job work experience for students. Only 10 respondents felt their establishment could *not* provide on-the-job work experience.

The 71 food-service establishments included in the study indicated that a number of vocational students could be employed on a part-time or temporary basis. One hundred and fifteen persons could be employed in the summer. Two hundred and fifteen persons could be accepted for on-the-job training. An additional 237 persons could be employed for part-time work, that is, during seasonal rush periods, etc. The respondent for the university residence halls said the need for employees is unlimited.

TABLE 6

SUITABLE TIME FOR ON-THE-JOB WORK EXPERIENCE

| Suitable Time | Number Interviewed |
|-------------------|--------------------|
| Morning | 3 |
| Afternoon | 3 |
| Evening | 13 |
| Morning-Evening | 6 |
| Morning-Afternoon | 3 |
| Noon | 4 |
| Noon-Afternoon | 8 |
| Noon-Evening | 1 |
| Afternoon-Evening | 7 |
| Weekend | 4 |
| At all times | 4 |
| TOTAL | 56 |

Evening hours were noted as the most suitable time for on-the-job work experience for students in a food-service program. Noon-afternoon and afternoon-evening were the next most suitable periods for on-the-job work experience.

Several interviewees said more than one period of time was most suitable for on-the-job work experience. A few others said it was impossible to indicate a time that was most suitable.

Conclusions

A food-service program at Parkland Community College is favored by the majority of management personnel in food-service establishments in Champaign-Urbana, Illinois.

A majority of the food-service establishments do not have a training program. A need was expressed for preparation of employees in both food related and business related areas. Present training facilities are not adequately meeting the needs of the employees.

Champaign-Urbana food-service establishment personnel are willing to cooperate with Parkland Community College by providing on-the-job work experience.

Graduates of the food-service program are likely to be given priority when applying for positions in the local food-service establishments. However, the pay scale and type of job available may not be commensurate with their level of training.

Implications

The feasibility study may provide a guide for other organizations or groups who wish to determine the need for an instructional program in other areas of study or in other localities.

The findings of the study could assist administrators of Parkland Community College and citizens of Champaign-Urbana in determining whether a food-service program should be included in the curriculum. The findings could also aid students in deciding whether they are interested in a career in the area of food service and in enrolling in such a program at Parkland Community College. The study might aid in determining the need for new personnel in such programs. It might encourage businessmen to develop their businesses if they know qualified personnel will be available.

APPENDIX A

INTERVIEW SCHEDULE TO IDENTIFY NEED
FOR FOOD SERVICE PROGRAM

General Information

1. Name of establishment _____
2. Address _____ Phone _____
 Street City Zip
3. Number of years the establishment has been located in this area
 0-2 _____
 3-5 _____
 6-10 _____
 11 or more _____
4. Number of years present owner and/or manager has operated the
 business
 0-2 _____
 3-5 _____
 6-10 _____
 11 or more _____
5. Name of person being interviewed _____
6. Title of person participating in the interview _____
7. Total number of employees 0-5 _____
 6-10 _____
 11-25 _____
 26-50 _____
8. Seating capacity of the food service establishment 0-25 _____
 26-50 _____
 51-75 _____
 76-100 _____
9. Serving capacity of the food service operation 0-25 _____
 26-50 _____
 51-75 _____
 76-100 _____
10. Check the function of the establishment
 _____ Catering service
 _____ Drive-in or carry-out service
 _____ Vending service

- Institutional food service
 - Large group-care centers (serves more than 50 people)
 - Small group-care centers (serves less than 50 people)
 - Industry
 - Elementary and secondary schools
 - University residence halls
 - Sororities and fraternities
 - University Union facilities
- Large Restaurants
- Small Restaurants
- Other _____

11. Do you classify your employees according to the U.S. Department of Labor's Dictionary of Occupational Titles? Circle One: Yes No

Training Information

1. Do you have a training program for your food service employees?

Circle one: Yes No

| | | |
|---|------------|-------|
| Number of full-time employees in training program | 0-2 | _____ |
| | 3-5 | _____ |
| | 6-10 | _____ |
| | 11 or more | _____ |

| | | |
|---|------------|-------|
| Number of part-time employees in training program | 0-2 | _____ |
| | 3-5 | _____ |
| | 6-10 | _____ |
| | 11 or more | _____ |

2. Do you keep a record of additional education or training of employees? Circle one: Yes No

3. Are such records used as criteria for promotion? Circle one: Yes No

4. What training have the employees had in the last five years? See Form A.

Form A

RECORD OF TRAINING

| Name of Program | No. of Trainees | Length of Program | How often Program is offered | Should this program be offered by: | | |
|-----------------|-----------------|-------------------|------------------------------|------------------------------------|-----------------------|------------------------------|
| | | | | Industry | Secondary Vo. Program | Post-High School or Workshop |
| | | | | | | |
| | | | | | | |
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Indicate the need for food service employee preparation in the following areas: (Place the corresponding number on the blank preceding each topic.)

- | | |
|------------------|----------------|
| 1. Extreme Need | 4. Slight Need |
| 2. Great Need | 5. Not Needed |
| 3. Moderate Need | |

Foods Related

Business Related

- Care and use of equipment, grills
- Serving of food
- Management principles, e.g., work simplification and organization of work
- Sanitary Practices
- Safety Precautions
- Nutrition
- Therapeutic Nutrition
- Principles of Food Preparation
- Quantity Foods
- Storeroom Operations
- Other _____

- Purchasing of Food
- Food Control
- Human Relations in Business
- Business Math
- Accounting
- Speech and Communications
- Grooming and Personal Hygiene
- Orientation to World of Work
- Orientation to Food Service Industry
- Economics as Related to Food Service Industry

Work Experience Education Program

Definition: Employment undertaken as a part of the requirements of a school and designed to provide planned experiences, in the chosen occupation, which are supervised by a teacher-coordinator and an employer. Ideally, the student would work a number of hours each week on the job during the school year.

1. If Parkland College offered courses to upgrade your personnel, would attendance be encouraged? (Circle one) Yes No
2. To what extent would the firm assist with enrollment expenses for present employees? (Circle one) Full Partial None
3. Would a graduate of a food-service program at Parkland College be given priority in hiring over those without training? (Circle one) Yes No

4. Would your establishment provide work experience for students enrolled in a food service program at Parkland College?

(Circle one) Yes No

5. Please indicate the number of food-service students who could be employed in

_____ Summer jobs

_____ On-the-job training for a minimum number of hours per week during the school year.

_____ Part-time work, e.g., seasonal rush periods.

6. What time of day would be most suitable for on-the-job work experience for students in foods-related occupational programs?

_____ Morning

_____ Afternoon

_____ Evening

_____ Morning-Evening

_____ Morning-Afternoon

_____ Weekend

_____ At all times

Employee Information Chart

Directions: Please complete the form for those employees related to food service.

| Type of Job | Total Employed | Number Employed Part time | Number Employed Full time | Average Salary 40 hr/wk. | Average Tips per wk. | Number of Replacements during 1967 | Expected No. of replacements for '68 | Expected New Empl. 1962-73 |
|---------------------------|----------------|---------------------------|---------------------------|--------------------------|----------------------|------------------------------------|--------------------------------------|----------------------------|
| Baker | | | | | | | | |
| Baker, Helper | | | | | | | | |
| Bus Boy | | | | | | | | |
| Butcher | | | | | | | | |
| Chef | | | | | | | | |
| Cook | | | | | | | | |
| Cook, Broiler | | | | | | | | |
| Cook, Fry | | | | | | | | |
| Cook, Head | | | | | | | | |
| Cook, Helper | | | | | | | | |
| Cook, Pastry | | | | | | | | |
| Cook, Second (Grill Cook) | | | | | | | | |
| Cook, Short Order | | | | | | | | |
| Cook, Specialty | | | | | | | | |
| Cook, Swing | | | | | | | | |
| Cook, Vegetable | | | | | | | | |
| Combination Man | | | | | | | | |

| Type of Job | Total Employed | Number Employed Part time | Number Employed Full time | Average Salary 40 hr/wk. | Average Tips per wk. | Number of Replacements during 1967 | Expected No. of replacements for '68 | Expected New Empl. 1972-73 |
|--------------------------------|----------------|---------------------------|---------------------------|--------------------------|----------------------|------------------------------------|--------------------------------------|----------------------------|
| Counter Man | | | | | | | | |
| Curb Man | | | | | | | | |
| Dishwasher (or Kitchen Helper) | | | | | | | | |
| Food Checker, Cafeteria | | | | | | | | |
| Food Checker, Dining Room | | | | | | | | |
| Floor Man | | | | | | | | |
| Fountain Man | | | | | | | | |
| Garde Manger | | | | | | | | |
| Host or Hostess | | | | | | | | |
| Kitchen Helper | | | | | | | | |
| Kitchen Steward | | | | | | | | |
| Kitchen Supervisor | | | | | | | | |
| Line Helper | | | | | | | | |
| Manager, Restaurant | | | | | | | | |
| Manager, Industrial Cafeteria | | | | | | | | |
| Porter | | | | | | | | |
| Sandwich Man | | | | | | | | |
| Salad Man | | | | | | | | |

| Type of Job | Total Employed | Number Employed Part time | Number Employed Full time | Average Salary 40 hr/wk. | Average Tips per wk. | Number of Replacements during 1967 | Expected No. of Replacements for '68 | Expected New Empl. 1972-73 |
|----------------------|----------------|---------------------------|---------------------------|--------------------------|----------------------|------------------------------------|--------------------------------------|----------------------------|
| Set-up Man | | | | | | | | |
| Steam Table Operator | | | | | | | | |
| Soda Dispenser | | | | | | | | |
| Waiter, Formal | | | | | | | | |
| Waitress | | | | | | | | |

APPENDIX B

TO WHOM IT MAY CONCERN:

In order to develop vocational-technical programs to serve Junior College District #505, Parkland College is studying occupational areas in which there are significant employment possibilities with the intention of establishing appropriate programs where need exists and where students will seek educational preparation prior to embarking on a career.

One area of vital concern to Parkland is the food service business. Many two-year community colleges across the country are offering or considering the offering of one- and two-year food service programs. Fortunately for Parkland College, two very able graduate students from the University of Illinois, Mrs. Norma Bobbitt and Miss Linda Lucht, are investigating the need for a food service program to be established at Parkland College. Based primarily on the results of the study done by these ladies, Parkland will consider the establishment of a food service program on its new campus. The objectives of the program would be to prepare young people for service as cooks and intermediate-level personnel through a structured educational experience at the College.

We at Parkland hope that you will assist and cooperate with Mrs. Bobbitt and Miss Lucht in any way that you, as a professional in the field of food service, would deem appropriate. Please be assured that the results in this survey will be very influential in any decision that Parkland College makes regarding the establishment of a food service program.

Sincerely yours,

William M. Staerkel
President

A FEASIBILITY STUDY OF CHAMPAIGN-URBANA, ILLINOIS
TO DETERMINE NEED FOR A CHILD CARE PROGRAM
AT PARKLAND COLLEGE, CHAMPAIGN, ILLINOIS,
A SUMMARY

Sharon K. Adair and May W. Huang

A study of child care establishments, similar to the Bobbitt-Lucht food service feasibility study, was undertaken in the spring of 1968 to determine the need for a child care program at Parkland College in Champaign, Illinois. The researchers sought to discover whether necessary cooperation could be obtained for providing on-the-job work experience and whether graduates of such a program could be employed locally.

Twenty day care centers, including nursery schools and private kindergartens, were located in the Champaign-Urbana area, and personal interviews were conducted with directors or staff members. Fifteen of the interviewees returned completed questionnaires.

It was learned that 64 persons were employed in the 15 child care establishments participating in the study. Jobs directly related to child care service paid an average of \$1.60 per hour. The centers served 755 children. The total number of children in each center varied from 10 to 40.

Fourteen of the interviewees felt that a child care program was needed in the Champaign-Urbana area. Eleven were willing to work with Parkland College in developing a training program. Ten would be willing to cooperate in offering work experience for student trainees. Since most of the interviewees did not feel that they could project the number of workers needed beyond the present year, opportunities for future employment of trained child care workers in the Champaign-Urbana area cannot be determined. However, directors of child care establishments indicated that graduates of a child care program at Parkland College would be given priority when applying for positions.

The following questionnaire was used to obtain information from personnel in the local child care establishments. In order to present readers with a concise account of responses obtained in this study, explanatory headings and summarized data are added in italics within parentheses. It will be noted that the 15 respondents did not check all items in the form.

QUESTIONNAIRE FOR PERSONNEL OF CHILD CARE CENTERS

Part A Personal Information of Interviewee (N = 15)

1. Name _____
2. Position _____
3. Agency _____
4. Address _____ Telephone _____
5. List previous experience which you feel qualified you for your present position. (Day care center assistant, teacher, director; college child care laboratory worker; elementary, high school teacher)
6. List previous educational training which you feel qualified you for your present position. (5--Master's or more, 2--Bachelor's, 8--specialty training at college level)

Part B General Information for the Center

7. Type of care (function or functions of the center): (No. of centers)

| | |
|------------------------------------|-----|
| A. Infant care | (0) |
| B. Day care | (9) |
| C. Play school | (3) |
| D. Nursery school | (9) |
| E. Kindergarten | (3) |
| F. School for exceptional children | (2) |

8. Number of years in operation in this area: (No. of centers)

| | |
|---------------|-----|
| A. 0-1 | (3) |
| B. 2-4 | (2) |
| C. 5-10 | (6) |
| D. 11 or more | (4) |

9. Age of children served: (No. of centers)

| | |
|---------------|------|
| A. 1 | (0) |
| B. 2 | (5) |
| C. 2½ | (8) |
| D. 3 | (13) |
| E. 3½ | (13) |
| F. 4 | (14) |
| G. 5 | (10) |
| H. 5½ | (12) |
| I. School age | (4) |

10. Total number of children:

| | |
|--------------|--------------|
| A. All day | <u>(160)</u> |
| B. Morning | <u>(241)</u> |
| C. Afternoon | <u>(173)</u> |
| D. Weekly | <u>(180)</u> |
| E. Drop-ins | <u>(1)</u> |

11. Fees charged (basis and rate of pay):

(No. of centers)

| | |
|-----------------|-----------------------------|
| A. By the hour | <u>(1) (\$.50)</u> |
| B. By the day | <u>(2) (\$1.00-3.60)</u> |
| C. By the week | <u>(6) (\$14.00-18.00)</u> |
| D. By the month | <u>(10)(\$17.00-75.00)</u> |
| E. No charge | <u> </u> |

12. Do any of the following factors affect fee assessment?

| | |
|-------------------------------------|------------|
| A. Several children from one family | <u>(5)</u> |
| B. Drop-ins | <u>(0)</u> |
| C. Overtime | <u>(1)</u> |
| D. Irregularity of schedule | <u>(1)</u> |
| E. Meals included | <u>(1)</u> |
| F. Day or night | <u>(0)</u> |
| G. Other | <u>(5)</u> |

13. Total number of staff:

| | |
|--------------|-------------|
| A. Full time | <u>(34)</u> |
| B. Part time | <u>(30)</u> |

14. Rate of pay for the staff:

| | |
|-----------------|----------------------------|
| A. By the hour | <u>(3) (\$3.60)</u> |
| B. By the day | <u>(1) (\$7.00-9.00)</u> |
| C. By the week | <u>(3) (\$25.00-50.00)</u> |
| D. By the month | <u>(8) (30.00-240.00)</u> |

15. Do you classify your employees according to the United States Department of Labor's *Dictionary of Occupational Titles*?

| | |
|--------|-------------|
| A. Yes | <u>(1)</u> |
| B. No | <u>(11)</u> |

16. What are your employees' titles? (director, assistant, teacher,
teacher's aide, day care worker, helper, cook, janitor)

Part C Willingness to Cooperate and Participate
in Training Program

17. Do you feel that there is a need for trained child care workers in Champaign-Urbana? (No. of centers)

| | |
|--------|------|
| A. Yes | (14) |
| B. No | |

18. Would you be willing to work with Parkland College in developing a training program? (No. of centers)

| | |
|--------|------|
| A. Yes | (11) |
| B. No | |

If so, in what capacity? (No. of centers)

| | |
|-----------------------------------|-----|
| A. Advising | (6) |
| B. Counseling | (4) |
| C. Consulting | (5) |
| D. Assisting in skill development | (5) |
| E. Evaluating | (2) |
| F. Other | (1) |

19. Would you be willing to allow students to observe and assist without pay for a short time? (No. of centers)

| | |
|--------|------|
| A. Yes | (10) |
| B. No | |

20. Would you be willing to cooperate in a work experience for the trainees? (No. of centers)

| | |
|--------|------|
| A. Yes | (10) |
| B. No | |

21. What hours would you prefer to use the student trainees?

| | |
|------------------|-----|
| A. Before school | (1) |
| B. Morning | (9) |
| C. Noon hour | (2) |
| D. Afternoons | (5) |
| E. After school | (3) |
| F. Evenings | (0) |
| G. Week-ends | (0) |

22. Would it be possible for you to cooperate with the trainee in arranging a work schedule to fit her class schedule?

| | |
|--------|-----|
| A. Yes | (9) |
| B. No | |

23. How many student workers could you employ at one time? (1-4)

24. With which of the duties listed do you need most help?

- | | |
|--------------------------------|------------|
| A. Working with children | <u>(9)</u> |
| B. Care of physical facilities | <u>(2)</u> |

25. Do you have difficulty in filling vacancies with qualified persons?

- | | |
|--------|------------|
| A. Yes | <u>(4)</u> |
| B. No | <u>(6)</u> |

26. Would you be willing to hire a person who has completed the gainful employment program if you had an opening?

- | | |
|--------|-------------|
| A. Yes | <u>(10)</u> |
| B. No | <u>(1)</u> |

27. Would a worker have an opportunity for advancement with additional training?

- | | |
|--------|------------|
| A. Yes | <u>(7)</u> |
| B. No | <u>(2)</u> |



KNOWLEDGES IN CLOTHING AND TEXTILES NEEDED BY HOMEMAKERS
AND WORKERS IN CLOTHING OCCUPATIONS



Winifred Davis

Educators in the field of home economics have been working assiduously to produce the type of curriculum which will prepare students more adequately for their future roles in the world of work and for the vocation of homemaking. One of the major problems encountered by curriculum workers has been that of coordinating the employment and homemaking aspects of the program so that they do not become completely isolated and unrelated fields of study. Curriculum planners need to know the knowledges and skills common to both aspects and unique to each. It is necessary to determine what a competent worker in a home economics occupation and a competent homemaker know and are able to do. Moreover, it is necessary to discover which competences are shared by the two vocational areas and which are peculiar to each.

A study by Whitmarsh,¹ to ascertain the knowledges in child development and guidance needed by mothers and by employees in selected occupations related to child care, identified some knowledges unique to the mother role and some unique to the employee role, as well as some common to both. This study was used as a basis for planning a similar investigation in the area of textiles and clothing.

¹R. E. Whitmarsh. *An Exploratory Study of Knowledge in Child Development and Guidance Needed by Mothers and Workers in Occupations Related to Child Care*. Doctoral thesis, University of Illinois, 1966.

OBJECTIVE OF THE STUDY

The main objective of the study was to ascertain both specialists' and practitioners' assessments of the kind and depth of knowledge in clothing and textiles needed by homemakers and employees in selected occupations related to clothing and textiles. To accomplish this objective, it was necessary to identify those knowledges in clothing and textiles which are unique to the homemaker role and to the employee roles and those which are common to both.

DEFINITION OF TERMS

The following terms were used in a special way in this study:

Homemakers: women who are involved in the care of the home and family members and are totally responsible for the management of the household activities.

Fabric Sales Clerks: persons who are employed in a department store or other clothing and textile business firm and whose major tasks are to sell fabrics and items of clothing to the consumer.

Alteration Ladies: those whose jobs are to make alterations on garments of all types purchased from the establishment where they are employed.

Specialists: refers to those persons in the area of clothing and textiles who have graduate college training in the area and who have had much experience in the various aspects of this field.

Practitioners: refers to persons who are actually employed in occupations related to clothing and textiles, including the occupation of homemaking and who may or may not possess formal training in the field.

HYPOTHESES

Three hypotheses were considered.

1. Some unique knowledges in clothing and textiles are needed by homemakers, fabric sales clerks, and alteration ladies.

2. Certain items of knowledge in clothing and textiles are common to homemakers, fabric sales clerks, and alteration ladies.

3. The depth of knowledge in clothing and textiles needed by homemakers and employees in certain occupations related to clothing and textiles is perceived differently by specialists than by practitioners themselves.

LIMITATIONS

This study was limited to knowledges in clothing and textiles needed by homemakers and by workers in two selected occupations related to this area. Homemakers and employees in the Champaign-Urbana community only were interviewed. The study included items of knowledge only.

ASSUMPTIONS

1. It was assumed that the type of instrument used (which was based on that used by Whitmarsh²) would be valid and reliable for the study.
2. It was also assumed that those interviewed would be capable of responding accurately regarding the knowledges needed in their jobs.

SELECTION OF THE SAMPLE

For purposes of this study, fabric sales clerks and alteration ladies were selected from business establishments in the Champaign-Urbana area. This area was used because (1) educators in this area are becoming interested in employment education in occupations which require knowledges and skills usually considered a part of home economics, (2) many employees are persons who have been employed here after high school education, and (3) this area is one of diversity in industry and population.

The homemakers comprised a sample drawn from the members of the Home Economists in Homemaking section of the American Home Economics Association residing in the Champaign-Urbana area.

The specialists were chosen from a non-random sample of experts or persons with specialized knowledge in the field of clothing and textiles who are employed on the staffs of all the universities in the state of Illinois.

DEVELOPMENT OF THE INSTRUMENT

The instrument used for this study was designed to include a list of knowledges that will be most helpful in curriculum development in home economics. Knowledge of principles and concepts related to topics in clothing and textiles were included in the instrument for two reasons: (1) knowledge of the principles and concepts of a subject makes that subject more comprehensible to the learner, and (2) knowledge of the fundamental principles and concepts of a subject is closely related to effective transfer of the content to a practical situation.³

²*Ibid.*

³J. S. Bruner. *The Process of Education*. Cambridge, Mass.: Harvard University Press, 1962. P. 4.

Since no instrument which measured the depth of knowledge needed in clothing and textiles was available, the investigator undertook the development of such an instrument. The following procedure was used to obtain items for the instrument: (1) Concepts and generalizations in clothing and textiles were located in materials developed under the leadership of the Home Economics Education Staff of the U.S. Office of Education. (2) A list of textbooks and reference books on clothing and textiles was compiled. (3) These books were surveyed, and a list of knowledges that were deemed important by the authors was made and added to the original list of concepts and generalizations. (4) The list was then grouped in three categories: textiles, clothing construction, and selection and care of clothing. The resulting list was reviewed by specialists at the University of Illinois, who made several suggestions for changes and additions.

The final version of the instrument used in this study consisted of 30 items to be scored by respondents according to a scale of one to five--the higher the number, the greater the depth of knowledge needed. An open-ended section was added to the instrument so that additions could be made by the subjects (see Appendix A).

PERSONAL DATA QUESTIONNAIRE FOR PRACTITIONERS

A personal descriptive data questionnaire included four items of information. These were (1) job title, (2) highest academic achievement, (3) years of experience in the type of job now held, and (4) study in textiles and clothing area (see Appendix B).

METHOD OF COLLECTING DATA

It was intended to interview personally each of the thirty individuals chosen by sampling. Due to the time limitations, it was not possible to interview the homemakers. For this group the questionnaires were mailed.

The following procedure was utilized for the fabric sales clerks and alteration ladies interviewed on the job:

1. A uniform introduction to the study and the instrument was given to each interviewee.
2. A copy of the instrument was given to each interviewee.
3. Items on the instrument were read and views recorded silently.
4. Any terms that were not fully understood by the interviewees were replaced by synonymous terms or phrases by the interviewer.

The questionnaires were mailed to the specialists with a cover letter explaining the purpose of the study. They were requested to

respond to each item as it relates to each group. Respondents were asked to indicate any knowledges which they consider needed other than the thirty items contained in the instrument developed by the investigator.

TREATMENT OF THE DATA

The responses to the thirty items of knowledge from each group of subjects were tallied. The totals and means for each item were calculated separately for each group. They were categorized according to seven ranges. Then each item for one particular group was compared with the means of the other two groups. By observation, the investigator was able to arrive at certain conclusions for each group.

STATISTICAL ANALYSIS

One of the main objectives of this study was to discover whether there were any significant differences between the items of knowledge as scored by the specialists and the practitioners. Therefore the following null hypothesis was tested:

There are no significant differences between the specialists' and practitioners' assessments concerning the depth of knowledge needed by homemakers and employees in two occupations related to clothing and textiles.

To test this hypothesis the t test statistical model was used: $S.P. = M_1 = M_2$ in which M_1 = the mean score for the individual items of knowledge in clothing and textiles as scored by specialists pertaining to the jobs of homemaker, fabric sales clerk, and alteration ladies. M_2 = the mean score for the individual items of knowledge in clothing and textiles as scored by homemakers, fabric sales clerks, and alteration ladies pertaining to their own jobs. The means were declared significantly different, if the observed differences cannot reasonably be explained by sampling error.

Three such hypotheses were tested--one for each of the three groups represented in the study. The null hypotheses were stated as follows:

1. Specialists' and practitioners' perceptions of the depth of knowledge in clothing needed by homemakers are equal.
2. Specialists' and practitioners' perceptions of the depth of knowledge in clothing and textiles needed by fabric sales clerks are equal.
3. Specialists' and practitioners' perceptions of the depth of knowledge in clothing and textiles needed by alteration ladies are equal.

FINDINGS FROM THE SAMPLES OF TEN FABRIC SALES CLERKS

Ten fabric sales clerks were interviewed to obtain certain personal descriptive information and their opinions concerning the kind and depth of knowledge in the area of clothing and textiles needed by them in the performance of their jobs. The clerks comprised a sample drawn from the department stores and fabric establishments in the Champaign-Urbana commercial areas.

The sample of ten fabric sales clerks had an academic qualification ranging from eighth grade to high school level. They had worked for a mean of 2.7 years in the job and had completed an average of 1.8 courses in clothing and textiles.

The means of the scores assigned by the clerks were computed for each item (see Table 1). The mean score for all thirty items of knowledge was 3.04.

From observation the investigator came to the following conclusions:

1. Only two items of knowledge had high mean scores of 4.00 or more.
2. Highest priority was given to items which were directly related to the job and to those which apparently have some personal appeal for them as individuals.
3. The ten fabric sales clerks indicated a need for a reasonable understanding of a large proportion of the thirty items of knowledge in clothing and textiles. A considerable amount of knowledge was given second priority.
4. Very few items were rated as requiring no knowledge.

FINDINGS FROM THE SAMPLE OF ALTERATION LADIES

Ten alteration ladies were interviewed. These ladies were randomly selected from a list of employees in local business establishments. Their schooling ranged from eighth grade to high school level. They had worked for a mean of 3.6 years in the job and had completed an average of 2.5 courses in clothing and textiles.

The mean score for all the items of knowledge in clothing and textiles as scored by the ten alteration ladies was 3.47 (see Table 1). The investigator came to the following conclusions:

1. There were no items of knowledge scored as requiring thorough understanding.
2. High priority was given to items of knowledge which required considerable understanding as well as a reasonable understanding.

3. Very few items were scored as requiring no understanding. Only two items had a mean score below 2.50 and four items had scores between 4.00 and 4.45.
4. The items which were given high priority were those relating to clothing construction and which had direct application to the job.

FINDINGS FROM THE SAMPLE OF EIGHT HOMEMAKERS

Questionnaires were mailed to ten homemakers to obtain personal information and opinions concerning the kind and amount of knowledge in the area of clothing and textiles needed by them in the performance of their jobs as homemakers. As stated before, these comprised a sample drawn from the members of the Home Economists in Homemaking section of the American Home Economics Association who reside in the Champaign-Urbana area. Eight replies were returned.

The sample of eight homemakers had an education up to college and university level. They had an average of 4.62 years of homemaking experience and an average of seven courses in textiles and clothing at the college level.

The mean scores for all the items of knowledge in clothing and textiles as scored by the eight homemakers was 4.00. This was the highest group mean of the three groups (see Table 1).

The following conclusions were drawn:

1. Four items of knowledge were scored as requiring thorough knowledge. In this respect this group was unique as none of the other two groups had scored within this range.
2. Highest priority was given to items which required a considerable amount of knowledge. Nineteen such items fell within this range.
3. Only six items were scored as needing a reasonable amount of knowledge.
4. No item of knowledge had a mean score which would suggest that no knowledge was required.
5. The items given highest priority were those which related to both clothing construction and the selection and care of clothing.
6. Seven of the items in the area of textiles were scored as requiring a reasonable amount of knowledge and three as needing a considerable amount of knowledge.

Some very interesting comments were made by many of the homemakers

TABLE 1

MEAN SCORES REGARDING DEPTH OF KNOWLEDGE IN CLOTHING AND TEXTILES
 RECOGNIZED AS NEEDED FOR JOB PERFORMANCE BY FABRIC SALES CLERKS,
 ALTERATION LADIES, AND HOMEMAKERS

| Item | Knowledge | MEAN SCORES | | |
|------|---|-----------------------------|---------------------------|-------------------|
| | | Fabric Sales Clerks N=10 | Alteration Ladies N=10 | Homemakers N=8 |
| 1 | Knowledge of fiber properties | 3.60 | 3.00 | 3.50 |
| 2 | Knowledge of blends of fibers | 3.50 | 3.00 | 3.25 |
| 3 | Knowledge of the contribution of yarn structure to quality | 2.70 | 2.90 | 3.25 |
| 4 | Knowledge of weave, knits, and other forms of fabric construction | 3.20 | 3.20 | 3.37 |
| 5 | Knowledge of physical and chemical finishes for fabrics | 2.50 | 2.60 | 3.12 |
| 6 | Knowledge of trade names of fibers | 3.20 | 2.50 | 3.37 |
| 7 | Knowledge of how to interpret labels | 3.30 | 2.90 | 4.37 |
| 8 | Knowledge of government regulations for labeling | 2.50 | 2.10 | 3.25 |
| 9 | Knowledge of standards set up in the textile industry | 2.10 | 2.20 | 2.62 |
| 10 | Knowledge of the care of different types of fabrics | 4.10 | 3.40 | 4.25 |
| 11 | Knowledge of how to check body measurements | 4.10 | 3.80 | 4.37 |
| 12 | Knowledge of relationship of figure problems to pattern selection | 3.60 | 3.50 | 4.00 |
| 13 | Knowledge of how to select patterns | 3.40 | 3.90 | 4.25 |
| 14 | Knowledge of how to select fabric suitable for garment construction | 3.70 | 3.60 | 3.87 |
| 15 | Knowledge of how to select, use, and care for sewing equipment | 3.80 | 3.90 | 4.25 |
| 16 | Knowledge of preparation of pattern and fabric before use | 3.60 | 3.40 | 4.12 |

TABLE 1 (Continued)

| Item | Knowledge | MEAN SCORES | | |
|------|---|--------------------------|-------------------------|----------------|
| | | Fabric Sales Clerks N=10 | Alternation Ladies N=10 | Homemakers N=8 |
| 17 | Knowledge of how to alter and adapt patterns | 3.00 | 3.50 | 4.12 |
| 18 | Knowledge of how to follow guide sheet instructions | 3.60 | 3.80 | 4.25 |
| 19 | Knowledge of construction processes, such as darts, seams, sleeves, facing and interfacings | 3.00 | 4.30 | 4.62 |
| 20 | Knowledge of how to make hems and belts | 3.10 | 4.30 | 4.12 |
| 21 | Knowledge of how to determine whether to make or to buy clothes | 2.20 | 3.90 | 4.50 |
| 22 | Knowledge of standards for selecting clothes | 2.20 | 3.10 | 4.25 |
| 23 | Knowledge of suitability of article of clothing for the intended use | 2.80 | 3.00 | 4.37 |
| 24 | Knowledge of garment style and workmanship | 2.60 | 3.50 | 4.37 |
| 25 | Knowledge of how to select clothes and accessories for personal attractiveness | 2.80 | 3.40 | 4.62 |
| 26 | Knowledge of wise buying of ready-made clothes | 2.50 | 3.70 | 4.62 |
| 27 | Knowledge of how to alter the length and width of a garment | 3.10 | 4.30 | 4.37 |
| 28 | Knowledge of how to adjust ready-made garments to fit the individual | 2.40 | 4.20 | 4.35 |
| 29 | Knowledge of washing equipment and techniques | 3.10 | 3.20 | 4.37 |
| 30 | Knowledge of suitable methods of storing clothes | 2.00 | 3.00 | 4.12 |

at the end of their questionnaires. It could be seen that many of them were former teachers now retired and working part time in a home economics related job.

In response to the open-ended section of the instrument, one item of knowledge in clothing and textiles was suggested by one homemaker: Knowledge of coordinating a wardrobe.

FINDINGS FROM THE SAMPLES OF TEN SPECIALISTS IN CLOTHING AND TEXTILES REGARDING DEPTH OF KNOWLEDGE NEEDED BY HOMEMAKERS

Ten specialists selected non-randomly from faculty members of the six universities in the state of Illinois were asked to respond to the questionnaire relating to the depth of knowledge in clothing and textiles needed by homemakers. These specialists are all highly qualified in their field and have had several years of experience in the area.

The mean of the scores assigned by the specialists was computed for each item. The items of knowledge were grouped into seven categories according to these means. They ranged from 4.50-5.00, to 1.00-1.95. One item fell within the range 4.50-5.00, fifteen within 4.00-4.45, nine within 3.50-3.95, four within 3.00-3.45, and one within 2.50-2.95. No item of knowledge was scored below this range.

In response to the open-ended section of the instrument, three additional items of knowledge in clothing and textiles were suggested by the sample of ten specialists. None of the suggested items was mentioned by more than one of the ten specialists included in the sample. These items were:

1. Knowledge of good pressing technique.
2. Knowledge of relationship between fiber content of a fabric and type of sewing thread and construction technique to be used.
3. Knowledge of how to make draperies, slipcovers, and other household articles.

The t test was used to determine significant differences between means of scores assigned by specialists and the means of scores assigned by homemakers. There were no items of knowledge in which differences between means for the two groups were significant at the .01 level.

The grand means for all the items of knowledge were 3.92 and 4.00 respectively for specialists and practitioners. A t test was used to ascertain whether or not there was a significant difference between the grand means for the thirty items of knowledge in clothing and textiles as scored by the two groups. There was no significant difference between the two means.

By inspection the investigator came to the following conclusions:

1. A large proportion of the items was assigned a high mean score by the specialists. Sixteen of the thirty items of knowledge had mean scores of 4.00 or more. These were items related to clothing construction and selection and care of clothing.
2. Secondary priority was given to those items of knowledge that related to textiles.
3. Only four items of knowledge were rated as needing a reasonable amount of knowledge, and no item fell below this rating.

RESULTS OF STATISTICAL ANALYSIS OF NULL HYPOTHESIS #1

Null hypothesis #1 states that specialists' and practitioners' perceptions of the depth of knowledge in clothing and textiles needed by homemakers are equal.

As the preceding analysis of data indicates, null hypothesis #1 cannot be rejected.

FINDINGS FROM THE SAMPLE OF TEN SPECIALISTS IN CLOTHING AND TEXTILES REGARDING DEPTH OF KNOWLEDGE NEEDED BY FABRIC SALES CLERKS

The ten specialists responded to the questionnaire relating to the depth of knowledge in clothing and textiles needed for performance of the job of fabric sales clerk.

The means of the scores assigned by the specialists were again computed for each item, and the items of knowledge were grouped into seven categories ranging from 4.50-5.00 to 1.00-1.95. Two items fell within the range of 4.50-5.00, three within 4.00-4.45, ten within 3.50-3.95, eight within 3.00-3.45, and seven within 2.50-2.95. No item of knowledge was scored below the range of 2.50-2.95.

No additional items were suggested in response to the open-ended section of the instrument.

The t test was used to determine significant differences between means as scored by clothing and textiles specialists and the means as scored by practitioners on each of the thirty items of knowledge in clothing and textiles.

On three of the thirty items of knowledge, the differences between means for the two groups were significant at the .02 level. On two of these three items of knowledge, in clothing and textiles, the specialists indicated that the fabric sales clerks needed significantly more depth than was indicated by the sample of practitioners as necessary for them on the job. These two items were:

1. Knowledge of physical and chemical finishes for fabrics.
2. Knowledge of how to select clothes and accessories for personal attractiveness.

The third item was scored by the practitioners as needing more depth than the specialists scored. This item was: Knowledge of how to select, use, and care for sewing equipment.

The specialists might have felt that this would not be necessary for the sale of fabrics, whereas the clerks may have found that they do need to have knowledge about selection, use, and care to pass on to the customers. In all of the shops represented by the fabric sales clerks, sewing equipment is sold along with fabrics.

The mean scores for the thirty items of knowledge were 3.43 and 3.04 respectively as scored by specialists and practitioners. A t test was used to ascertain whether or not there was a significant difference between the means for the thirty items in clothing and textiles as scored by the two groups. There was no significant difference between the means assigned by the ten specialists and the ten practitioners.

The investigator made the following observations:

1. The specialists rated 15 of the thirty items as needing considerable or thorough knowledge, whereas fifteen were rated as needing a reasonable amount of knowledge.
2. Most of the items of knowledge given high priority were those which would contribute to success on the job.
3. Lowest priority was given to items of knowledge that were not directly related to the job of fabric sales clerk.

Null hypothesis #2 states that specialists' and practitioners' perceptions of the depth of knowledge in clothing and textiles needed by fabric sales clerks are equal.

As the preceding analysis of data indicates, null hypothesis #2 cannot be rejected.

FINDINGS FROM THE SAMPLES OF TEN SPECIALISTS IN CLOTHING AND TEXTILES REGARDING DEPTH OF KNOWLEDGE NEEDED BY ALTERATION LADIES

Ten specialists in clothing and textiles selected non-randomly from faculty members of the six universities in the state of Illinois were asked to respond to the questionnaire relating to the depth of knowledge in clothing and textiles needed by alteration ladies.

These persons were all highly qualified and experienced persons in the area of clothing and textiles.

After the means of the scores were computed, the items of knowledge were grouped into the seven categories. Six items of knowledge fell within the range of 4.50-5.00, one within the range of 4.00-4.45, three within the range of 3.50-3.95, five within 3.00-3.45, ten within 2.50-2.95, and five within 2.00-2.45. No item of knowledge was scored below this range.

In response to the open-ended section of the instrument, three additional items of knowledge were suggested by the sample of ten specialists. None of the three items was mentioned by more than one of the ten ladies included in the sample. The three items of knowledge were:

1. Knowledge of spot and stain removal.
2. Knowledge of pressing techniques.
3. Knowledge of types of sewing threads and their use.

The t test was used to determine significant differences between means as scored by specialists and the means as scored by practitioners on each of the thirty items in clothing and textiles.

On three of the thirty items of knowledge, the difference between means for the two groups was significant at the .02 and .01 levels. On one of these items, "Knowledge of how to check body measurements," the specialists indicated that the alteration ladies needed significantly more depth than the alteration ladies themselves indicated that they needed. The difference was significant at the .02 level.

The means for the alteration ladies were significantly different from those of the specialists on two of the thirty items of knowledge. One of these items of knowledge, "Knowledge of how to determine whether to make or to buy clothes," had a score which was significant at the .01 level. The other, "Knowledge of how to select clothes and accessories for personal attractiveness," was significant at the .02 level.

Possibly the practitioners are faced with the situation of assisting customers in making decisions about factors arising from these two items, whereas the specialists might believe that these duties should be delegated to the fabric sales clerk or the customer.

The grand means for all the items of knowledge were 3.29 and 3.37 respectively for specialists and practitioners. A t test was used to ascertain whether or not there was a significant difference between the grand means for the thirty items of knowledge in clothing and textiles as scored by the specialists and the alteration ladies. No significant difference was found.

By inspection, the investigator came to the following conclusions:

1. High mean scores were assigned to a large proportion of the items of knowledge. There were six items with mean scores of

4.50-5.00 and fifteen items of knowledge with mean scores ranging from 3.00-5.00.

2. The items of knowledge given high priority were those involving knowledges directly related to the job.
3. Lowest priority was given to those items of knowledge which were incidental and not applicable to the jobs of the alteration ladies.

Null hypothesis #3 states that specialists' and practitioners' perceptions of the depth of knowledge in clothing and textiles needed by alteration ladies are equal.

As the preceding analysis of data indicates, null hypothesis #3 cannot be rejected.

CONCLUSIONS DRAWN FROM THE STATISTICAL TESTING OF THE NULL HYPOTHESES

Null hypotheses #1, 2, and 3 state that there are no significant differences between specialists' and practitioners' opinions concerning the depth of knowledge in 30 items in clothing and textiles needed by homemakers and employees in occupations related to clothing and textiles. Since no statistically significant difference was found between specialists' and practitioners' opinions, null hypotheses #1, 2, and 3 could not be rejected. It was assumed that the specialists selected from the institutions of higher learning would be the most knowledgeable group from which to obtain opinions concerning the knowledges in clothing and textiles needed by homemakers and employees in certain occupations related to clothing and textiles. Support of the practitioners' views by the group of specialists suggests the conclusion that practitioners are also capable of making sound judgments regarding the knowledges needed to perform the jobs specified in the study.

CONCLUSIONS DRAWN FROM THE SUMMARY OF DESCRIPTIVE DATA OBTAINED FROM THE GROUPS STUDIED

For the items of personal descriptive data pertaining to the educational achievement and number of courses completed in Textiles and Clothing, the homemakers had means much higher than the other two groups. This possibly could be a reason for the higher means scored by the homemakers on all the items.

The group of specialists rated highly almost all the items of knowledge for all three groups of workers.

SUMMARY OF THE KIND AND AMOUNT OF KNOWLEDGE IN CLOTHING AND TEXTILES NEEDED BY HOMEMAKERS AND WORKERS IN TWO OCCUPATIONS RELATED TO HOME ECONOMICS

The items of knowledge needed by homemakers, fabric sales clerks, and alteration ladies are presented in Table 2. The mean scores for the items of knowledge were used as the basis of assigning a value of A, B, or C to each item of knowledge. The value of A indicated that the item of knowledge had a mean score that was within the range from 4.50 to 5.00. The value of B indicated that the item of knowledge had a mean score that was within the range of 3.50 to 4.45. The value of C indicated that the item of knowledge had a mean score that was within the range of 2.50 to 3.45.

For the investigator, the value of A assigned to an item of knowledge indicated that a thorough knowledge of that item was needed. The value of B indicated that a considerable knowledge of the item was needed. The value of C indicated that a reasonable amount of knowledge was needed for that particular item.

An item of knowledge was considered by the investigator to be needed by a particular group if the mean, as scored by that group, was 2.50 or greater. Such a score indicated that at least a reasonable understanding of that item was needed.

From the checking, analyzing, tabulating, and observing, the investigator arrived at the following conclusions:

1. Only one item of knowledge was found to be unique to a particular group. This was item #9, "Knowledge of Standards Set Up in the Textile Industry." It was unique in that it received a score above 2.5 for only the job of homemaker.
2. Ten items of knowledge were found to be common to all three groups.

IMPLICATIONS FOR CURRICULUM DEVELOPMENT

On the basis of this study, as well as from the writer's readings on current issues in curriculum development in home economics, the investigator sees certain implications for application of these findings in curriculum development.

The common knowledges could be included in core courses at the high school level. Items of knowledge needed by homemakers and none of the two groups of employees should be included in a course which emphasizes the homemaking aspect of home economics education. Any items needed by employees in occupations related to clothing and textiles might be included in courses which emphasize preparation for occupations utilizing knowledges and skills in clothing and textiles.

The results (shown in Table 1) indicate that at least a reasonable

TABLE 2

ITEMS OF KNOWLEDGE IN CLOTHING AND TEXTILES NEEDED BY HOMEMAKERS
AND EMPLOYEES IN TWO JOBS RELATED TO CLOTHING AND TEXTILES

| Items of Knowledge | JOB TITLE | | |
|--------------------|------------|---------------------|-------------------|
| | Homemakers | Fabric Sales Clerks | Alteration Ladies |

LIST I - TEXTILES

| | | | |
|---|---|---|---|
| Knowledge of fiber properties | B | B | C |
| Knowledge of blends of fibers | C | B | C |
| Knowledge of the contribution of yarn structure to quality | C | C | C |
| Knowledge of weave, knits, and other forms of fabric construction | C | C | C |
| Knowledge of physical and chemical finishes for fabrics | C | C | C |
| Knowledge of trade names of fibers | C | C | C |
| Knowledge of how to interpret labels | B | C | C |
| Knowledge of government regulations for labeling | C | C | |
| Knowledge of standards set up in the Textile Industry | C | | |
| Knowledge of the care of different types of fabrics | B | B | C |

LIST II - CLOTHING CONSTRUCTION

| | | | |
|---|---|---|---|
| Knowledge of how to check body measurements | B | B | B |
| Knowledge of relationship of figure problems to pattern selection | B | B | B |
| Knowledge of how to select patterns | B | C | B |
| Knowledge of how to select fabric suitable for garment construction | B | B | B |
| Knowledge of how to select, use, and care for sewing equipment | B | B | B |
| Knowledge of preparation of pattern and fabric before use | B | B | C |
| Knowledge of how to alter and adapt patterns | B | C | B |
| Knowledge of how to follow guide sheet instructions | B | B | B |
| Knowledge of construction processes, such as darts, seams, sleeves, facings, and interfacings | A | C | B |
| Knowledge of how to make seams and belts | B | C | B |

TABLE 2 (Continued)

| Items of Knowledge | JOB TITLE | | |
|--|------------|---------------------|-------------------|
| | Homemakers | Fabric Sales Clerks | Alteration Ladies |
| LIST III - SELECTION AND CARE OF CLOTHING | | | |
| Knowledge of how to determine whether to make or to buy clothes | A | C | B |
| Knowledge of standards for selecting clothes | B | | C |
| Knowledge of suitability of article of clothing for the intended use | B | C | C |
| Knowledge of garment style and workmanship | B | C | B |
| Knowledge of how to select clothes and accessories for personal attractiveness | A | C | C |
| Knowledge of wise buying of ready-made clothes | A | C | B |
| Knowledge of how to alter the length and width of a garment | B | C | B |
| Knowledge of how to adjust ready-made garments to fit the individual | B | C | B |
| Knowledge of washing equipment and techniques | B | C | C |
| Knowledge of suitable methods of storing clothes | B | | C |

Note: The following criteria were used to establish levels of knowledge for the items according to 10 homemakers, 10 fabric sales clerks, and 10 alteration ladies. A, items with a mean score between 4.50 and 5.00; B, items with a mean score between 3.50 and 4.45; and C, items with a mean score between 2.50 and 3.45.

amount of knowledge is needed by the homemakers and employees in the two occupations selected for study on 22 of the 30 items of knowledge. This type of knowledge could be gained in core courses or units in clothing and textiles. Some of the students in these courses may be preparing for homemaking and some for employment in various clothing and textile related areas.

There were many items on which all or two groups studied need *considerable* knowledge. Such items could be emphasized or studied for depth in a second core course or unit in clothing and textiles. Items 1, 10, 12, 14, 16, 18 were needed in common by the homemakers and fabric sales clerks. They all rated them as needing *considerable* knowledge. There were four such items common to both fabric sales clerks and alteration ladies. These were items 11, 12, 14, and 15. From this it can be recommended that persons, who plan to be employed in these areas and did not complete the basic courses or units at the secondary level, should receive this training in specialized courses at the post-high school or continuing level.

In conclusion, this study partially supports the investigator's first hypothesis stated as: Some unique knowledges in clothing and textiles are needed for homemakers, fabric sales clerks, and alteration ladies. It fully supports the second hypothesis: Certain items of knowledge in clothing and textiles are common to homemakers, fabric sales clerks, and alteration ladies.

APPENDIX A

Instructions (Adapted for each class of respondent)

For each item in the list that follows, decide which of the following (1,2,3,4,5) best describes the depth of knowledge *necessary for the performance of your job as [fabric sales clerk; alteration lady, homemaker]*. Use the following key:

1. The performance of my job requires *no knowledge* of this item.
2. The performance of my job requires only *limited knowledge* of this item.
3. The performance of my job requires a *reasonable understanding* of this item.
4. The performance of my job requires a *considerable knowledge* of this item.
5. The performance of my job requires a *thorough knowledge* of this item.

Think of the check list items as representing a continuum with the positions (1,2,3,4,5) equally spaced. The number you select represents your judgment of the depth of knowledge necessary to perform your job.

Example:

If you believe that the performance of your job requires only limited knowledge of the item listed below, you would select the "2" beside the item.

Knowledge of how to "gather" a skirt 1 ② 3 4 5

Checklist of Concepts, Principles, and Topics
in Clothing and Textiles

| Variable Number | Items of Knowledge | Scoring Scale |
|--------------------|--|------------------|
| List I - Textiles | | |
| 1. | Knowledge of fiber properties. | 1 2 3 4 5 |
| 2. | Knowledge of blends of fibers. | 1 2 3 4 5 |
| 3. | Knowledge of the contribution of yarn structure to quality. | 1 2 3 4 5 |
| 4. | Knowledge of weave, knits, and other forms of fabric construction | 1 2 3 4 5 |
| 5. | Knowledge of physical and chemical finishes for fabrics. | 1 2 3 4 5 |
| 6. | Knowledge of trade names of fibers | 1 2 3 4 5 |
| 7. | Knowledge of how to interpret labels | 1 2 3 4 5 |
| 8. | Knowledge of government regulations for labeling | 1 2 3 4 5 |
| 9. | Knowledge of standards set by the Textile Industry. . . . | 1 2 3 4 5 |
| 10. | Knowledge of the care of different types of fabrics. . . | 1 2 3 4 5 |

List II - Clothing Construction

| | | |
|-----|---|-----------|
| 1. | Knowledge of how to check body measurements. | 1 2 3 4 5 |
| 2. | Knowledge of relationship of figure problems to pattern selection. | 1 2 3 4 5 |
| 3. | Knowledge of how to select patterns. | 1 2 3 4 5 |
| 4. | Knowledge of how to select fabric suitable for garment construction | 1 2 3 4 5 |
| 5. | Knowledge of how to select, use, and care for sewing equipment. | 1 2 3 4 5 |
| 6. | Knowledge of preparation of pattern and fabric before use | 1 2 3 4 5 |
| 7. | Knowledge of how to alter and adapt patterns | 1 2 3 4 5 |
| 8. | Knowledge of how to follow guide sheet instructions. . . | 1 2 3 4 5 |
| 9. | Knowledge of construction processes, such as darts, seams, sleeves, facings and interfacings | 1 2 3 4 5 |
| 10. | Knowledge of how to make hems and belts. | 1 2 3 4 5 |

List III - Selection and Care of Clothing

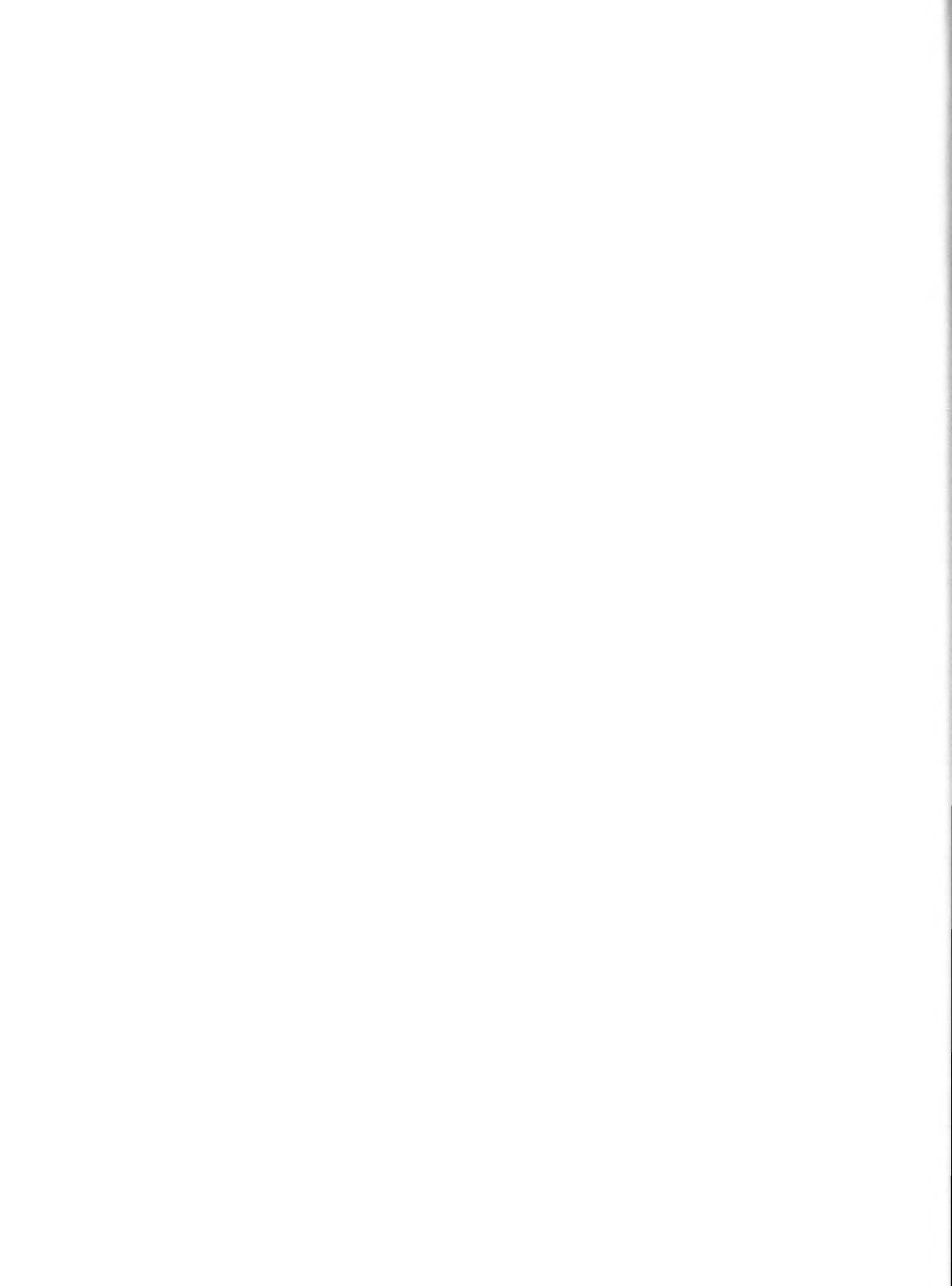
1. Knowledge of how to determine whether to make or to buy clothes. 1 2 3 4 5
2. Knowledge of standards for selecting clothes 1 2 3 4 5
3. Knowledge of suitability of article of clothing for the intended use 1 2 3 4 5
4. Knowledge of garment style and workmanship 1 2 3 4 5
5. Knowledge of how to select clothes and accessories for personal attractiveness. 1 2 3 4 5
6. Knowledge of wise buying of ready-made clothes 1 2 3 4 5
7. Knowledge of how to alter the length and width of a garment. 1 2 3 4 5
8. Knowledge of how to adjust ready-made garments to fit the individual 1 2 3 4 5
9. Knowledge of washing equipment and techniques. 1 2 3 4 5
10. Knowledge of suitable methods of storing clothes 1 2 3 4 5

APPENDIX B

Personal Data

Please complete the following items. Use a check (✓) for items 2, 3, and 4.

1. Job. Title _____
2. Highest educational achievement (check one).
 attended grade school.
 graduated from 8th grade.
 attended high school.
 graduated from high school.
 attended college or other post-high school.
3. Years of experience in the job you now hold.
 Less than 1 year.
 1-3 years.
 4-5 years.
 6-10 years.
 Over 10 years.
4. Study in Textiles and Clothing area.
 Part of a junior or senior high school course in home economics.
 A semester course in high school.
 College course.
 Adult course.
 Other (specify). _____



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HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS

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FOREWORD

For the past year Elizabeth Simpson has been making regular visits to Washington to serve as consultant to the Chairman of the House Subcommittee on Education in preparing amendments to the Vocational Education Act of 1963. When she was invited to the White House to witness the signing of the bill, she was intimidated by our staff to maneuver "on camera" so that Illinois Teacher might have a scoop in the form of a photograph with the President to accompany her article. However, pressures of the Executive Office took priority over our publication plans. Although we are disappointed to have no candid shot of the official hand-shaking, we are very proud of Dr. Simpson's contributions and pleased to present her review of this innovative legislation which supports all aspects of home economics education.

When teachers assume responsibility for cooperative programs, they are likely to encounter new and unique problems. Three articles in this issue deal with typical problems of cooperative programs--how to operate within the framework of the law, how to avoid pitfalls in planning and initiating programs, and how to relate occupational experience to students' interests. We solicit from our readers other problem-solving contributions for the Illinois Teacher.

As they participate in preparing young people for the world of work, home economics teachers tend to become aware that they cannot "go it alone." They find that cooperating with other educators is beneficial to all concerned. They learn that all vocational teachers share a large reservoir of common knowledge, as is discussed in the article by Winifred Davis. They discover that outside the school there are many different individuals, institutions, and services interested in helping youth achieve occupational competency. One such service is Extension. For a long time it has exerted a strong positive influence in its work with youth, and now it is increasing emphasis on career exploration. An article by Darlene Demaree exemplifies the cooperative spirit of Extension advisers. She suggests nearly 1001 ways in which Extension and school personnel may complement each other in employment education.

A bit of nostalgia concludes this issue of Illinois Teacher. We hope that the poetic reflections on former students may inspire others to express their sentiments in verse. Besides providing a "creative kick," we've discovered that writing poetry has amazing therapeutic effects on churning emotions.

--Bessie Hackett
Editor

FEDERAL LEGISLATION FOR HOME ECONOMICS*

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On October 16, President Johnson signed the Vocational Education Amendments of 1968. These amendments offer both challenge and hope to the field of vocational education. They provide for funding of the comprehensive, ongoing programs of the field--but they also support the development of innovative programs, curriculum development, teacher education, and new directions in consumer and homemaking education.

During the summer I had the experience of sitting in on the mark-up sessions of the vocational education bill that passed the House with a vote of 389 to 0. The Senate version of the vocational education bill passed with a vote of 89 to 0. In reporting on these developments, Congressman Roman Pucinski, Chairman of the House General Subcommittee on Education said:

If any doubt still lingers that this nation has finally decided to bring vocational education--with both feet--to the top of the educational spectrum, let the doubters look at the fantastic vote on this measure in both Chambers of Congress.

Because the House and Senate versions of the bill were different in structure and in certain specifics, the bill went to a joint House-Senate conference committee in late summer. I attended the 16-hour session of this committee which ended at two o'clock in the morning. This proved a fascinating learning experience.

The resulting conference report was approved by both the House and the Senate and then went to the President for his signature--and the occasion of the signing was a happy one, indeed, for vocational educators across the country.

Consumer and Homemaking Education

Part F of the Act, titled *Consumer and Homemaking Education*, is the section of most interest to home economics educators. This section provides for State programs of consumer and homemaking education, under

*Adapted from a presentation at State Conference for Illinois Vocational Home Economics Teachers, Fall, 1968.

authorizations of \$25 million for fiscal 1970, \$35 million for fiscal 1971, and \$50 million for fiscal 1972.

Purposes set forth in the Act are for educational programs which encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas, which encourage preparation for professional leadership, and which are designed for preparing youth and adults for the dual role of homemaker and wage-earner. Provision is also made for ancillary services, such as teacher education and curriculum development.

At least one-third of the Federal funds made available under this section are to be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life. There are sections of the Vocational Education Act--other than the home economics section--which also should be of *special* interest to home economics educators.

Curriculum Development

The Act provides for a program of grants and contracts by the Commissioner with colleges and universities, State boards, and other organizations, to promote the development and dissemination of vocational education curriculum materials.

Exemplary Programs

Provision is made for a program of grants and contracts by the Commissioner for exemplary programs in vocational education, and a similar program for use by the State boards in making grants to or contracts with local education agencies or other organizations to pay all or part of the costs of developing and operating exemplary occupational education programs.

For these purposes, the amendments authorize appropriations of \$15 million for fiscal 1969, \$57.5 million for fiscal 1970, and \$75 million each for fiscal years 1971 and 1972

Leadership Development

Authorization of funds is provided for a program of Leadership Development Awards to vocational education personnel to attend vocational education development programs at colleges and universities, and State programs of in-service training for vocational education personnel.

Research and Training

The Act sets apart 10 percent of the funds appropriated pursuant

to the basic authorizing section to be used for research and training in vocational education.

Challenges to Home Economics Education

As a vocational education consultant to the Chairman of the House General Subcommittee on Education, I now know from first-hand experience what a very poor job of interpreting our field we in home economics education have done. During the mark-up session, a number of remarks overheard led me to the conclusion that some still think of homemaking education as eggs a la goldenrod, fudge and aprons. The Congressmen were quite well-informed about vocational education in general.

One young Congressman moved that the entire homemaking education section be stricken from the bill. Another said, "No, it is important to retain this section *for sentimental reasons.*" A Congresswoman said that she really could not understand why there should be a section for homemaking education in this bill. She approved home economics education as an aspect of vocational education when its purpose was to prepare for remunerative occupations.

We have not done a good job of interpreting the relationship between the homemaking and occupational aspects of our program. The relationship is rooted in the large area of common knowledges and skills that unites the two aspects of the program.

In general, we have not told our story well.

And, sad to say, in some places there has been no story that ought to be told.

What kind of home economics can ignore the social problems of our time--and their all too obvious implications for homes and families--hence, for home economics education?

What kind of home economics lets the teacher's interests or lack of willingness to plan--or pupil's ephemeral interests--or old-fashioned facilities--dictate the curriculum?

What kind of home economics has little girls sewing dresses day after day and ends a school year with only two or three weeks for a study of child care?

What kind of home economics purports to integrate a study of home management but can point to time schedules for laboratory meal preparation as the only evidence?

What kind of home economics uses style shows as the means of interpreting the program to the community?

What kind of home economics rejects the need to prepare our young women for homemaking AND occupations?

What kind of home economics will not recognize that homes fail because of problems in human relationship and management, failures in caring for, and guiding what is most precious in the home, its children, and NOT because the homemaker cannot make a garment, not even because she is a poor cook?

What kind of home economics teacher is called on for cookies and repairs to gym suits rather than ideas?

What kind of home economics do you teach? Is it relevant to life as it is *really* lived today? Does it face up to the challenges posed by our current social problems?

Only if we can answer yes to these last two questions do we deserve to continue as a field of study.

Question

What if human exteriors
Matched their interiors?
Would some we rate inferior
Wind up judged superior?--
(And vice-versa?)

--E. Simpson

COMPENDIUM OF LEGAL ASPECTS OF WAGE EARNING PROGRAMS

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INTRODUCTION

Legislation relating to three areas of concern--child labor laws, health and safety regulations, and fair employment practices--has been reviewed; provisions have been summarized and compiled to provide a convenient resource for individuals responsible for occupational programs. This resource, a compendium of the legal aspects of vocational wage earning programs in public schools, is oriented particularly toward home economics occupations. It includes provisions of both federal acts and state legislation for Illinois.

It is important to note that labor laws differ from state to state. Also, where both federal and state child labor laws apply, the higher standard must be observed. Readers may observe certain ambiguities in the law. For this reason, it may be necessary to consult a professional legal adviser when problems arise.

Many laws have been made in recent years to protect young workers --to provide for greater safety and better working conditions and to allow them to go to school. Other laws are being written or discussed to determine what changes, if any, should be made in existing regulations to adapt them to current conditions and practices. Recently the Secretary of Labor announced a series of public hearings on proposed changes in federal regulations for young workers issued under the Fair Labor Standards Act. Many of these changes concern children enrolled in cooperative vocational education programs.¹ Therefore, it is imperative that vocational educators keep informed of the developments in the laws that govern work. Both federal and state agencies provide up-to-date information on current regulations. It is recommended that vocational educators obtain official publications regularly.

The following outline of regulations relating to wage-earning programs is organized so that readers may locate primary, or original, sources of legal information. Page numbers of various references are provided for each regulation. The references may be located by number at the end of the compendium.

¹United States Department of Labor. *Federal Register*. Washington, D.C.: USDL, Mar. 28, 1968, 33 (61).

I. CHILD LABOR LAWS

| | Reference | Page No. |
|--|--|---|
| A. Basic minimum age | | |
| 1. <i>Fourteen years</i> is the minimum age for employment which is permitted outside school hours in a variety of non-manufacturing and non-mining occupations for a limited number of hours under conditions which do not interfere with the individual's schooling, health, or well-being. (Refer to I., B., 1.) | #2 #6 #7 #9 #10 #14(Ill.) #18 | 1 68 5 12 11 2 55 |
| Student helpers employed in child care centers shall be at least 14 years of age, and at least five years older than the oldest child with whom they work. Assistants to the child care worker shall be at least 18 years of age. A newly employed or designated director or child care worker shall be at least 21 years of age. Permitted jobs outside school hours and during vacation include: | #17 #7 #14(Ill.) #9 | 12 24 2 12 |
| Office jobs | | |
| Many jobs in eating places | #3(Ill.) | 33 |
| Many jobs in stores | | |
| Some jobs in gasoline service stations | | |
| Packing fresh fruits and vegetables | | |
| Jobs on farms | | |
| Household work | | |
| Newspaper delivery | | |
| Caddying. | | |
| 2. <i>Sixteen years</i> is the minimum age for most employment with the exception of non-agricultural hazardous occupations. | #2 #6 #7 #9 #10 #14(Ill.) #18 | 1 68 5 12 11 2 55 |
| The minimum age is 16 for employment in agriculture during school hours or in any occupation in agriculture declared hazardous by the Secretary of Labor. | #1 #11 | 1 3 |
| The minimum age is 16 for girls in any capacity where such employment requires standing continuously for and during the performance of the work. (This provision applies to those cases where an employer does not afford facilities for sitting or where an employer makes it a condition of the employment that the girls remain continuously standing during the performance of their work.) | #14(Ill.) #18 | 8 262 |

3. *Eighteen years* is the minimum age for employment in a non-agricultural occupation declared hazardous by the Secretary of Labor. (Refer to II., A.)

4. The Walsh-Healey Public Contracts Act sets a 16-year minimum age for boys and 18-year minimum age for girls employed in any work performed under contract with the U.S. Government.

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| #2 | 1 |
| #6 | 19 |
| #9 | 13 |

5. The following are exempt from the child labor provisions of the Fair Labor Standards Act:

| | |
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| #6 | 76 |
| #7 | 6 |
| #14(Ill.) | 2 |

 - a. Children employed in agriculture outside school hours for the school district where such child is living while so employed.
 - b. Children employed as actors or performers in motion picture, theatrical, radio, or television productions.
 - c. Children under 16 years of age employed by their parents or guardians in an occupation other than manufacturing or mining or in a hazardous occupation. (Refer to II., A.)
 - d. Children delivering newspapers to the consumer.
 - e. Home workers engaged in the making of evergreen wreaths.

B. Work hour restrictions (specific to Illinois)

1. Minors 14 and 15 years of age.
 - a. Work outside school hours when school is in session shall be limited to 3 hours a day or 18 hours a week. Exceptions are agriculture; the sale and distribution of newspapers and magazines; or work usual to the home of the employer but not in connection with his business, trade, or profession.

 - b. Work when school is not in session shall not exceed 5 days a week, 40 hours in any

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| #7 | 24 |
| #9 | 12 |

| | Page |
|--|---|
| Reference | No. |
| one week, or more than 8 hours in any one day. | #18 55,56 (Federal standard prevails) |
| c. Night work shall be prohibited from 7 p.m. to 7 a.m. and from 9 p.m. to 7 a.m. from June 1 through Labor Day for children under 16 in a gainful occupation in connection with any theater; concert hall; place of amusement; mercantile institution; store; office; hotel; laundry; manufacturing establishment; mill; cannery; factory or workshop; restaurant; lunchroom; beauty parlor; barber shop; bakery; coal, brick, or lumber yard; or in any type of construction work; except those occupations exempt from all provisions of the act. (Refer to I., A., 5.) | #7 (Separate leaflet on the modifications in Child Labor Standards effective Nov. 1, 1967) |
| 2. Minors 16 and 17 years of age in general employment. | #7 24 |
| a. Night work is not prohibited. | #9 12 |
| b. Hours of work shall not exceed 8 hours a day, 6 days a week, and 48 hours a week. | |
| C. Employment certificates (Workers Permit, Worker's Certificate) | |
| 1. Employment certificates are required for employment of workers under 16 in any gainful occupation, except those exempt. (Refer to I., B., 1., a.) | #4 2,3, #3 6,7 33 |
| 2. Certificates are issued by city or county superintendents of schools or their authorized agents. | #14(Ill.) 9 |
| 3. A new employment certificate must be issued each time a child under 16 changes his job. | #18 55 |
| 4. The Child Labor Law requires that a copy of each certificate be sent to the State Department of Labor for review. | |
| 5. The issuing officer must decide whether the documents the applicant presents indicate that he can legally work on the job for which he seeks a certificate. The applicant must submit proof of age (an unaltered birth | |

certificate), school record, the intention to employ, and a physician's certificate.

D. Age certificates

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|---|------------|----------|
| 1. The Child Labor Law provides for issuance, upon request of age, of certificates for minors between 16 and 20 years of age. | #4 #7 | 8 26 |
| 2. State employment and age certificates are accepted as proof of age under the Fair Labor Standards Act. | #14 #18 | 13 55 |
| 3. Local public school officials issue age certificates. | | |

E. Basic wage and hour standards

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| 1. Wage payment law states that wages shall be paid regularly and in full, on a weekly or semi-monthly basis, and on a fixed day with assistance by the Director of Labor or any other person in the Department of Labor designated by him, in collection of unpaid wages. | #14 | 102 |
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2. Minimum wage

- a. Employees in newly covered employment² in hotel, motel, and restaurant enterprises, or as food service employees of retail or service establishments, unless specifically exempt (refer to E., 5) must not be paid less than the minimum wage shown in the following schedule:

| | | | | | |
|--------|----|-------|-----------|---------|------|
| \$1.00 | an | hour, | beginning | Feb. 1, | 1967 |
| 1.15 | " | " | " | " | 1968 |
| 1.30 | " | " | " | " | 1969 |
| 1.45 | " | " | " | " | 1970 |
| 1.60 | " | " | " | " | 1971 |

- b. Unless specifically exempt, employees engaged in previously covered

²Newly covered employment: As of February 1, 1967, employment made subject to the minimum wage provision of the 1966 amendment to the Fair Labor Standards Act is "newly covered."

employment³ which includes employees individually engaged in interstate or foreign commerce, employees individually engaged in the production of goods for interstate commerce, and all employees in certain large enterprises must be paid the following minimum wages:

| | | |
|---|-------|-------|
| \$1.40 an hour, beginning Feb. 1, 1967 | - #10 | 1,2,3 |
| 1.60 " " " " 1968 | #20 | 1,3 |
| | #22 | 5 |
| c. Minimum wage for farm work is as follows: | | |
| \$1.00 an hour, beginning Feb. 1, 1967 | #1 | 4 |
| 1.15 " " " " 1968 | #10 | 2 |
| 1.30 " " " " 1969 | #11 | 1 |
| d. Special provisions: | | |
| Learners, apprentices, messengers, handicapped workers, and full-time students employed in retail or service establishments or in agriculture under certain circumstances may be paid special lower minimum wage rates provided that special certificates (learner's permits) are first obtained from the Division's Administrator. | #10 | 10 |
| | #22 | 17 |
| 3. Tipped employees ⁴ | | |
| | #10 | 9 |
| | #12 | 2 |
| a. When an employer and his tipped employee agree that all tips are to be turned over or accounted for to the employer, to be treated by him as part of his gross receipts, the employer must pay the employee the full minimum hourly wage, since for all practical purposes the employee is not receiving tip income. | #22 | 4 |
| b. When the employee is permitted to keep the tips himself, the Fair Labor Standards Act provides that the employee shall be deemed | | |

³Previously covered employment: Employees covered prior to the 1966 amendments remain covered under the amended act.

⁴Tipped employee: Any employee engaged in an occupation in which he customarily and regularly receives more than \$20 weekly in tips.

to have received an amount (as determined by the employer) up to 50% of the required minimum wage in tips. The employer must then pay the balance (not less than 50%) of the applicable minimum rate.

- c. If the employee can show that he is receiving less in actual tips than the amount credited, the employer is required to pay the difference so that the employee receives at least the minimum wage in the combination of both wages and tips.

4. Uniforms

- a. When employees are required by law or the nature of their work to wear uniforms, no part of the cost of the uniform and its maintenance may be charged to the employee in any work week when to do so would reduce the wage paid below the amount required by the applicable minimum wage provisions. #12 3
- b. No deductions from wages shall be made for protective clothing, safety equipment, and uniforms; provision and maintenance of these shall be provided by the employer as part of the cost of production.

5. Exemptions from minimum wage

- a. The minimum wage is not required for the following: #11 3
 - (1) Workers employed in agriculture by an employer who did not use 500 "man days"⁵ of farm labor in any calendar quarter of the preceding calendar year. #22 9
 - (2) Members of the employer's immediate family.
 - (3) Hand harvest laborers paid piece rates in an operation generally recognized as piece work in the region.
 - (4) Migrant hand harvest laborers 16 years of age or under and employed on the same farm as their parents.

⁵Man day: One day during which an employee performs agriculture labor for not less than one hour.

| | Reference | Page No. |
|--|-----------|-------------|
| (5) Employees principally engaged in the range production of livestock. | | |
| b. The minimum wage and overtime requirements are not required for the following: | #22 | 13 |
| (1) Executive employees | #23 | 2 |
| (2) Administrative employees | | |
| (3) Professional employees | | |
| (4) Outside salesmen | - | |
| 6. Hour standards | #8 | 133 |
| a. Employees shall have at least one day of rest in seven, preferably two consecutive days in seven. | | |
| b. Meal periods shall be at least 30 minutes; no work period shall be more than 5 hours without a break or rest. | | |
| c. A rest period of at least 10 minutes is required in the middle of each half-day work period, to be allowed in addition to the lunch period and without lengthening the workday. | | |
| d. Sick leave and maternity leave shall be provided without loss of job or seniority rights. | | |
| F. Occupational limitations | #5 | 15 |
| | #8 | 145 |
| 1. Illinois law empowers city and county governments to prohibit women by general ordinance or resolution from mixing, selling, or dispensing alcoholic beverages for consumption. | | |
| 2. Illinois law prohibits women's employment in or about mines (excluding clerical work). | | |
| G. Overtime pay provisions | | |
| 1. Rate of pay | | |
| a. Employees engaged in employment covered by the Fair Labor Standards Act prior to the 1966 amendment must be paid as follows: | #10 | 7 |
| | #22 | 8 |
| Overtime: One and one-half times the employee's regular rate of pay for all | | |

hours worked in excess of 40 in a work week.⁶

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| b. Unless specifically exempt, employees engaged in work made subject to the act by the 1966 amendments must be paid as follows: | #3 | 18 |
| | #10 | 7 |
| | #22 | 8 |

Overtime pay for non-farm work: One and one-half times the employee's regular rate of pay is required for all hours worked over the following:

| | | |
|---|------|--|
| 44 hours in a work week beginning Feb. 1, | 1967 | |
| 42 " " " " " " " | 1968 | |
| 40 " " " " " " " | 1969 | |

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|--|-----|----|
| c. Employees of nursing homes, rest homes, and bowling alleys must receive 1½ times their regular rate for hours over 48 in any one work week. | #10 | 2 |
| | #22 | 16 |

- | | | |
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| d. A special provision permits hospitals to adopt a 14-day period in lieu of the usual 7-day work week, provided at least time and one-half the employee's regular rate is paid for hours in excess of 8 in any workday and in excess of 80 in the 14-day period. | #10 | 2 |
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| e. Exemptions from the overtime requirements only ⁷ (specific to home economics related occupations): | #10 | 6 |
| (1) Employees of hotels, motels, restaurants; employees of retail or service establishments who are employed primarily in connection with certain food or beverage services. | #22 | 15 |

⁶Work week: A regularly recurring period of 168 hours in the form of seven consecutive 24-hour periods. The work week need not coincide with the calendar week--it may begin any day of the week and any hour of the day.

⁷Check carefully the terms and conditions of any exemption. Information on specific exemptions may be obtained from the nearest Department of Labor Office (see appendix).

- (2) Workers employed in canning, processing, storing, marketing, and distributing fish, shellfish, or other aquatic products.
- (3) Workers in seasonal industries where longer hours are permitted to prevent spoilage of perishable products.
- (4) Employees in mercantile or retail trades prior to or following holiday seasons.
- (5) Employees of institutions primarily engaged in the care of the sick, aged, and mentally ill residing on the premises. (Refer to G., 1., e.)
- (6) Graduate nurses.

II. HEALTH AND SAFETY REGULATIONS

| | | |
|--|----------|---------|
| A. Hazardous occupations (Federal regulations) | #4 | 18,19 |
| 1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components. | #6 #7 | 75 9 |
| 2. Occupations of motor-vehicle driver and helper. | #9 | 25 |
| 3. Coal-mine occupations. | | |
| 4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill. | | |
| *5. Occupations involved in the operation of power-driven woodworking machines. | | |

*Exemptions are provided for apprentices and student learners provided they are employed under the following conditions: Apprentices--Employed in a craft recognized as an apprenticeable trade; the work declared particularly hazardous is incidental to his training; such work is intermittent and for short periods of time and is under the direct and close supervision of a journeyman.

Student learners--They shall be enrolled in a course of study in a cooperative vocational training program under a recognized State or local educational authority; they are employed under a written agreement which provides that the work declared hazardous is incidental to their training, that the work shall be intermittent and for short periods of time, and under close supervision of a qualified and experienced person; that safety instructions shall be given by the

- 6. Occupations involving exposure to radioactive substances and to ionizing radiations.
 - 7. Occupations involved in the operation of elevators and other power-driven hoisting apparatus.
 - *8. Occupations involved in the operation of power-driven metal-forming, punching, and shearing machines.
 - 9. Occupations in connection with mining, other than coal.
 - *10. Occupations in or about slaughtering and meat-packing establishments and rendering plants.
 - *11. Occupations involved in the operation of certain power-driven paper-products machines.
 - 12. Occupations involved in the operation of certain power-driven bakery machines.
 - 13. Occupations involved in the manufacture of brick, tile, and kindred products.
 - *14. Occupations involved in the operation of circular saws, band saws, and guillotine shears.
 - 15. Occupations involved in wrecking, demolition, and shipbreaking operations.
 - *16. Occupations involved in roofing operations.
 - *17. Occupations in excavation operations.
- B. Hazardous occupations (Illinois regulations)-- #14 4
 Minimum age of 16 years is set by Illinois law. #18 261
 However, federal standard prevails, setting the

school and correlated by the employer with on-the-job training; and that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Copies of this written agreement signed by the student-learner, employer, and school coordinator shall be kept on file by both the school and the employer. The exemption may be revoked at any time where it is found that reasonable precautions have not been observed.

| | | |
|---|-----|-----|
| minimum age at 18 years for those occupations covered by Hazardous Occupations Order. | #14 | 4 |
| (Refer to II., A.) | #18 | 261 |

1. In, about, or in connection with any public messenger or delivery service, bowling alley, poolroom, billiard room, skating rink, exhibition park or place of amusement, garage, filling station or service station, or as a bellboy in any hotel or roominghouse, or about or in connection with power-driven machinery.
2. In the oiling, cleaning, or wiping of machinery or shafting.
3. In or about any mine or quarry, except in office, messenger, or other non-hazardous employment.
4. In stone cutting or polishing.
5. In or about any hazardous factory work.
6. In or about any plant manufacturing explosives or articles containing explosive components, or in the use or transportation of same, except in office, messenger or other non-hazardous employment.
7. In or about plants manufacturing iron or steel, ore-reduction works, smelters, foundries, forging shops, hot rolling mills, or any other place in which the heating, melting, or heat treatment of metals is carried on, except in office, messenger, or other non-hazardous employment.
8. In the operation of machinery used in the cold rolling of heavy metal stock, or in the operation of power-driven punching, shearing, stamping, or metal plate bending machines.
9. In or about sawmills or lath, shingle, or cooperage stock mills, except in office, messenger, other non-hazardous employment.
10. In the operation of power-driven woodworking machines, or offbearing from circular saws.
11. In the operation of freight elevators or hoisting machines and cranes.

12. In spray painting or in occupations involving exposure to lead or its compounds or to dangerous or poisonous dyes or chemicals.
13. In any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises, or in which such liquors are manufactured or bottled.
14. In oil refineries, gasoline blending plants, or pumping stations on oil transmission lines.
15. In the operation of laundry, drycleaning, or dyeing machinery.
16. In occupations involving exposure to radioactive substances.

C. Health regulations (specific to Illinois)

1. Every person employed in food handling or preparation shall furnish such information, permit such physical examination, and submit such laboratory specimens as the Illinois Department of Public Health may require for the purpose of determining freedom from infection. #16(Ill.) 15
2. Any person with an acute respiratory infection or other acute contagious or infectious disease, or a presumably infected wound, sore, or lesion, shall not be permitted to handle food or food utensils until the person has a written statement from the local, county, or state health authority that the person is not a disease carrier.
3. Each member of the staff and substitute of licensed day care centers and group day care facilities shall have a complete medical examination within six months prior to employment, and annually thereafter. #17(Ill.) 12

D. Sanitary regulations (specific to Illinois) #16(Ill.) 14

1. The outer garments of all persons, including dishwashers, engaged in handling food or utensils shall be reasonably clean and shall be used for no other duty. Clean uniforms, coats, or aprons shall be considered satisfactory. The use of hair nets, head bands, or caps to confine long hair is required.

2. The hands of all persons shall be kept clean while engaged in handling food, drink, utensils, or equipment.
3. There shall be no evidence of spitting or of the use of any form of tobacco by employees in rooms in which food is prepared.
4. Employees should not work when ill or with discharging or presumably infected sores or wounds, and should be meticulous about personal hygiene, particularly cleanliness of hands and nails.

III. FAIR EMPLOYMENT PRACTICES

A. Equal pay for women

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|---|-------------------------|----------------------|
| 1. The employer must not discriminate on the basis of sex within the establishment by paying to employees of one sex wages at rates lower than he pays employees of the opposite sex for doing equal work on jobs requiring equal skill, effort, and responsibility which are performed under similar conditions. | #5 #10 #14 #22 | 11 10 100 7 |
|---|-------------------------|----------------------|

B. Civil rights

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|---|-------------------------------|---------------------------|
| 1. Employers, employment agencies, and labor organizations may not discriminate against applicants for employment and in taking and handling job orders for any individual because of race, color, religion, national origin or ancestry, with respect to hiring, discharging, rates of pay or pay practices, employment and training opportunities, or membership in a labor organization. | #6 #9 #10 #14 #22 | 92 18 10 16 8 |
|---|-------------------------------|---------------------------|

C. Age discrimination

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|--|----|----|
| 1. Employers and employment agencies may not discriminate against any individual with respect to his terms, conditions, or privileges of employment because of his age when the reasonable demands of the position do not require such an age distinction. | #3 | 19 |
|--|----|----|

D. Agencies authorized to enforce child labor laws

See appendix.

REFERENCES FOR LEGISLATIVE PROVISIONS

1. United States Department of Labor, WHPC Division. *Agriculture and the Child Labor Requirements under the Fair Labor Standards Act as Amended in 1966*. (Pub. 1171) Washington, D.C.: USGPO, 1967.
2. United States Department of Labor, WHPC Division. *Child Labor*. Washington, D.C.: USGPO, 1966.
3. Cullerton, J. E. (Director). *Illinois Labor Bulletin*. 1967, 28 (4). Springfield, Ill.: IDL.
4. United States Department of Labor. *Employment Certificates - Help You Help Youth*. (1964 ed., Bull. 183) Washington, D.C.: USGPO.
5. United States Department of Labor, Women's Bureau. *February 1967 Summary of State Labor Laws for Women*. Washington, D.C.: USGPO.
6. United States Department of Labor, Bureau of Labor Standards. *Federal Labor Laws and Programs*. (Bull. 262) Washington, D.C.: USGPO, March 1964.
7. United States Department of Labor, WHPC Division. *Guide to Child Labor Provisions of the Fair Labor Standards Act*. (Child Labor Bull. 101) Washington, D.C.: USGPO, 1967.
8. United States Department of Labor, Women's Bureau. *Handbook on Women Workers*. (Bull. 285) Washington, D.C.: USGPO, 1962.
9. United States Department of Labor, Bureau of Labor Standards. *Handbook for Young Workers*. (Bull. 271) Washington, D.C.: USGPO.
10. United States Department of Labor, WHPC Division. *Handy Reference Guide to the Fair Labor Standards Act as Amended in 1966*. (Pub. 1159) Washington, D.C.: USGPO, 1966.
11. United States Department of Labor, WHPC Division. *Hired Farm Workers under the Fair Labor Standards Act as Amended in 1966*. (Pub. 1161) Washington, D.C.: USGPO, 1966.
12. United States Department of Labor, WHPC Division. *Hotels, Motels, Restaurants and Food Service Employees*. (Pub. 1172) Washington, D.C.: USGPO.
13. United States Department of Labor, WHPC Division. *How the Fair Labor Standards Act Applies to the Dairy Products Industry*. (Pub. 1121) Washington, D.C.: USGPO.

14. Illinois Department of Labor. *Illinois Laws Relating to Labor and Employment*. Springfield, Ill.: IDL, 1965.
15. United States Department of Labor, Women's Bureau. *Part-Time Employment for Women*. (Bull. 273) Washington, D.C.: USGPO, 1960.
16. Illinois Department of Public Health. *Sanitation in Food-Handling Facilities*. Springfield, Ill.: DPH.
17. Illinois Department of Children and Family Services. *Standards for Licensed Day Care Centers and Group Day Care Facilities*. Springfield, Ill.: DCFS, 1967.
18. United States Department of Labor, Bureau of Labor Standards. *State Child Labor Standards*. (Bull. 158) Washington, D.C.: USGPO, 1965.
19. United States Department of Labor, Women's Bureau. *State Hour Laws for Women*. (Bull. 277) Washington, D.C.: USGPO, 1961.
20. National Labor Relations Board. *Summary of the Labor Management Relations Act as Amended through 1959 (Taft-Hartley Act)*. Washington, D.C.: USGPO, 1965.
21. United States Department of Labor, Bureau of Labor Standards. *Teenagers Can Be Hired*. Washington, D.C.: USGPO, 1965.
22. United States Department of Labor, WHPC Division. *The Fair Labor Standards Act of 1938, as Amended in 1961 and 1966*. Washington, D.C.: USGPO, Nov. 1966.

APPENDIX

WHERE INFORMATION MAY BE OBTAINED

State Laws

Since labor laws differ from state to state, it is suggested that inquiries concerning state policies and regulations be addressed to the Department of Labor, Capitol Building, of the particular state if the specific address is unknown.

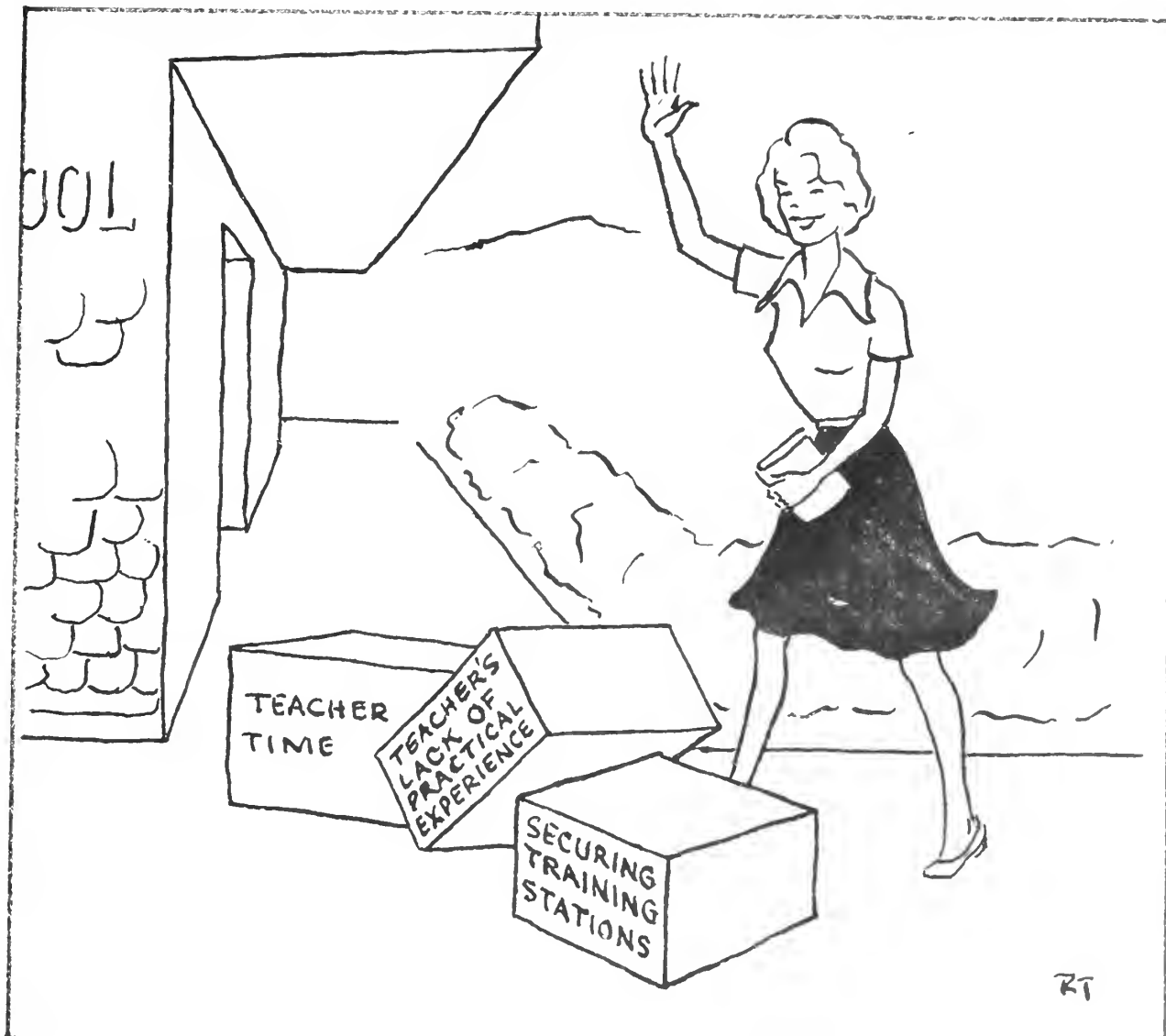
Federal Laws

Inquiries about the Fair Labor Standards Act (Federal Wage-Hour Law), the Walsh-Healey Public Contracts Act, and their application, will be answered by mail, telephone, or personal interview at any regional or field office of the Wage and Hour and Public Contracts Divisions of the U.S. Department of Labor. These offices also supply publications free of charge. Regional offices are listed below. Field offices are also located in most large cities.

| <u>State</u> | <u>Regional Office</u> | <u>State</u> | <u>Regional Office</u> |
|-------------------------|------------------------|----------------|--|
| Alabama | Birmingham | Montana | San Francisco, Calif. |
| Alaska | San Francisco, Calif. | Nebraska | Kansas City, Mo. |
| Arizona | San Francisco, Calif. | Nevada | San Francisco, Calif. |
| Arkansas | Dallas, Texas | New Hampshire | Boston, Mass. |
| California | San Francisco | New Jersey | New York, N.Y. |
| Colorado | Kansas City, Mo. | New Mexico | Dallas, Texas |
| Connecticut | Boston, Mass. | New York | New York |
| Delaware | Chambersburg, Pa. | North Carolina | Raleigh |
| District of Columbia | Chambersburg, Pa. | North Dakota | (State Dept. of Labor) Kansas City, Mo. |
| Florida | Birmingham, Ala. | Ohio | Cleveland |
| Georgia | Birmingham, Ala. | Oklahoma | Dallas, Texas |
| Hawaii | San Francisco, Calif. | Oregon | San Francisco, Calif. |
| Idaho | San Francisco, Calif. | Pennsylvania | Chambersburg |
| Illinois | Chicago | Rhode Island | Boston, Mass. |
| Indiana | Chicago, Ill. | South Carolina | Birmingham, Ala. |
| Iowa | Kansas City, Mo. | South Dakota | Kansas City, Mo. |
| Kansas | Kansas City, Mo. | Tennessee | Nashville |
| Kentucky | Nashville, Tenn. | Texas | Dallas |
| Louisiana | Dallas, Texas | Utah | San Francisco, Calif. |
| Maine | Boston, Mass. | Vermont | Boston, Mass. |
| Maryland | Chambersburg, Pa. | Virginia | Nashville, Tenn. |
| Massachusetts | Boston | Washington | San Francisco, Calif. |
| Michigan | Cleveland, Ohio | West Virginia | Nashville, Tenn. |
| Minnesota | Chicago, Ill. | Wisconsin | Chicago, Ill. |
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| Missouri | Kansas City | | |

STUMBLING BLOCKS IN HOME ECONOMICS
COOPERATIVE OCCUPATIONAL PROGRAMS

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Illustrated by Robert Tinkham

Although increasing numbers of home economics cooperative occupational programs have been implemented in the past few years, those involved with these programs have faced some problems and limitations. Home economics teachers in thirteen such programs in six states were surveyed to ascertain the problems which they had encountered in implementation and continuation of the programs. The teachers surveyed included three each in Colorado, Illinois, and Kansas; two in California, and one each in Missouri and Michigan.

Teacher Time

The key to success in all programs surveyed was adequate teacher time. The respondents believed that teachers working with these programs should not be held responsible for classes other than those directly involved with the cooperative home economics programs. Thus freed of other teaching responsibilities, the teacher had time to do a community survey, prepare teaching materials, visit students at their training stations, and do a complete follow-up of each participating student.

When the teacher is pressed for time, usually the first responsibility to fall by the wayside is the community survey. The absence of a community survey has been the cause of one of the most frequent criticisms of the program. Some felt that many home economics teachers train students with little regard for availability of jobs, both entry level jobs and jobs with possibilities for advancement.¹ Therefore, the teacher should not only survey the community to determine its needs, but she should know something of job availability in the surrounding communities.² The Advisory Committee can be of utmost importance in helping with the survey as well as in interpreting the program.

Students' Lack of Initiative

Selection and placement of students presented a variety of problems. Some of these problems are unique to the individual programs; others are common to all programs. Most teachers have found those students enrolled are less scholastically and occupationally inclined and tend to encourage criticism from employers for their lack of initiative and responsibility. Many students are found to have little understanding and appreciation for the world of work.

Securing Training Stations

Another problem frequently mentioned by respondents was the difficulty, and even impossibility, of securing adequate training stations in some rural communities. Although statistics indicate rural communities are in most need of occupational training programs, the smallness and isolation of these communities limit the availability of training stations. In all types of communities exploitation of the young trainee by the employer posed a problem. Since a student's success was

¹E. Fetterman. The development of a work orientation program for home economics related occupations. Hartford, Conn.: Home Economics Education Service, Bureau of Vocational Services, Division of Vocational Education, Conn. State Department of Education, 1964-66.

²United States Department of Labor. Young workers: their special training needs. Manpower Research Bulletin #3. Washington, D.C.: USDL, May 1963.

found to be directly proportional to the effectiveness of the employer, it was extremely important that the employer be sincerely interested in the welfare of the student as well as the entire program.³ Good communication and understanding between the coordinator and the employer was mentioned as a means of eliminating problems which may arise.

Valid criticism of the training programs was expressed by some employers. Many employers requested student employees possessing the desirable characteristics of initiative and responsibility. According to the respondents, employers preferred that class time be spent on developing these and other desirable characteristics rather than learning specific skills. Some employers felt they could more easily meet their own needs by training the students in various skills.

Teachers' Lack of Practical Experience

Those teachers who have had practical work experience in one or more of the areas in which they were teaching were more confident of their effectiveness and their ability to handle the program. Some respondents felt the utilization of other teachers' practical experience through team teaching was of help to those who lacked experience. Development of teaching materials was easier for those teachers who had practical work experience as they understood the requirements and demands of the occupations for which they were teaching.

The relative newness of this type of program in many communities may be the reason for some of the problems encountered. Although the problems presented here will be solved more readily as teachers, schools, and communities gain experience with these programs, there must be continual evaluation and revision of each individual program to assure that students receive the best possible training for the changing world of work.

³N. P. Berdan. Growing pains with the work experience programs. *Journal of Secondary Education*, December 1965, 40, 351-56.

CLOTHING SERVICES--WHAT HIGH SCHOOL GIRLS THINK

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Many of the courses that have been offered in gainful employment have met a great deal of success, however, some classes have not had such attractive results. Students have not enrolled in the classes, teachers have been reluctant to initiate the program, desirable part-time work experiences have been limited for inexperienced persons, and/or students have not entered the labor market after receiving the training.

Purpose of the Study

In an effort to clarify some of the reasons for this happening, a study in clothing services was recently conducted at Oklahoma State University.¹ The objectives of this study were: (1) to determine whether there was enough interest on the part of students to enroll in clothing service classes if made available in either the secondary schools or the area vocational-technical schools of Oklahoma, and (2) to identify the attitudes and interests students have about work and clothing service occupations that might influence their decisions to select training in this area.

¹M. A. Berry. Attitudes and interests of high school homemaking students toward occupations in clothing services. Master's Thesis, Oklahoma State University, Stillwater, Oklahoma, 1967.

It was hoped that the information obtained in the study could be used to assist in:

1. Determining whether it would be desirable to provide training for the area of clothing services as part of the home economics offerings either in local high schools or in area vocational-technical schools.
2. Acquainting students and teachers with the various occupations in clothing services and with the types of activities that would be engaged in for the various occupational services.
3. Deciding the factors of clothing service occupations that may affect the planning or revisions of course curriculums.
4. Aiding in the recruitment of students.

Procedures

The study was limited to junior and senior homemaking students from selected high schools in Oklahoma that offer vocational home economics. The schools were randomly selected according to size and district. A total of 533 girls from nineteen responding schools participated.

The instrument used for obtaining the data was a questionnaire. The questionnaire was developed to obtain personal data, attitudes toward work in general, and attitudes and interests toward occupations in clothing services.

Conclusions

From data obtained in this study, the following conclusions have been made regarding the extent to which the two objectives have been achieved:

For objective one, which was to determine whether there was enough interest on the part of students to enroll in clothing service classes if made available in either the secondary schools or the area vocational-technical schools of Oklahoma, it is believed that there was sufficient evidence to question the advisability of offering clothing service classes in the majority of secondary schools in Oklahoma.

A minimum of ten students is recommended for a gainful employment class. Because the number of students in this study that indicated interest in training for an occupation in clothing services does not average ten students per school, it would seem that one might question including clothing services in the home economics program of a medium or small secondary schools. On the basis of this study and unless the students change their reactions, there would not be enough interested students to justify the expense of setting up the course.

The type of school in which clothing service classes seemed more feasible was area vocational-technical schools. These schools could possibly offer cooperative courses with other vocational classes which might stimulate interest for prospective trainees. Alterationist and dry cleaning assistant are examples of clothing service occupations that could be taught cooperatively with another area--distributive education. As the respondents indicated much interest in being with other people and with meeting clientele, perhaps being able to learn selling techniques would both glamorize and strengthen training for an alterationist or dry cleaning assistant. Dress design helper is another clothing service occupation that could be combined with a different vocational training area. Taking courses in art could be beneficial to the clothing service trainee aspiring to be a dress design helper.

It is realized that student interest is not the only reason a course is offered. There must also be a need for the trained worker. Student interest, however, is the concern of this study and it is believed that these interests were assessed.

The second objective, to identify the attitudes and interests students have about work and clothing service occupations that might influence their decisions to select training in this area, resulted in the following conclusions based on data obtained in this study:

1. Responses indicated that the respondents held wholesome attitudes toward working in general and that they possessed desirable outlooks on work. Some of the views they seem to have were that they would take pride in their work, would be proud to have a job, and would find satisfaction in working. They are interested in the social aspects of work, environment, salary, advancement opportunities, dress, the job itself, and relationships with customers.

2. Most girls do not seem interested in gainful employment education in clothing services. Some of those who indicated that they were interested did not want the training for use in an occupation, but rather, they wanted it for personal use.

3. Glamour seemed to be a major factor in determining whether the girls wanted to train for an occupation in clothing services and in deciding which occupation they thought would interest them if they did desire the training.

4. Most respondents who indicated that they wanted gainful employment training did not appear to be aware of the activities that were involved in the occupations that they listed as their first choices.

5. There seems to be a need to create interest in clothing services before it will be successful with secondary school students.

Implications for Research

The following suggestions are made for further study:

1. An item analysis of the instrument as used and revisions as would seem desirable.

2. A further study using the large, non-vocational schools in metropolitan areas along with a community survey to determine occupational needs of the community.

3. A similar study with adults.

Goodbye, Little Thought

I've an idea,
a small, insignificant
window-dressing idea.

*Bury it, kill it,
cover it up, but
don't let it out in the
open to
clutter the big thing.*

Don't contaminate
the pool of thoughts
with this little notion.

*Hug it, hold it,
caress it;
then let it go
with one shining tear
to decorate
its vanishing substance.*

--E. Simpson

A LOOK AT SOME COMMONALITIES IN VOCATIONAL EDUCATION

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As more emphasis is being placed on the formulating and expanding of curricula for the wage-earning aspects of vocational and technical education, one of the major questions which educators are endeavoring to explore is "What are the commonalities in vocational education?" A review of literature shows that there is great need for research in this area. However, a few studies have been done and all point to the existence of a large area of commonality among the vocational fields. This area of commonality crosses subject matter boundaries in all facets of the curriculum-learning experiences and aids, means of evaluation, content, and objectives.

An objective that is common to all areas of vocational education is "to prepare persons for and enable them to progress in socially useful occupations." Some people state it differently as, "to develop salable skills." In discussing salable skills, one must keep in mind not only occupational trends such as the decrease in unskilled workers, the increase in clerical and white-collar workers, the increase in service and cosmetic occupations, but also high and increasing rate of job mobility.

The concept of a trial occupation, short-term exploratory job commitments with numerous job shifts, holds for the graduates of vocational education programs as well as it does for persons entering the labor market without the benefit of vocational education. If persons now entering the labor force can expect, because of technological advances and their concomitant effects upon occupations, to work in at least three different occupations in the course of their lifetime, then there exists a situation that requires the redefinition of salable skills. Thus occupations should no longer be viewed in terms of specific jobs or job trends in a certain geographical area.

Many of the attitudes towards work which appear to be directed by labor trends are in sharp contrast to our Puritan values. In the past, these values dictated that we respect hard work and not pleasure-seeking. Work is still an acceptable activity, even though it requires a new definition with advanced machines and sources of power doing most of what used to be called work, but pleasure is no longer degraded, and frivolity with its aspects of conspicuous consumption may even be acceptable. A need for a new interpretation of what is acceptable human activity seems to be quite evident.

Historically, working man committed himself to a specific occupation at a very early age. As industrialization progressed this age was postponed. The time may well be at hand when there is no longer any

need to commit oneself to a specific occupation at any time. Perhaps there is needed commitment to understanding the changes that are taking place and will continue to take place in the societal structure in order to develop the attitudes, understandings, values, and fundamental skills common to a variety of occupations which will not only permit, but will promote the progress of industry, the job mobility of persons, and the redefinition of work role.

Since the beginning of vocational education as a public school enterprise, there has been a constant increase in the number of offerings. This proliferation is being accelerated daily. Are there areas of overlap in course content to justify a common offering? In light of previous statements, it follows that everyone preparing for gainful employment must acquire realistic attitudes towards work, job mobility, and his or her role in the family as well as in society.

There is considerable evidence to support the proposition that personality and attitudes contribute to employability as much, if not more, than specific skills and knowledges related to a given position. If this is the case, then vocational education must commit itself to developing positive attitudes toward work and an understanding of the highly advanced technical society. This can be proposed as a basic commonality in vocational education. It does not differ among the discrete areas into which vocational education is currently divided.

Another area which permits common instruction in vocational education is the physical sciences. The search for commonalities in the physical sciences for vocational education is predicated upon the acceptance of the foregoing comments in regard to the changing occupational structure and its impact on the individual. Important also is the assumption that the men who are most qualified to perform jobs are able to understand the scientific basis upon which the jobs are founded.

Schill¹ in "Commonalities in Vocational Education" suggests considering three hypothetical jobs related to agricultural education, home economics, and industrial education. The jobs are concerned with the testing of hybrid seeds in agriculture, large-scale food preparation in home economics, and the use of electronic components in industrial education.

Schill suggests that the study of heat energy is one of the physical science topics commonly needed. He believes that it is readily apparent that all three of the positions mentioned are concerned with the source of heat energy, the transformation of the various forms of other energy into heat energy, the conductivity of a variety of materials, the convection of heat through air circulation, and the radiation of heat.

¹W. J. Schill. Commonalities in vocational education. Paper presented at Home Economics Conference, May, 1963, published in *A New Look at the Vocational Purposes of Home Economics Education*.

The home economics student preparing for a job in a cafeteria, catering service, or the food preparation facilities of a public institution has need to know about heat energy. Its sources and intensity are fundamental in food preparation. Conductivity, radiation, and convection are basic concepts applicable to the preservation and preparation of food. There are additional concepts that are essential when we consider the newer forms of food preparation such as infra-red light. Even though the student preparing for an industrial position in electronics has no need for preserving food, the concepts of heat are equally applicable. He must be able to understand the relationship among other sources of energy and heat. Furthermore, he must consider conductivity, radiation, and convection in planning for dissipation of heat to avoid component damage. In a similar way, the student enrolled in an agricultural education class will need to be conversant with these terms and learn how to apply them in the testing of hybrid seeds.

Additionally, a number of topics which are unique to employment education are common to all fields of vocational education. A list of commonalities in vocational education is reported by Donna Van Camp in the *Illinois Teacher*, Vol. VIII, No. 1.² A few examples of these commonalities in vocational education include (1) the social security act, (2) evaluating the employer, the company, and the job opportunity, (3) retirement plans, (4) working conditions, and (5) attitudes towards employment.

The definition of commonalities is a problem area in the vocational and technical field. There is a great deal yet to be done in terms of identifying the unique aspects of each area of vocational education and what is common to all. Need for systematic study in this area is apparent. It is a certainty that many more common knowledges in the area of the physical sciences would be revealed through further research.

²D. Van Camp. Commonalities in vocational education. *Illinois Teacher*, 1964-65, 8 (1), 23-32.

SUGGESTIONS FOR THE COOPERATIVE EXTENSION SERVICE AND THE SCHOOL
FOR HOME ECONOMICS WAGE-EARNING PROGRAMS

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"It is important that students become fully functioning individuals in a position to contribute to the development of society."¹ We in the home economics profession are in key positions with a vast store of and access to knowledge and skills appropriate to meeting a part of this great challenge for both adults and youth.

Two major "businesses" striving to educate people in the field of home economics are the school and the Cooperative Extension Service. This latter service has personnel in each county and is an arm of the state land grant colleges established for the purpose of helping people to help themselves through agriculture, home economics, and related areas.²

Cooperation of Community in Wage-Earning Programs

Although wage-earning programs are being established in many schools, it must be kept in mind that, at the present time, all youth are not being reached through these programs. More will be assisted in career exposure and occupational experiences if the school and other community groups and individuals will work together.

Objectives of such cooperation should be:

1. Expose youth to career opportunities.
2. Help youth determine which careers are of most interest to them within their range of capabilities.
3. Give many youth opportunities for experiences in job training.
4. Fully utilize community persons and facilities for successful job experiences for youth.

¹A. J. Knorr. *Handbook for Home Economics Curriculum Developers and Users*. Phoenix, Arizona: Arizona State Department of Vocational Education, 1967, p. 1.

²Extension Service in Agriculture and Home Economics. *Handbook for County Agriculture and Home Economics Extension Advisers*. Urbana, Ill.: University of Illinois, p. 8.

5. Provide adequate publicity of cooperative career exposure and wage-earning endeavors for understanding by the public.

Similar objectives would also apply to cooperative endeavors directed toward adults needing assistance with wage-earning. It should be kept in mind that all youth can benefit from such programs and not just low income or academically poor students. Cooperation among professional home economists, as well as among those in other professions, provides for more adequate use of knowledge, abilities, materials, and other resources for the good of society as a whole. Of particular importance is the direction of resources toward the preparation of girls and women for the dual role of homemaker and wage-earner.

Present Contributions of Cooperative Extension Service in Wage-Earning

Although the Vocational Education Act of 1963 delegates much of the responsibility for vocational training to formal school programs, home economists in the Cooperative Extension Service have also made contributions toward possible job employment.

Contributions at the Adult Level

In many areas workshops and training programs have been held for low income families. Subject matter emphasis may differ but aspects of meal preparation, nutrition, and clothing as well as money management, housekeeping practices, health, safety, and family relationships are usually taught. These special programs are found to be much more successful when cooperation is obtained from other individuals and organizations such as the Department of Public Aid; Public Health Department; area resource development committees; technical action panels; Office of Economic Opportunity; hotel, motel, and restaurant associations, etc.; and colleges and schools in the area. Home economics Extension units, church groups, ministers, local businessmen, and others also give assistance. Not to be overlooked is the publicity obtained through the media of newspaper, radio, and television.

As a result of the training received in one county in Illinois, 22 out of 55 women found employment by the end of such a homemaker's workshop course. Development of potential for employment was only one of the goals. It was found that attitudes changed and a number of participants wanted to be retrained for employment. Some gained sufficient incentive and self-confidence to enroll in specific wage-earning courses available in the community.³

In a metropolitan area the county Extension adviser conducted a

³M. Nuttall. Extension Service and other agencies cooperate in a new program for low-income families. *Illinois Research*, Fall, 1963, 14-15.

workshop on housekeeping techniques followed by on-the-job supervision for maid service. Less than one year later the county Department of Public Aid reported over \$8,300 in financial savings as a result of the motivation supplied to the twelve women completing the course. Among low income families, middle class standards are not known; fear and ignorance must be recognized and overcome, sometimes with respect to even so much as using the telephone and riding public transportation.⁴

One program of mass involvement and training included the Chicago and Illinois Restaurant Association, University of Illinois Cooperative Extension Service, a health department, tourism and recreation councils, and Southern Illinois University. Four hundred and thirty seven or over 80 percent of the restaurant personnel in a four-county area were trained. High school students who hoped to work in food handling during the summer were encouraged to attend afternoon sessions.⁵

The Cooperative Extension Service home economics county personnel and state specialists are also assisting with wage-earning in other ways. Through Extension group lessons, special interest county-wide lessons, workshops, and individual consultations, particularly in the clothing construction area, women are frequently given sufficient assistance to earn as a result of skills learned. Indirect assistance may also be given through specialist's training of a group of home economics teachers or organization personnel.

An idea which may work in other localities comes from the state of North Carolina. This was a cooperative venture between the Office of Economic Opportunity and the Cooperative Extension Service. As a community project in a low-income neighborhood, they set up a model home, sprucing it up inside and out and furnishing it within a limited budget. Observation and participation in activities such as housecleaning methods, painting, furniture selection and renovation, making draperies, etc., could result in sufficient knowledge and skills for possible job employment.⁶

Contributions to Youth

Presently exposure to the wage-earning world for youth, reached through the Cooperative Extension Service in Illinois, is based on career opportunities as learned through the 4-H club program. A

⁴E. Schmidt. *Working with Culturally Deprived Low Income Women*. Springfield, Ill.: Sangamon County Cooperative Extension Service, University of Illinois, College of Agriculture, Oct., 1965, 5 pp. (Mimeographed)

⁵H. A. Cate. Better, safer food service--it's everybody's business. *Extension Service Review*, September, 1966, 37 (9), 12-13.

⁶J. R. Christensen. Imitation--key to better living. *Extension Service Review*, January, 1968, 39 (1), 12-13.

brochure entitled "Exploring Careers" offers an excellent guide for self-analysis of interests and abilities, related possible careers, and an investigation of selected occupations with suggestions toward preparation. Further reading, guest speakers, individual interviews, and club tours for learning about careers are encouraged.⁷

Other means through which the Cooperative Extension Service provides opportunities for career exposure by youth include: informal personal contacts by Extension personnel; Extension sponsored Career Days; personnel participation in school or other agency sponsored Career Days; speakers provided for school programs; career brochures distributed to school guidance counselors and students; 4-H community, county, and state programs, and camps.

The Neighborhood Youth Corps program, as part of the Economic Opportunity Act of 1964, gives valuable work experiences for youth of low-income families. A summer program and a school year program have trained 97 young men and women during the past year as Extension aides in agriculture, home economics, youth work, and clerical work under county Extension personnel guidance in Illinois.⁸

Another possibility leading to a career is the 4-H Peace Corps. Former 4-H Club, FFA, or FHA members with farm experience (men) and home economics experience (women) may be accepted into a 4-H Peace Corps Project where they receive intensive training for service in other countries. Upon completion of their two years, volunteers should be well qualified for other jobs.⁹

The Cooperative Extension Service in several states has made direct contributions toward expanding employment opportunities for youth. Schools, short courses, and 4-H projects teach young people what they need to know to work in tourist resorts, hotels, motels, etc. More intensive training than regular 4-H projects at 4-H training centers provides other opportunities. Setting up employment in a particular trade before enrolling youth in a project to study for the trade has also been part of an experimental program.¹⁰ A learn-to-earn

⁷Extension Service in Agriculture and Home Economics. *Exploring Careers--A Guide for Illinois 4-H Club Members*. (No. 4-H 142) Urbana, Illinois: University of Illinois, 12 pp.

⁸F. A. Painter. Project Director of Neighborhood Youth Corps. Youth Corps Work Training Project No. R-4-7096, sponsored by Cooperative Extension Service, University of Illinois, July 1968.

⁹National 4-H Club Foundation, 4-H Peace Corps Projects. *Put Yourself in This Picture*. Washington, D.C.: National 4-H Club Foundation, 4 pp.

¹⁰J. Banning. *Work of the Cooperative Extension Service in Expanding Employment or Other Income-Earning Opportunities for Youth*. Washington, D.C.: Federal Extension Service, U.S. Department of Agriculture, April 1962, 3 pp. (Mimeographed)

program provided a half day work experience for Junior 4-H leaders in a business establishment, with school guidance counselors providing preliminary discussion on dress and conduct.¹¹

Cooperation of Home Economics Educators

The previous discussion on ways in which home economists in the Cooperative Extension Service are contributing toward possible job employment in home economics related areas may present ideas for use in schools and communities. Following are some possibilities:

1. *Working together on joint career exploration programs to reach all students.* Examples: (1) a one day learn-to-earn work experience for sophomores with school preparation and follow-up discussion; (2) panel presentation program(s) by employers in town to discuss jobs in the community, attitudes, and skills needed, what an employer expects from an employee, etc. Perhaps one program could be done with home economics related occupations only, preferably during the school day when there is a "captive" audience. Parents should be invited as their role in career guidance cannot be overlooked. Youth need assistance with self-analysis and career exposure prior to selection of a job experience. Utilize the school guidance counselor.

2. *Working together on joint career awareness projects.* For example--window displays in local stores and/or posters on home economics career possibilities.

3. *Sharing material and equipment for lessons and programs which can save time, energy, and money.* Sharing outlines, publications, and illustrative materials can save home economists time as well as office help. Artistic talent can also be shared. Equipment from other sources for cooperative endeavors might be shared and perhaps purchased jointly. A school or other education center may have a closed circuit television which could tape Cooperative Extension Service specialist training programs for replay for professionals not able to attend the sessions.

4. *Working together for correlation of programs for timely, concentrated coverage, and publicity.* For instance, if a school home economics wage-earning program emphasizes training as a housekeeping aide, the adult Cooperative Extension Service program might correlate the lesson "Housekeeping Made Easier."

5. *Using school facilities by cooperating agencies for wage-earning workshops and training programs.* Programs must be correlated with the school program and available facilities. The school home economics department and cafeteria facilities could be used for adult training programs as well as perhaps exposing younger 4-H'ers to the

¹¹E. B. Winner. *Progress in Career Exploration*. Washington, D.C.: Federal Extension Service, U.S. Department of Agriculture, April 1962, 3 pp. (Mimeographed)

world of some home economics occupations through guided tours of these facilities. Appropriate exhibits could also be on display and demonstrations be given to persons on tour or at an open house.

6. *Exchanging and sharing of trained persons and their clientele.* Professional persons or those that have been trained in wage-earning classes could present appropriate talks, demonstrations, and/or films to school classes, 4-H clubs, adult groups, etc. These presentations could be about career exposure or specific home economics knowledge and skills. Reaching beyond the home economics field, the school industrial arts class might build a house and the home economics educators furnish it by using girls in a non-cooperative wage-earning program or possibly an adult group or 4-H room improvement club.

In order to apply these and the following suggestions, initially home economists in a given community will want to meet to correlate their programs and resources. Such persons would include all home economics teachers regardless of whether financed programs are in operation; the county Cooperative Extension Service home economics advisers; and possibly other home economics trained women, whether working outside the home or not, who may make contributions. Those most concerned --the school teacher(s) and county adviser(s) will want to do some preliminary planning and decision making for the particular community.

A more direct line of communication may be found between Cooperative Extension Service state subject matter specialists and county advisers. Thus much up-to-date information could also be forwarded to home economics teachers for their use. Extension lesson outlines and publications could be forwarded, especially those known to be needed by the teachers in their programs.

When Extension specialists come into the county for training schools and special programs, teachers need to be informed in advance. Some subjects may be of particular help to a teacher who may desire more training in an area and wish to attend the training meeting or send a representative. Some suggestions might be in the areas of sanitation, safety, grooming, housekeeping. The county adviser may also be willing to share her strong background of knowledge and her resource materials on subjects (money management, determining whether a wife should work, etc.) as a guest speaker at a school class session.

An awareness and understanding of school and Extension home economics programs, as well as the agenda and calendar schedule, need to be shared. This could be done by regular contacts through meetings, letters, and telephone calls. The Extension adviser or representative could be asked to serve on the school advisory committee. A teacher or qualified representative could explain the wage-earning program to Extension groups at annual meetings, Extension unit meetings, 4-H leader banquets, and other functions.

The importance of the understanding and cooperation of adults in the wage-earning emphasis cannot be overlooked since tax money is used. The Extension Service can work together with the school in this

endeavor. When school personnel talk to Extension groups on the subject, publicity in newspapers, radio, and television can be promoted.

Since the school does not have much direct contact for educating parents, the Extension Service could give assistance. The desire for "glamour" jobs by most girls excludes from their consideration some home economics occupations such as housekeeping aide. It is felt that this attitude is promoted by parents and other adults who do not realize the extent of the knowledge and skills required to do a job well. Extension contacts with adults and youth can do much to upgrade the level of such positions in our society.

The county Cooperative Extension Service through its personnel, home economics council, and other contacts may help by serving as a clearing house for job placement in some communities. Extension personnel may be in a position to know of persons who desire to hire help for the home. Thus a service to place such names on a list could be handled through the county office. Those seeking jobs could contact the office for sources of potential employment. The school could also take advantage of this service for wage-earning program employer contacts.

4-H Project Career Exposure Suggestions

Since two of the objectives of the 4-H program are to help young people (1) gain new knowledge, skills, and attitudes through real-life experiences, and (2) explore career opportunities, perhaps more emphasis should be given to firsthand actual experiences for wage-earning.¹² Realizing that 40 percent of all women work outside the home today and that this figure will continue to rise, all educators and parents should be concerned with providing youth with vocational guidance and experiences in wage-earning, especially since many employers are requiring previous job experience. In many cases, it is helpful for a person also to be trained in a second skill in order to have a "job in his pocket" which may need to be used temporarily until circumstances change.

4-H projects such as baby sitting, clothing construction, electricity, automotive, horse and pony, dog care and training, home grounds improvement, etc., provide training to make youth more employable. A Careers Opportunity section, with suggestions for preparation for various occupations and learning more about careers, could be incorporated within existing 4-H programs. The Careers Opportunity section might list careers related to each 4-H project along with brief job descriptions. Suggestions for preparation would tend to encourage school attendance, care in course selections, a good school record, and a desire for graduation. Information on general requirements for advanced study or training could be included. The vocational aspects of extracurricular

¹²Extension Service in Agriculture and Home Economics. *Illinois 4-H Club Leader's Guide*. (No. 4-H 19, rev.) Urbana, Ill.: University of Illinois, October 1964, p. 3.

activities and hobbies could also be explored. In order to learn more about the careers, interviews, field trips to appropriate businesses, and work experiences should be recommended. Suggestions for club and/or family role playing should be provided; observation, discussion, and evaluation questions should be included. Supplementary reading and film references would be beneficial.

A 4-H club leader's guide for helping youth develop a good attitude toward work, a sense of responsibility, and the ability to relate knowledge and skills to a work experience is suggested. Leaders also need to have suggestions for evaluation of work related experiences. County advisers and leaders will need to be trained to think and work toward more emphasis on career exploration activities.

4-H Project Work Experience Suggestions

Since research shows the need to start career explorations as early as the fourth grade, the Cooperative Extension Service through the 4-H club program may often reach youth at a younger age than home economics teachers in school. Perhaps the role of Extension, in order to reach more youth, is to promote an after-school enrichment program with some teacher cooperation and utilization of school facilities. Other capable individuals and community facilities could also be of service. When emphasis reaches career exploration and job experience, there are many possibilities. It is an advantage to have work experience before high school graduation so that future employment will be easier to obtain. The length and type of such experience may need to be analyzed before incorporating into a specific 4-H project.

It must be kept in mind that there may be some youth involved with 4-H as well as school wage-earning programs. However, most are likely to be in one or the other. Most present 4-H'ers are between nine and fourteen years of age and will not be able to work on a job except perhaps as a one-day experience. Many could participate in individual, family, or club money-making activities in order to gain some personally involved experiences with the business world. Older youth may want to form a career exploration club of their own.

Home economics subject matter areas only are used for the following suggestions for work experiences in 4-H projects.

Child Care

Visit, observe, then help in a pre-school or Sunday school nursery or day care center.

Care for younger family members.

Care for other children.

Help with children in a park program.

Help with children in a hospital.

Help with a mentally retarded class.

Make toys and sell as an individual or club activity.

Set up a toy repair service--individual or club.

Work as sales clerk for children's toys, books.

Clothing

Learn clothing construction and alteration techniques in a 4-H club or after-school enrichment program--learn to use heavy-duty sewing machines, if available.
Make doll clothes--sewing and knitting--and sell as an individual or club activity.
Sew and/or knit articles for a church bazaar, children's home, school program, or club money-making activity.
Help mother with clothing alterations.
Help mother with laundry and ironing.
Establish a club or individual clothing care service.
Visit, observe, then work in clothing factory, or as a sales girl or alteration assistant in clothing store, fabric shop.
Work in dry-cleaning establishment or laundry.

Food and Nutrition

Learn and practice skills in food preparation in a 4-H club or after school enrichment program--practice more at home.
Practice different types of table service with family at home.
Practice ordering from a variety of menus at a club meeting.
Practice taking orders from a variety of menus at a club meeting.
Practice waitress techniques for family at home or club occasion.
Work as a waitress or assistant to waitress in restaurant.
Help with 4-H sponsored barbecue, food stands.
Visit school cafeteria to learn about kitchen tool and equipment identification, use, cleaning, care, and storage.
Prepare basic foods under adequate supervision in school cafeteria during school day or after-school enrichment program--the latter food may be frozen for later special occasion to gain waitress experience.
Work in restaurant, hospital, or camp kitchen.
Clean refrigerator and range properly.
Work as grocery store checker, storeroom worker.
Work in canning, candy, or other food factory.
Work in store that sells cooking equipment.
Establish a club or individual meal service for shut-ins or box lunch service.
Establish a club or individual food preparation service--specialize in candy, cookies, etc.
Raise home garden and sell fresh or preserved food.

Room Improvement

Learn to make table covers, curtains, draperies, flower arrangements, etc., in a 4-H club or after-school enrichment program.
Make or assist with making draperies, bedspreads, furniture refinishing, etc., at home, neighbors', or school.
As an individual or club, make and sell table covers, curtains, draperies, pictures and frames, slip covers, rugs, pillows, dried flower arrangements by order.

Establish a corsage making business using fresh or artificial flowers.

Establish a furniture refinishing business.

Work in a florist shop, hardware, china, or furniture store.

Work with an interior designer.

In addition, all 4-H project areas will want to include suggestions for practicing job interviews; using a cash register; adding tax and giving money; role playing of employer-employee, co-worker, and employee-customer relationships.

Observation, discussion, and evaluation questions would include:

What types of jobs are available at the establishment you visited or where you worked?

What education or training is needed for the jobs you observed?

What are advantages of each job observed or experienced? Disadvantages?

What job(s) would be suited to you? Why?¹³

We as youth leaders must maintain flexibility in our role. Since specific employment needs of the future are difficult to project, we cannot hope to prepare each person for his life's career. Because of the flexibility of jobs in our world of change, we can only attempt to broaden horizons of the greatest numbers of youth. Teaching understanding and cooperation, developing self-confidence and abilities, and learning basic techniques for skills will help us to prepare better citizens for the future.¹⁴

Although each situation will determine specifically how home economists operate, it is hoped that this article has presented some ideas and suggestions for cooperation to help prepare more persons for working in home economics jobs of present concern and with abilities for future adjustment.

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STUDENTS I HAVE KNOWN . . .

by

Elizabeth Simpson

Twelve

Reed-slim and wholly innocent of curves
she sat before me,
one of twenty,
not quite yet a teen.
Yesterday she brought her doll to school
for me to see
and we spoke of a new dress that
one might make from scraps.

Today, I saw her dreaming
in my classroom.
She was miles away;
her eyes remote viewed distant stars.
She bent, small body
disappeared beneath the table.
I dropped a paper, curious to see --
heartbreaking sight of child,
almost a woman:
*she was busily fingering perfume
behind her ears and to the nape of neck.*

Illinois Teacher is grateful to the photographers for their creative interpretations of these poems.



Gretch

She cried in my arms --
Tears at fourteen can be so bitter
when one finds the world unfeeling
and heartless and
one's view is
strengthened and
daily confirmed.
She cried that she was unloved
and unwanted and plain.

Two years passed and one day
ahead of me on a crowded city street
the familiar, emaciated body
enveloped in black rayon,
teetering on high heels --
Gretch. She saw me and ran
to show her ring.
Sixteen now - she was married,
she said, and happy.
I sighed and hoped it was so.
Sixteen - Gretch.
She had quit school.
She will bear children
and carry them proudly in her
emaciated body and talk
with them with such thoughts as
she carries in her narrow head.
What of her children, dear God?
What of her children's children?
What of the country, what of the world,
What of Gretch?



Goldie

I am haunted still
by the Madonna-face in
the sophomore class
of that evil school
on the hill.

Goldie, bright mind
overlooked, unchallenged
by a dull curriculum
and prejudiced faculty,
living in poverty,
seeking much more.

Later, her letters
almost poetic
told me her life:
husband and babies,
hopes and dreams,
wonder of partial fulfillment.

*Goldie, oh, Goldie,
why did we fail you?
Surely we failed
you and your babies
and others who
might have been warmed
by your light.*



Some of the
most beautiful
flowers in the
world are the
flowers of the
heart.

Verne Turpin

To a Graduate Student

Is this the world --
or just a fragment of time
with meaning for that fragment alone?

Is the voice sharp in criticism
God's voice?
or merely that of man
not infallible in judgment?

Not in one moment or in
one act alone
is a man measured
nor does he find his worth,
but in the myriad of moments
and acts that make a life.

One paper thing is just that --
important, yes;
still, just a paper thing.



WANTED: TEACHING TESTIMONIALS

A home economics student recently approached a staff member and asked, rather sheepishly, if she had a book on the "joys and satisfactions of teaching." The dejected looking girl said she could see the problems, difficulties, and frustrations and needed something to counter with.

This incident has prompted an informal search for authentic testimonials concerning the intangible rewards in teaching. *Illinois Teacher* solicits readers' contributions which may be compiled for later publication.

Won't you share with us in a brief statement the joys and satisfactions *you* have personally experienced as a teacher? Your words may help some disillusioned young person to renew faith in the profession.

JOYS AND SATISFACTIONS OF TEACHING

Contributor: _____
(please print)

Address: _____

Mail to:

Illinois Teacher
342 Education Building
University of Illinois
Urbana, Illinois 61801



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Winter 1968-69

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PERSONAL · HOME AND FAMILY · EMPLOYMENT

ACTION AND INNOVATION

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HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS

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FOREWORD

This issue of *Illinois Teacher* is devoted primarily to helping teachers understand and work effectively with persons who occupy the bottom rungs of the American socio-economic ladder. Whether they are labeled "the poor," "minorities," "the lower class," "the culturally deprived," "the disadvantaged," or "persons with special needs," it remains that their welfare has become a major concern. Meeting their educational needs is a nation-wide problem of vast proportions and a direct challenge to home economics educators. Here is a mandate for action and innovation.

The article by Reba Davis describes a basic self-help program and demonstrates "communication where the cutting edge of society is honed to nitty gritty." Through some touching, revealing, and authentic statements of inner-city adult learners, she shows how auditory cues expose real educational needs which, in turn, form a basis for curriculum decisions.

Another approach to understanding this socio-economic group is taken by Connie Sasse. She examines some of the literature related to value orientations and suggests ways in which teachers might handle differences among their students.

The stories developed by Betty Gipson, as a result of her research on legal problems of low-income families, may provide teachers with realistic and meaningful classroom learning experiences. These dramatic episodes may be duplicated and used in many different learning situations.

The article on teaching strategies by Hazel Spitze explores ways to use such problem-solving techniques in improving students' ability to think.

--Bessie Hackett
Editor

COMMUNICATION WITH FAMILIES HAVING SPECIAL NEEDS

"Can you hear me? Do you know what I am saying?"

Reba Davis
Research Assistant
Division of Home Economics Education
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Urbana, Illinois



Mrs. Davis is a recent recipient of the National Association of Extension Home Economists Fellowship. She is presently studying for a Doctor of Education Degree in Home Economics Education.

We thought we heard the voice from the inner city family with special needs say:

I want to know
want to grow
want and need to grow a self which
can know respect long enough to
grow self-respect
want to learn some skills that will
make my life more bearable.

Home Economists have responded to *Can you hear me? Do you know what I am saying?* from family after family across the world.

The plea arose from a densely populated high-rise housing world where the author worked for several years.* It is difficult to visualize the variety of needs which abound in this world of 3,700 people, 640 families--living in four buildings which occupy about three blocks, along with an elementary school. Suburbia sometimes houses this number of families on 64 blocks with ten families per block.

It never occurred to us that we could fail to respond to the needs that were so apparent; so we wrote some objectives--for families involved to:

- see themselves as managers of their resources and relationships within their environment
- begin to take some steps to achieve efficiency in the use of their human and material resources
- see themselves as members of a larger society
- begin to take effective steps to participate in molding their surroundings
- see themselves as people worthy of whatever effort it takes to develop into active, responsible citizenship
- see the Family Center as *one source* of educational offerings which would assist them in learning skills needed to become participants in the larger society

With these goals in mind, we asked the Public Housing Authority for a teaching space among the people to develop a program of family education. Family Center evolved in a 4-bedroom apartment. Armed with a shoe-string budget, we, like our neighbors, had to make-do in many instances. Listening with a *second ear*, at a closer range, we heard the voice again, "Can you hear me? Do you know what I am saying?"

WE HEARD:

"If you want *me* to learn to manage my human and material resources, help me discover *some* to manage where the decisions are not *always* adventures in futility!"

"I'd like to believe that learning things can help me improve my situation. Can you show me that it will? Can you do it in such a way that I will feel safe to have this new learning and put it to work in my life? If you can't, don't hurt me any more with your false promises."

*The exact location and agency connection are omitted for protection of families involved in the experimental demonstration.

"Can you help me and my family begin to believe in each other and our neighbors? Can you help us enough--just enough to put us on our own two feet? We don't expect to stay *here* if you can help us find a better way."

G O O D! We thought, we have just the bag of tools to do the job. We have a broad base of principles, knowledge, and skills in

Foods and Nutrition,
Clothing,
Home Management,
Family Life,
House and Surroundings,
Leadership Development,
And related subjects.

A N D we will be sure the people themselves chart the course of action through the flow-chart: "Improvement in the lives of Individuals and Families." (See Appendix.) Fine! We've read all the research we can find; we know that all you have to do is begin where people are and help them go where they (not we) want to go. We know what "people" are like--so on we go.

Thank God we listened with a *third ear*. "Can you *hear* me? Don't you know *what* I am saying?"

WE HEARD: There are some unknowns! To hear them and know how to make the unknowns work *with* you (us) and not *against* you (us) may make the difference between just another program and a meaningful human experience!

We discovered a body of unknowns; beautiful, meaningful unknowns! Then we were able to think . . .

I DON'T KNOW FOR SURE

--what you need to hear

--what you need to know

--what you want to do

--how you see things and feel about what you see

--whether you can walk with me

--whether we will meet again!

I DON'T KNOW FOR SURE

--whether I can say what you need to hear

--whether I know what you want to know

--whether skills I have can help you do what you want to do

--whether I can see things and feel about them the way you do

--whether I can walk with you in a meaningful way
--whether you will want us to meet again!

But when we don't know, and know that we don't know--isn't this a beautiful body of meaningful knowledge?

Let's add one more set:

I DON'T KNOW FOR SURE

--what you can say that I need to hear
--what you know that I want to know
--whether you have skills that can help me do what I want to do
--whether you can see things and feel about them the way I do
--whether you can walk with me in a meaningful way
--whether we will meet again!

Perceived difference in *unknown* and *knowable* did make a difference. We call this communication process: "Linking Lives across Chasms of Human Needs." It was through linking lives that positive motivational force for learning seemed to evolve. Feelings of mutual trust and freedom to express needs and interest formed the foundations. Application of solid home economics principles, skills, and knowledges to problems of people was the follow through.

The process of responding to people, linking lives, concerns us most. It is being able to *hear* problems, then sift through knowledge for appropriate teaching-learning approaches.

Communication where the cutting edge of society is honed to "nitty gritty" reminds us "the teacher is the learner."

Linking lives is relevant to formation of accurate other-concepts. Jourard¹ describes the process of formulating accurate other-concepts as ". . . this crucial step of hypothesis-testing that even a trained scientist overlooks in his perception of people Other-concepts probably enjoy the unique advantage of being the last of the theories which an individual will test, much less abandon." In other words, it is easier to believe what I hear and read about "these people" than to risk walking into a tentative unknown situation and discover humanness at first hand.

Jeffers² in *Living Poor* offers a participant observer's vantage

¹S. M. Jourard. *Personal Adjustment*. New York: Macmillan, 1963, pp. 320-321.

²C. Jeffers. *Living Poor*. Ann Arbor, Michigan, 1967, p. 121.

view into life in a public housing project. She says, "Poverty, more often than not, does not foster niceties of language any more than it fosters the development of social graces. The problem is not one of having to speak a different language, but of being willing and able to listen to what is said and to respond with respect and sincerity."

Our educational programs *clicked* when they moved through the linking-lives communication process. Programs tried other ways moved less well or not at all.

THROUGH SENSORY EVALUATORS (eyes and ears) we watched and listened for growth (changed or reinforced behavior patterns reflecting objectives). *Periodic glimpses* into the programming processes follow. To help you hear them, a brief introduction to selected program participants is given.

A woman with a husband and 8 children living in the same building: Her obesity impairs physical mobility. It took almost a year for her to muster courage to come to the Center. She came because a neighbor kept asking her to join us. These neighbors had helped each other a long time before the Center was opened. These glimpses cover a three-month time period.

. . . Here I am, 40 years old, I can't read or write much, I ain't never been able to learn nothing. Mama always told me to get on out of the way--you're too stupid to learn anything anyway! I'd like to learn to sew. Mrs. Jones said you'd help me learn? The lady that made my clothes gave me her old machine when she went to work. I tried to use it, but it broke. Can you help me get it fixed? I'll pay for the part if you can help me find which one. I sure can't buy nothing big enough to fit me at the store.

. . . She had me sewing on them papers nearly all day, I couldn't do nothing with my foot or hold the paper right with my hands. I certainly couldn't sew a straight line or a curved one either.

. . . Yes, I'm wearing a dress I made. I call myself "Glamour-Puss" when I look in the mirror.

. . . I'm excited. I've been excited all day; it don't feel like it did when I had a heart attack. . . . Do you really think it might be 'cause I'm learning. . . . Susie has to have a slacks suit for Saturday, I'll make it in these two days. . . . Yes, I have to go to the clinic tomorrow, so I can't come down; but I'll go vote while I'm out, then I'll have to rest. I do seem to get around better now and get more work done around home too! The kids don't worry me quite as bad. . . . I dreamed last night that I was making a white wedding dress for Mrs. Kennedy. I didn't know why she was going to all that trouble since she'd been married before. It sure was hard keeping the dress tail clean.

. . . No, I can't help with the programs for the kids; I need help too bad myself. Yes, I will come down and be there for the movies when the kids come. If they laugh at me 'cause I'm fat, I guess they just don't know better!

. . . When I walked across the street today, two men sure looked at me. I wiggled my hips a little and just walked on like I didn't see them.

. . . Yeh, Charlotte's going to Headstart this summer, and she'll have some nice dresses to wear every day. Won't you have fun at Headstart, Charlotte? Yeh, she likes to come down here and play with the toys. She talks more too!

. . . You know I used to think about eating all the time! I just couldn't seem to think of nothing else. I'm getting a little better though. Now I can think about sewing and the good times we have here at the Center. I can't hardly wait until time to come on Tuesdays.

. . . There ain't really no use in trying to cook no good food when nobody appreciates good food anyhow. . . . Do you think my kids could learn to appreciate good food? Do you really think my kids might learn better at school if they had breakfast first?

. . . My ole man is good about bringing money home. He wants me to dress nice. He's glad I'm getting out and coming down here. He says I don't holler as much anymore. . . . Yes, this is the best thing that ever happened to me in my whole life. . . . (Can you hear me? Do you know what I'm saying?) I can learn, ain't that nice? I've learned a helluva lot at this Center!

One of the first cooperators from another building: She had worked with us in another building before the Center opened. These glimpses span a year.

. . . Yeh, let's do reupholstery. I want to make my living-room look nice so the girls will bring their boyfriends home instead of being ashamed to. I sure want them to finish high school without no babies so they won't be hemmed up like I was so early. I want them to get a good education so they can make a good living for themselves. . . . This reupholstery really is hard work, but it's nice to get out of the house and be with some other ladies. . . . Don't it look nice! I didn't believe I could do it! You know I sent that picture of the couch to my mother, and she said she didn't believe I really did it! Yes, lots of peoples have been to see my furniture. They thought it was real nice and wondered whether they might come to the Center, too. . . . Mr. Sam wants me to do a chair for him. He'll buy all the stuff and me a set of tools. Can you check with me to see that it's going together

all right? That money will make our Christmas! . . . Sally would like to work this summer. Do you know where she might get a job? She has to have some kind of work that won't interfere with our aid. She needs some money to buy some things for her senior year in high school Yeh, she's working with some kids over at Headstart. She likes it, she really tells some funny stories about what those kids say. . . . Yeh, I buy Food Stamps. They sure do help. Sometimes you can sell a book to somebody going to the grocery store anyway when the kids just have to have shoes or something. . . . I try to buy something for treats every once in a while. I do want them to know what apples and oranges and candy and things are. . . . Yeh, I'd take a job if I could find one that paid more than I'm getting. They say I ought to be ashamed not to have a job; but I am sick a lot and when you can't work, you don't get no check, and it's too much red tape to get back on aid again. Besides, I gotta watch after these kids. Yeh, their daddy and I divorced long ago. . . . Sally is pregnant. Don't tell nobody; we ain't telling it yet. Yeh, I thought I'd die when I found out about it. I've done talked with my caseworker, and Sally's going to that special school. Yeh, she's gonna finish high school. She will keep the baby, and I'll take care of it while she finishes school. Then she's gotta get a job and support the baby. I told my kids how not to have a baby; and if they had to have their sex, to just let me know they wanted something to keep them from getting caught. What else can you do? She's made her bed hard, and she'll just have to sleep in it. No, we ain't gonna make 'em get married. That wouldn't work either. . . . No, I can't come to the Center much anymore, not for a while. I have to stay near the telephone just in case. That poor kid may be scared to death when it happens. Yeh, I've tried to help her not to be afraid. . . . I don't know what I'd do if this Center wasn't here, so I could blow off some of this steam. (Can you hear me? Do you know what I'm saying?) Sometimes the problems are just too much!

A young woman, infrequent participant: We do not know how she found us, but she did. We think it may have been from direct mail attempts.

. . . I woke up in the middle of the night. I didn't know why I was awake, but when I looked up there was a gun pointed at my head and a big man standing with his hand over my mouth. I thought about the six kids asleep in the house and I didn't scream. It was hard not to scream, but I didn't know what else to do. I didn't want him to hurt the kids. (Can you hear me? Do you know what I am saying?) I had to go in the living room and submit to rape without making any noise. He didn't want my money. I didn't have much anyway. He left pretty soon. I couldn't see which way he went. I thought he lived in the building. I couldn't see him well, but I believe I'd recognize him again. (Can you hear me? Do you know what

I am saying?) I had to leave those kids and go use a telephone to call the police. I didn't know which way he went. Would he be on the porch, or in the elevator or somewhere on my way to the phone? I was terrified, but I had to report this to the police. Don't tell any of these people; you know how they gossip. My kids won't even know. Yes, I went over to County and they don't think I could be pregnant this soon after my menstrual period. (Can you hear me? Do you know what I am saying?) I'm afraid to walk around with my head up. I'm afraid I'll see him, and I know I'd scream right there. And the police say I have to identify him. I know that's necessary for them, but it sure is hard on me! . . . I don't know when I'll finish that chair Something keeps happening all the time CAN YOU HEAR ME? DO YOU KNOW WHAT I'M SAYING? I'm glad you don't make me feel worse by saying I have to get it out of here at a certain time!

The teacher-leader-counselor who works with families with special needs can expect more than a two-way stretch to concepts like home, family, right, wrong, ADC, Food Stamps, Public Welfare, politics, simple, complex, properness, and humanness. For many of us, there have *not* been sufficient, real-life experiences to enable us to sincerely empathize with the numbers and kinds of problems some families handle daily.

The teacher-leader-counselor who attempts to change behavior (eating, particularly) may expect firm resistance unless a non-direct approach is used. Parents (significant adults) teach basic behavior to their young. It is tough to learn "the best homemaker (mother, father, significant adult) I know" might have had access to less education than you (teacher-leader-counselor). "Please help me understand that it was *lack* of knowledge. *My parents did the best they knew!*" They often had so many storms of life that *what they did know* for sure became inaccessible through *dulled* awareness. Rekindling awareness can often restore in idle mind or a too busy mind to seek what is important.

The teacher-leader-counselor who can learn to place himself among people, as a tool to be used in their development, can learn the joy of working *with* people rather than working in spite of people. Learning to share the load seems harder than learning to carry the load alone. Perhaps, through the practice of humanness, sharing the load is learnable.

Sharing the load is beautiful when students, teachers, parents, children, agencies, and organizations can know and say, "We did the best we knew!"

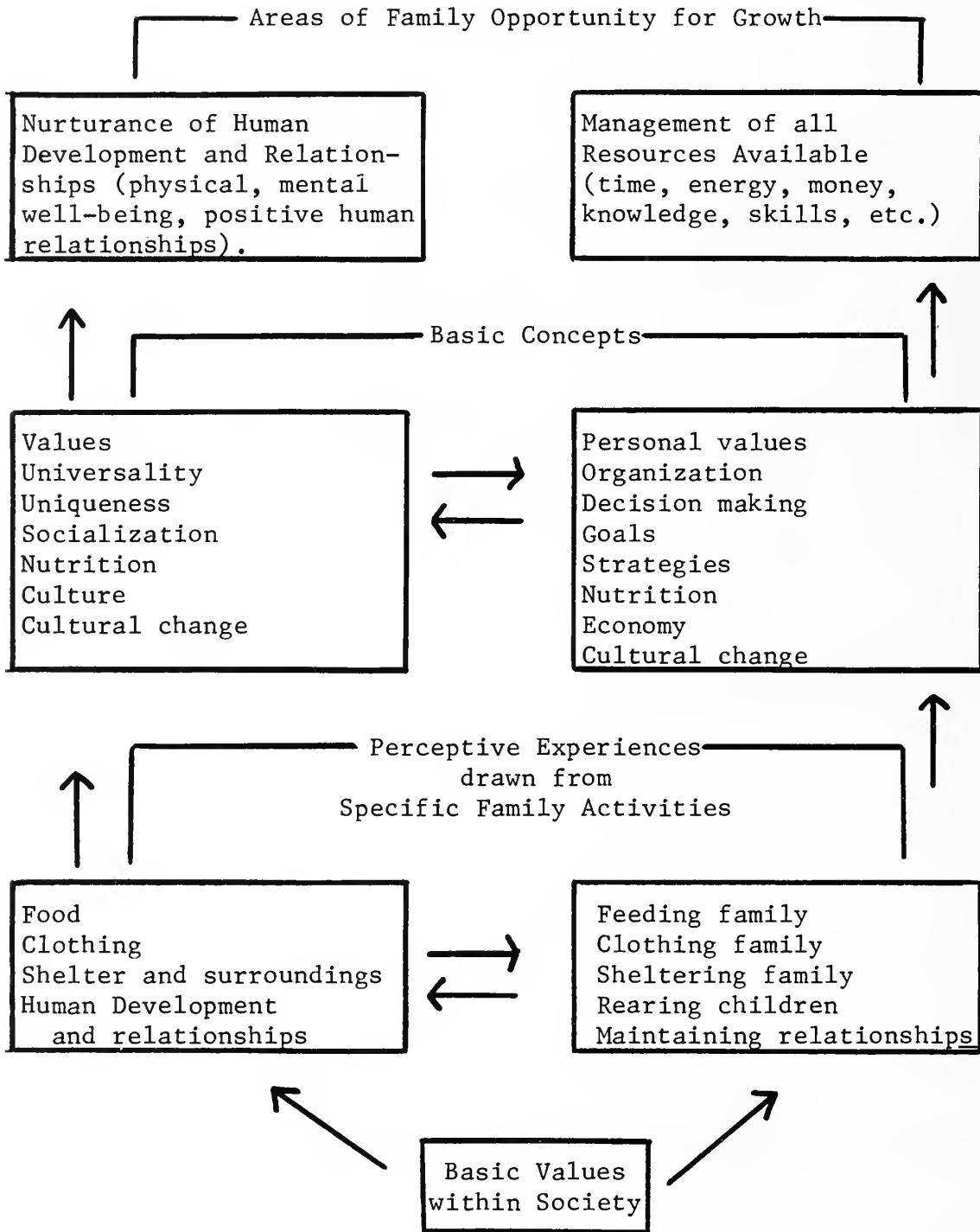
One cooperator expressed for us all: "It doesn't matter whether you are black or white or blue or green. What does matter is people-to-people. This has been hard for us to understand."

Some major implications for educators from this experimental demonstration are summarized briefly:

1. We (teacher-leaders) can afford to fail, admit it, and quickly retrench. We need to take a positive approach in using funds, time, and personnel to accomplish objectives within our limitations.
2. We must develop the capacity to think in terms of unknowns.
3. We must learn and use the best human relations skills we can find and experience "humanness" at first hand.
4. We must believe that human beings want to plan for the happiness of those they love. (Some need help in developing the capacity to love.)
5. We must recognize that educators can make substantial contributions to a total approach. They can join or initiate other groups--at many levels--N O W. Who leads and who follows is not important. What is important is that *we go, TOGETHER.*

APPENDIX

IMPROVEMENT IN THE LIVES OF INDIVIDUALS AND FAMILIES*



*Modified from unpublished materials. Prepared by: Gertrude Chittenden (Kansas), Bernadine Peterson (Wisconsin), and Phyllis Lowe (Indiana).

THE VALUE ORIENTATION OF THE LOWER SOCIO-ECONOMIC CLASS
WITH SOME IMPLICATIONS FOR TEACHERS

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In the current national focus on poverty and poverty-stricken people, there is a flood of literature dealing with descriptions of poverty and what it is like to be poor. Many of these descriptive tracts contain lists of characteristics which can be used in identifying the "disadvantaged," the current popular label for those in the lowest socio-economic and cultural segment of our population. From these lists of characteristics, implications for educators have been drawn, and suggestions have been made to improve techniques for reaching students who exhibit these characteristics. One example of this type of analysis is the identification of the characteristic that disadvantaged students have a physical, concrete learning style; and an appropriate learning experience to use to capitalize on this characteristic would be role playing.

However, few examples in the literature give any type of value listing or framework of values which might explain the lists of characteristics and help us see beyond overt behaviors and characteristics to the beliefs which are causal factors in these behaviors. For whenever people behave according to their standards of what *ought* to be done, whenever they act according to what they believe is right,

proper, decent or moral, they are expressing their values.¹

Even a brief look at the professional literature concerning the value orientation of the lower class quickly illustrates that while the great mass of the American people have only recently been made aware of the extent of poverty in our affluent society, the lower class has been of interest to the sociologist for many years. Since much of the basic sociological research in values has been done in comparative studies on different social class levels, the group being reported on will be referred to as the "lower class." Lower class, in this case, refers to those living at or under the level of the United States Government poverty index of \$3,000 yearly for a family of four. Although economic poverty is not the only attribute which contributes to placement in the lower class, it is a major factor, and for expediency will be considered the determining one.

NATURE OF VALUES

Technically speaking, values are constructs in the mind of the scientific observer that summarize the general principles used by his subjects to guide their behavior. The more abstract the constructs, the more useful they tend to be, for then they explain a whole set of separate actions that otherwise might seem unrelated. In order to emphasize the abstract nature of the key values that lie behind many actions, the term "value orientation" is used.² There are usually two aspects of value orientation: the aspect of *ought* (value) and the aspect of *is* (existential beliefs about reality).

Values are studied by two basic processes. One method is to ask subjects what they believe is right and proper. The second method consists of observing and making inductive assumptions about the values that seem to be important motivators of the subjects' behavior.

The Class Concept

A brief overview of the total class structure in America may help bring some perspective to the topic of the lower class. Kahl,³ in *The American Class Structure*, identifies five social classes and the percentage of persons in each:

¹J. A. Kahl. *The American Class Structure*. New York: Rinehart, 1959, p. 185.

²*Ibid.*

³*Ibid.*, p. 187.

CLASS STRUCTURE AND COMPOSITION

| | |
|--------------------|------------|
| Upper Class | 1% |
| Upper Middle Class | 9% |
| Lower Middle Class | 40% |
| Working Class | 40% |
| Lower Class | <u>10%</u> |
| | 100% |

These figures are from the mid 1950's and thus are somewhat out of date, although they are valuable in overviewing the total American population. Current analyses on poverty report approximately 20% of the population as being considered below the poverty index. However, from Kahl's description of categories, it can be assumed that many of the working class people in his classification would fall below the \$3,000 poverty line, and as such would also be referred to as lower class. These class types are theoretical groupings, for in practical terms there is much overlap between classes.

Upper Class

The basic value of the upper class seems to be *gracious living*. The upper class are recognized as being superior in wealth, power, social interaction, and status. Money seems to be less intrinsically important, as it is taken for granted. The important thing is the manner in which it is spent to uphold the traditions of graceful living.

Upper Middle Class

The central value orientation of the upper middle class is *career*. The husband's career is the central social fact for the entire family. Public behavior and reputation are two of the upper middle classes' main concerns, for these factors, contributed to by the entire family, have very pronounced effects on the husband's career.

Lower Middle Class

Lower middle class people occupy a central position in the status structure. They hold jobs that generally do not lead upward so that the upper middle class orientation to careers is not meaningful to them. Instead, their primary emphasis is on the *respectability* of their jobs and their *life styles*, for they see respectability as the factor which lifts them above the shiftless workers. Aspects of the value orientation toward respectability are shown in the emphasis on education, as well as the strength of religion in this social class. Home ownership is valued as a way of proving stability and family solidarity.

Working Class

The ordinary working class man is a semi-skilled factory worker. He generally has no special skill, but drifts from job to job as the labor market shifts, and may easily move between the working class and the lower class in times of economic stress. His basic value orientation is to *get by*.

In semi-skilled work the spread of pay from job to job is small, often as little as 10¢ to 15¢ per hour from the lowest to the highest paid jobs on the assembly line. A man with 20 years experience and seniority thus earns little more than the most recent addition to the factory payroll. There is not much point in working hard to get somewhere, for there is no place to go.⁴

To the working class man, a job is simply a means to an end, a salary, as contrasted to the upper middle class value placed on a career. The working class man does not expect to enjoy his work or to be interested in it, and this plus his constant movement between jobs tends to produce an alienation from work.

Lower Class

Apathy

Lower class reactions to being at the bottom of the social and economic class structure and their feelings of degradation in the eyes of more respectable persons cause a feeling of fatalism--they know that they are down and out and that there is little point in trying to improve, as they see so many odds against them. While they may express the desire to better themselves, their major value orientation seems to be *apathy*. Admitting that a characterization of apathy as the *one* main value orientation of the lower class is indeed gross oversimplification; the belief that life is unpatterned, and thus uncontrollable, pervades the life style of the lower class.

Inconsistencies

It is perhaps in the lower class that there is the greatest discrepancy between *expressed values* and *observed values*. With the prevalence of mass media today, it is not surprising that lower class persons basically seek and value the same things as other Americans. While the poor do have a more modest absolute standard of achievement than do those who are better off, they want relatively more improvement in their condition.⁵ However, many of the poor regard these standards as luxuries appropriate only to those who can afford them. Therefore, it is possible, without too much discomfort, to behave as if these

⁴*Ibid.*, p. 206.

⁵L. M. Ireland (Ed.) *Low Income Life Styles*. Washington, D.C.: USGPO, 1966, p. 5.

standards did not exist and at the same time to prefer these standards to one's own behavior.⁶

Security

An outgrowth of the lower class value orientation of apathy is the desire for *security*. Coping with instability threats becomes a dominant activity.⁷ Lower class men identified security (a job they could be absolutely sure of keeping) as the most valued characteristic a job could possess.⁸ Lower class working men generally show limited desire to become foreman, partly as a result of the economic insecurity resulting from the loss of job seniority in case of a lay-off.⁹

This quest for security is perhaps even more explicitly demonstrated in interpersonal relationship patterns. During the course of growing up, the lower class person builds up a network of interdependent relationships. The standardized response to economic pressure is not saving and hard work, but helping one another. There is no shame or loss of respectability in this dependence, for everyone expects to be in the same situation from time to time.¹⁰ Having built up this set of more or less bridging relationships, the lower class person is less prone to suffer their attenuation for the sake of new ties and commitments. For men, prospects in the world of work are not sufficiently optimistic to permit turning one's back on any relationship that might provide some cushion against insecurity.¹¹ For women, the uncertainties of married life make keeping open this network of relationships an *insurance* and sometimes a *necessity* for survival. Thus security for the lower class person lies in a close circle of people he can trust, people whose obligations are to him as a person, and not as an incumbent of a functionally specific role.¹²

⁶E. Herzog. Some assumptions about the poor. *Social Service Review*, 1963, 37, p. 395.

⁷S. M. Miller and F. Riessman. The working class subculture: a new view. *Social Problems*, 1961, 9, p. 91.

⁸R. Centers. *The Psychology of Social Class*. Princeton, N.J.: Princeton University Press, 1949, p. 158.

⁹Miller and Riessman, *op. cit.*, p. 92.

¹⁰Kahl, *op. cit.*, p. 214.

¹¹A. K. Cohen and H. Hodges. Characteristics of the lower blue collar class. *Social Problems*, 1963, 10, p. 307.

¹²*Ibid.*, p. 324.

Education

Longly and loudly espoused as a basic American value, education is a necessary part of achieving the American dream. The lower class attitude toward education, particularly, illustrates the ambivalence referred to previously. It has been reported that 65 percent of lower class parents will say they want a college education for their children.¹³ Lower class white mothers had higher educational aspirations for their children than did the fathers.¹⁴ Among Negroes, 80 percent at all levels expressed a desire for college.¹⁵ Gottlieb,¹⁶ in his study of Job Corps boys found that among both Negro and Caucasian youth, parents were for the most part supportive of the academic efforts of their children. Negro parents were more likely than Caucasian parents to match their interest with involvement. Only one-fourth of the parents were reported to have been indifferent or in opposition to the educational interests of their children.

There are other environmental factors influencing lower class students to value education. Turner found that these students had high ambitions and placed emphasis on education when the family breadwinner's education was high for his occupation and when the education of the mother exceeded that of the father.¹⁷ The level of the mother's education was found in another study to be more influential on high school boys' educational aspirations than any other factor.¹⁸

Another strong independent variable, related to the valuation of education, is the expectation perceived from a "friend of the same age."¹⁹ A student is more likely to expect to attend college, to have a strong desire to go to college when he does expect to go, to want to go when he does not expect to go, and actually to attend when his best

¹³R. R. Bell. Lower class Negro mothers' aspirations for their children. *Social Forces*, 1965, 43, p. 498.

¹⁴W. S. Bennett and N. P. Gist. Class and family influence on student aspirations. *Social Forces*, 1964, 43, p. 170.

¹⁵D. Gottlieb. Goal aspirations and goal fulfillments: differences between deprived and affluent American adolescents. *American Journal of Orthopsychiatry*, 1964, 34, p. 935.

¹⁶*Ibid.*, p. 120

¹⁷R. Turner. Some family determinants of ambition. *Sociology and Social Research*, 1962, 26, p. 410.

¹⁸A. B. Wilson. Residential segregation of social class and aspirations of high school boys. *American Sociological Review*, 1959, 24, p. 841.

¹⁹R. E. Herriott. Some social determinants of educational aspiration. *Harvard Educational Review*, 1963, 33, p. 171.

friend *does* rather than *does not* plan to go to college.²⁰

Another factor, affecting valuation of education and college attendance, is the class population of the high school the student attends. High achievers are less likely to wish to go to college if attending a working or lower class school, and, conversely, low achievers are more likely to want to go to college if they attend a middle class school.²¹

Schools and the possibility of college are viewed and valued solely as *steps to jobs*. Students are not interested in the subtle pleasures learning can afford, and none crave intellectual understanding for its own sake. The lower class emphasis in its valuing of education is *diplomas*, not learning.²²

The difference between the valuing of education in the middle class and in the lower class is not so much a difference in desire, but rather in the *attitudes* that parents (and it often follows, their children) have that the educational goals can be attained.²³ Although there is a desire to go to college on the part of many Negro youth, expectations are fairly low in terms of occupational placement. First, Negroes are less likely to have money for education. Secondly, youth perceive that the more "elite" professions are not open to them. Thirdly, due to more restricted and confined backgrounds, they are less likely to have contact with role models representing a broad range of professional occupations.²⁴ Even a highly talented youth is not sure what he can do with a college diploma, and he may fear the disruption of his familial, community, and peer group security.²⁵

In the previously mentioned study on Job Corps boys, drop-outs who expressed a positive value for education, were questioned on their reasons for dropping out. The most important reason given was that the respondents felt that there was no agreement between their future goals and what they had experienced in school. The lack of clarity as to their future roles minimized the students' chances of making some firm

²⁰C. N. Alexander and E. O. Campbell. Peer influences on adolescent educational aspirations and attainments. *American Sociological Review*, 1964, 29, p. 575.

²¹Wilson, *op. cit.*, p. 843.

²²Kahl, *op. cit.*, p. 285.

²³M. Weiner and W. Murray. Another look at the culturally deprived and their levels of aspiration. *Journal of Educational Sociology*, 1963, 36, p. 319.

²⁴Gottlieb, *op. cit.*, pp. 935-36.

²⁵Miller and Riessman, *op. cit.*, p. 92.

association between what occurred in the school and some end goals. In addition, even though they might have had a specific occupation in mind, these youths lacked knowledge as to what in the formal educational process is required for vocational success. Although they recognized the importance of education, they did not know how to evaluate the various components of the educational process.²⁶

Escape

The unsatisfactory measure of lower class life promotes enjoyment and valuing of the opportunity to escape routines and pressures of day-to-day existence. Spectator sports, television, and visiting are acceptable ways to get away from unpleasant realities.

Excitement

Another component in lower class living is the appreciation of *excitement*, of moving out of the hum-drum. The consumership of workers, the desire for new goods, whether television sets or cars, is part of this excitement or pleasure dimension.²⁷

In studying delinquent boys, Matza and Sykes found that delinquents are deeply immersed in a restless search for excitement. They create hazards in a deliberate attempt to manufacture excitement. The aggression of delinquents is also seen as another aspect of the excitement-pleasure value. The delinquent indulges in verbal and physical assaults, giving vent to his basic hostility, his hatred, and his urge to destroy.²⁸

One interesting insight into the source of these values in delinquents is explained by Matza and Sykes.²⁹ The emphasis on daring and adventure, the rejection of the prosaic discipline of work, the taste for luxury and conspicuous consumption, and the respect paid to manhood (demonstrated through force)--all these aspects of the lower class delinquent find a prototype in a sardonic picture of a leisured elite. What is *not* familiar is the mode of expression of these values. The quality of the values is obscured by their context.

²⁶D. Gottlieb. Poor youth do want to be middle class, but it's not easy. *Personnel and Guidance Journal*, 1967, 46, pp. 121-22.

²⁷Miller and Reissman, *op. cit.*, p. 94.

²⁸D. Matza and G. M. Sykes. Juvenile delinquency and subterranean values. *American Sociological Review*, 1961, 26, p. 713.

²⁹*Ibid.*

Matriarchal Patterns

A dominant value in the family life of lower class families is that of a strong mother-child relationship. This mother-child relationship is regarded by some as the strongest and most enduring family tie in the lower class. A recent study of lower class women in Philadelphia illustrates the greater significance attached to the role of mother as opposed to that of wife. Specifically, the women were asked: "If you could only be a wife or mother (but not both) which would you choose?" The majority of women chose the mother's role.³⁰

This emphasis on the mother-child relationship stems in part from the quality of the husband-wife relationship. From courtship through marriage there is a pattern of relative emotional isolation between the spouses. The partners cling to the security of the old friendship and kinship ties rather than reorganize to make each partner comfortable in moving in one network.³¹ Lower class men and women are likely to see themselves as opposed to each other and belonging to quite different worlds.³²

From this lack of satisfaction in marriage, women turn to the role of mother as a source of emotional gratification. The mother-child relationship is also made more important due to the prevalence of the female-based household. It has been estimated that between 25 percent and 40 percent of the child-rearing units in urban slum areas are of this type. Associated with this household type is a marriage pattern in which the woman has a succession of marriage partners in her procreative years.³³ The need for love and the desire for children lead some women into this pattern of serial monogamy.

This emphasis on the mother-child relationship also causes a lessening of the stigma attached to having an illegitimate child; for in the lower class cultural milieu, illegitimacy is not devalued to the extent that it is elsewhere.

Living Conditions

Obviously, this discussion has not exhausted those values that *the lower class* persons cherish. The Job Corps boys interviewed desired to live in nice communities, in a nice home, with a nice yard. Their dream residential setting included a play area for children. Many of these youths stressed the importance of raising their children in a

³⁰Irelan, *op. cit.*, p. 20.

³¹*Ibid.*, p. 16.

³²Herzog, *op. cit.*, p. 399.

³³W. B. Miller. Implications of urban lower-class culture for social work. *Social Service Review*, 1959, 33, p. 225.

neighborhood where they would be safe and isolated from a delinquent influence.³⁴ Parents who are poor want and prefer better clothing, food, and shelter. They desire a level or flow of money income that will enable them, not only to get or achieve these things themselves, but that will also reduce their continuing vulnerability to little lacks, to poverty, and to other contingencies.³⁵

Problems in Orientation

There are, perhaps, three middle class value orientations that appear to be overtly missing in lower class life and which tend to hinder lower class individuals in adjusting to middle class school and occupational situations.

1. One obvious difference is in orientation to *time*. Middle class individuals tend to be "future oriented," whether they are saving for a rainy day or studying for an upcoming examination. Lower class individuals have been characterized as "present oriented," caring only about the here-and-now, with little concern for the future. Hand in hand with this is the middle class concept of delayed *gratification* with lower class individuals seeking immediate gratification. This characteristic lack of concern for time and future has been identified as a natural outgrowth of the "hand to mouth" life style of the lower class.

Jeffers,³⁶ however, believes that the presumed inability of some poor parents to delay gratification is less a matter of weak will, limited self-control, insufficient stamina, or lower class norms than it is a matter of realistic and rational responses to chronic uncertainty, of conditioned reflexes related to constant vulnerability to the big and little contingencies of poverty. She believes these aspects of behavior among the poor are better characterized as "contingency oriented" rather than "present oriented."

2. The second difference in value orientation concerns *health*. People who have little money, no savings, and scant hope for improving their finances are not likely to spend money to insure perfect health. They consider themselves "healthy" as long as they are able to keep working and bringing in the little money they can earn.³⁷

The health status of the individual influences his ability to perform. Children who are anemic, tired, or ill cannot concentrate or

³⁴D. Gottlieb. Poor youth do want to be middle class, but it's not easy. *Personnel and Guidance Journal*, 1967, 46, p. 119.

³⁵C. Jeffers. *Living Poor*. Ann Arbor, Michigan: Ann Arbor Publishers, 1967, p. iv.

³⁶*Ibid.*

³⁷Irean, *op cit.*, p. 57.

perform well in the classroom. Adults on the job who are not in good health also perform on a less efficient level and, in addition, are vulnerable to accidents when working with machinery.

3. The third value orientation which the lower class individuals tend not to exhibit is *organization*. Organization is an important value in many middle class activities, yet lower class individuals generally do not exhibit this characteristic. One possible explanation is that lower class people do not see the *need* for management and organization; in addition, they often lack resources to organize.

Need Fulfillment

An important facet of the *Theory of Self-Actualization* developed by Maslow³⁸ gives some insight into the prevalence of certain values over others in lower class culture. He postulates a *hierarchy of needs* through which each person grows toward the goal of self-actualization. The hierarchy includes a sequence of physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization needs. Only as a person is at least partially gratified at a lower level need is a higher need able to emerge.³⁹ Thus a person with unmet physiological needs is primarily concerned with the gratification of these needs; he has less concern with meeting safety needs and still less interest in the gratification of the needs above safety in the hierarchical structure.

Since much of lower class life is a struggle for food, shelter, and the other physiological necessities, Maslow's theory provides a basis for understanding why lower class people appear to show little interest in such needs as esteem. The need for esteem may be important, but it pales beside the all-consuming need for food. In some individuals who have been chronically deprived of need gratification, the desire to grow and move upward in the hierarchy appears to be permanently deadened or lowered. A man who has experienced chronic unemployment may be satisfied for the remainder of his life if he can get enough food.⁴⁰

Value Gap

A basic problem faced by members of the lower class is that they are structurally in a position that makes it exceedingly difficult for them to attain the cultural goals of the society by legitimate means. There is a wide value gap. Therefore, great pressures toward deviation are exerted upon the lower class strata.⁴¹

³⁸A. H. Maslow. *Motivation and Personality*, New York: Harper, 1954.

³⁹*Ibid.*, p. 83.

⁴⁰*Ibid.*, p. 98.

⁴¹H. Rodman. The lower class value stretch. *Social Forces*, 1963, 42, p. 208.

Hyman Rodman⁴² has developed a concept called the "lower class value stretch" to help bridge the gap between the stated values of the lower class and the values that their actions would appear to reveal. By the value stretch, Rodman means that the lower class person, without abandoning the general values of the society, develops an alternative set of values. Without abandoning the value placed on success, such as high educational and occupational attainment and high income, he stretches the value so that smaller degrees of success are also acceptable. While retaining the values of marriage and legitimate childbirth, the lower class person stretches these values so that a non-legal union and illegitimate children are also acceptable.

Thus while holding to the values of the dominant society, the lower class has "stretched" these values so that they are more meaningful to the realities of lower class living. During the course of face-to-face, day-to-day living, lower class people come to tolerate and sometimes evaluate favorably certain deviations from middle class values.⁴³ Once the lower class value stretch has been developed, the lower class person is in a better position to adapt to his circumstances because he has a wider range of values with which to operate.⁴⁴

While some middle class individuals find this value stretch difficult to accept in place of the more "stable" middle class values, it is important to realize that most individuals have a dual set of values--those by which they live, and those they cherish as best. A middle class man may vigorously lecture his son about lying, but he may also brag about "fixing" up his income tax form.⁴⁵

SOME IMPLICATIONS FOR TEACHERS

It would seem to the author that the concept of the lower class value stretch could be very useful to teachers. It provides insight into why individuals may say they espouse one value, while acting in a manner which would seem contradictory. It also illustrates that built into the lower class value system are those values which middle class teachers generally consider important. The difficult task which teachers face is to help students "stretch" the gap in order to succeed in the middle class oriented school.

Supportive Responsibilities

Two functions that the teacher can fill for the lower class

⁴²*Ibid.*, p. 209.

⁴³*Ibid.*

⁴⁴*Ibid.*, p. 214.

⁴⁵Herzog, *op. cit.*, p. 395.

student are those of *role model* and *supportive counselor*. When students depart most from the expected patterns of behavior, such as lower class high achievers or upper class low achievers, support from teachers and guidance counselors is needed.⁴⁶ Lower class high achievers need constant support from adults in the school system, even through their college years.⁴⁷

There seems to be a lack of adult referents who have the ability to aid the lower class students in clarifying goals and assisting in the attainment of these goals.⁴⁸ Values change slowly and usually through complex incentives, including the emulation of models. In this respect the teacher is as important in character building as he is in teaching his subjects.⁴⁹

In the realm of educational aspiration, it is a feeling of "reachableness" or "within my grasp" which differentiates the children who are in the lower socio-economic status from those in higher social classes.⁵⁰ Teachers can help parents and children learn to feel that they can reach higher levels of aspiration. These parents and their children must see that many among their group do, in fact, go on to higher levels of accomplishment.⁵¹

Value Study as a Means of Changing Affective Behavior

Changing values by talking about them in the classroom is a high goal and a difficult one for teachers. One approach to changing values would be to launch a program to identify the specific values and skills that are necessary for survival in the economic world and to explore how these values may help in the future without threatening or violating the primary values of family and community.⁵²

The ability to adopt certain middle class values in order to achieve certain practical ends, while still retaining roots in and

⁴⁶D. Gottlieb. Social class, achievement, and the college going experience. *School Review*, 1962, 70, p. 277.

⁴⁷*Ibid.*, p. 280.

⁴⁸D. Gottlieb. Poor youth do want to be middle class, but it's not easy. *Personnel and Guidance Journal*, 1967, 46, p. 122.

⁴⁹J. D. Lohman. Expose, don't impose. *National Education Association Journal*, 1966, 55, p. 24.

⁵⁰Weiner and Murray, *op. cit.*, p. 320.

⁵¹*Ibid.*

⁵²Lohman, *op. cit.*, p. 24.

identification within the original subculture, can be compared to owning and wearing different kinds of clothes. Just as we wear sport clothes for sports or informal events and formal clothes at other times, so too do we have different values and actions for different purposes.⁵³

Values which could be handled in this way include supplementation of verbal skills by the teacher in socially acceptable forms of gesture and communication; for example, one needs to look directly at a teacher or future employer in order to convey sincerity. Promptness and reliability can be taught in the same way. Lower class students generally are not aware of the importance of promptness and keeping appointments.

Teachers can help students find ways of bolstering their self-image through conventional outlets. Flamboyant dress may lift self-esteem but may not be acceptable at school or on the job.

Other differences can be handled on this same basis: some things are necessary for the student to know for his own benefit and not because the school is attempting to displace his "inferior" way of life with its "superior" one.

Understanding the Learner

A thoughtful teacher will recognize that a student's value orientation has a direct effect on his motivation and learning behavior. The more teachers can learn about the values which their students hold, the more effectively they can plan for activities which will be meaningful and relevant to the students and which will help the students achieve the goals to which they aspire.

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⁵³*Ibid.*, p. 26.

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TEACHING STRATEGIES TO PROMOTE THINKING

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How does a teacher decide what techniques or methods or strategies to use on a given day? Hopefully, she has quite a repertoire at her command: discovery methods, work experience, case studies and stories, discussion and brainstorming, writing and other creative expression, laboratory and demonstration, student presentation and group work, interview and debate, project and field trip, displays and exhibits, role playing and dramatization, experimentation and projective techniques, testing and supervised study, recitation and lecture.

What criteria does she use to choose among her alternatives? Her skill with each one may influence her, but let us hope that she has skill enough in all of them to enable her to use other criteria for choice. Since variety adds interest, she certainly will not choose the same one or few all the time.

Perhaps she would ask herself these questions in making her choice:

- (1) What are the needs of my students? Which methods or strategies seem to keep them interested? Which ones make sense to them?
- (2) Do some methods fit the content to be taught better than others?
- (3) What are my objectives, both general and specific, both long range and short run? Do some methods further these objectives and others hinder them?
- (4) Which methods will enable each of my students to experience success?
- (5) Which ones will help each of my students to find learning enjoyable?
- (6) Which methods or strategies will enable each of my students to see usefulness in their learning?
- (7) Which ones will develop independence in my students?
- (8) Which ones will develop skills of inquiry, promote thinking, and help each of my students to "experience the delight of discovering intellectual relationships," to use Bruner's phrase?

One thing should be very clear. The teacher does not choose a method for a given day until after she has objectives clearly in mind and has chosen her content (that is, the general factual relationships needed) to meet these objectives. One of the objectives of almost every day's activity, will be to help the students, all of them, to develop the ability to think. If the central purpose of American education is, as the NEA Educational Policies Commission has said, the development of the ability to think, we cannot relegate this to an occasional "lesson."

What causes people to think? From John Dewey to William H. Burton, from philosophers and educators for many decades, we hear the answer: They have a problem to solve. Something is not quite right, and the person feels a need to make it right. Problems may take many forms, but they must be real to the learner if they are to stimulate and encourage learning. Actual problems from his own life situation are best; a poor second, but sometimes the only possible alternative at school, are "created" problems which seem real enough to the student for him to accept for solution.

One example of a "created" problem is that of a person in a story, novel, case situation, or play. If the student can identify with the character he reads or hears about and sees his problem as plausible, he may be interested in trying to solve it. In another article in this issue of the *Illinois Teacher* (see p. 139) we find four such plays (or they can be read as stories) in which characters have problems requiring legal assistance. These problems are common among low income families but may occur in any family. The plays or stories might be very useful in teaching high school or adult classes. It might stimulate more thinking if the story is interrupted one or more times while listeners try to find solutions to the problems, since the characters do find solutions at the end. Students might enjoy comparing their own solutions with those in the stories.

Problems that students accept as real enough to work on, and thus to be encouraged to think and learn, may, according to Burton,¹ be of any of the following forms:

- (1) To find an answer, or to explain, discover, or verify something
- (2) To determine what to do in a given situation
- (3) To determine goals, attitudes, or policies to guide future actions or to choose between goals or policies already formulated
- (4) To determine the validity of conclusions, beliefs, or opinions expressed by others or to give reasons for supporting one's own expressed belief
- (5) To create something new
- (6) To draw logical inferences from accepted statements
- (7) To make value judgments in ethical and aesthetic fields.

¹W. H. Burton, R. B. Kimball, and R. L. Wing. *Education for Effective Thinking*. New York: Appleton-Century-Crofts, 1960, p. 30.

Can you think of any other forms? Another way of stating some of the above would be: To make a decision--if the consequences of the decision make a difference to the student. As Hullfish and Smith² remind us, "A problem is always a personal affair The simple fact is that individuals become involved in only those problems they accept to solve." At another point they say that ". . . thinking is the term used to name the activity of creating, using, and testing of meaning."

What has meaning for your students? Would the same things have meaning for your students as for mine? Can the same curriculum guide serve us both? Perhaps it can if it is flexible enough and if you and I are both wise enough to keep our own students in mind as we choose from it.

What decisions do our students have to make? What do they feel the need to explain, discover, or verify? What answers do they seek because they want to know? What beliefs do they wish to test? What value judgments must they make? What do they need to create? We must find answers to these questions if we are to choose teaching strategies which help them learn to think.

Some students or groups of students have, with teacher guidance but not coercion, decided to create something to publish. This may be only for their own class or club or high school, but it is still a creation and can be highly motivating and require much thought. These publications may include a Baby Sitters' Handbook, a Code for Teenagers and Their Parents, The XYZ High School Book of Manners, a book of poems and stories for the children they will have in their nursery school, a Dating Manual, Advice for the Bride, a Good Eating Guide for the Expectant Mother, Shopping for Credit in Our Town, or a host of others.

Other "creations" may include an "agreement I would sign with my dealer if I bought something on installment" which the creators later compare with real conditional sales contracts; or an agreement between a landlord and a renter which they later compare with legal lease forms; or a law needed to protect consumers from fraud; or labels for garments they have made--the possibilities are limitless.

Students may also find it necessary to think--and enjoy the process--when they engage in creating plans for displays at the county fair or in store windows, designs for clothing or for bulletin boards, menus for the school cafeteria, posters to publicize a school activity, kitchen rearrangements to increase efficiency, dramatizations to illustrate principles of family relationships, toys that help little children learn, and so on ad infinitum. Their imaginations can add to the list of creations needed.

Sometimes students accept the problems of others as important enough to stimulate thinking and to seek solutions. One 4-H group in South Carolina did a great deal of thinking and learning when they took

²H. G. Hullfish and P. G. Smith. *Reflective Thinking: The Method of Education*. New York: Dodd, Mead and Co., 1961, pp. 107, 81.

as a project the helping of a destitute family, under the guidance of their adult leader. This project, which included menu planning, rewriting recipes in simple language, providing needed food, visiting the family and giving Christmas presents, and the like, was reported in *Nutrition News*, October 1968 (National Dairy Council). Every community has people who need help, and those who help them are also helped by them.

When students make decisions, solve problems, *think*, they are usually choosing from alternatives. Bruner³ says that "since learning and problem solving depend upon the exploration of alternatives, instruction must facilitate and regulate the exploration of alternatives on the part of the learner." Students must be able to generate alternatives, to weigh, analyze, and evaluate alternatives, to choose among them and to judge the validity of the choice. Experience is needed to develop these abilities. To continue from Bruner, "There are three aspects to the exploration of alternatives, each of them related to the regulation of search behavior. They can be described in shorthand terms as activation, maintenance, and direction. To put it another way, exploration of alternatives requires something to get it started, something to keep it going, and something to keep it from being random."⁴ Too much uncertainty can be frustrating to a student and cause him to give up because he sees no hope of success, but some uncertainty, some problem situation is needed to start the "thinking wheels" turning.

Students can be taught to improve their ability to think, to inquire, to solve problems independently. One example of research in support of this assertion is the work of Suchman. He felt that traditional teaching methods frequently "get in the way of thinking" and that methods can and should be devised to improve the quality of children's thinking. In a procedure which he called "inquiry training," he helped upper elementary students develop "more autonomous, productive, and disciplined verbal problem-solving behavior" while they learned some principles of physics.⁵ He believed that the skills of data collection and organization and of inductive reasoning must be taught as a basis for productive inquiry and that the processes should take precedence over content in the curriculum.

Inquiry training can be done in home economics classes, too. Suchman's procedure was to demonstrate some principle, usually with a short film, and then to ask the students to explain it. They could ask any question which could be answered with Yes or No, and they could

³J. S. Bruner. *Toward a Theory of Instruction*. Cambridge, Mass.: Harvard University Press, 1966, p. 43.

⁴*Ibid.*

⁵J. R. Suchman. Inquiry training: teaching children skills and strategies for productive thinking in science. Paper presented at the 1960 annual meeting of the American Psychological Association, 1960.

continue their questioning as long as they got a Yes answer. Students were urged to formulate theories and to test them with appropriate questions (Figure out why you think it happened and ask questions to see if you are right).

In home economics we could demonstrate meat cookery and ask why the meat became tough, or cream of tomato soup and ask why the milk curdled, or white sauce and ask why it lumped. We could demonstrate a garment that did not hang right and ask why, or a process in two different kitchens and ask why it took longer in one than in the other. We could show a laundered garment and ask why it had shrunk or a stored one and ask why it had holes in it, or discoloration or spots? Suchman discovered that physical science was easier than social science as a vehicle for inquiry training, but he did succeed in demonstrating with economics principles, too. To demonstrate some of our principles in the areas of home management or family relationships, we might use brief skits, and then ask why the purchase was unsatisfactory, why the decision was not carried out, or why the teenager ran away from home. The answers are not as clear-cut and sure in many cases, but students can hypothesize and suggest some possible ones and also some ways they might test them if they were in the real situation, e.g., "if I were the mother in that family, I'd think it might be because . . . and I'd try to find out by"

One of the most recent helps for teachers who wish to improve their procedures for helping students learn to think is Raths et al., *Teaching for Thinking*.⁶ Men cannot be both stupid and free, say these authors, and one of the cornerstones of a democratic society is faith in the use of intelligence. Never has the need to emphasize thinking in the education of children been so urgent as today. Raths and his co-authors spell out their theory in plain language and suggest concrete procedures for giving students experiences in thinking. They emphasize various "thinking operations" and describe ways in which they can be encouraged in class: comparing, summarizing, observing, classifying, interpreting, criticizing, looking for assumptions, imagining, collecting and organizing data, hypothesizing, applying facts and principles in new situations, decision making, designing projects or investigations, and coding. They, too, emphasize that the problems must be real. When students are asked to make comparisons, for example, there must be "real purpose in the analysis, a real motive for this searching for likes and dislikes," and when this occurs, "the quest proves to be interesting and stimulating both to teachers and students."⁷ Independent work is urged, and by independent work these authors mean "work that starts out with a student's own curiosity, his own questions, his own seeking."⁸

⁶L. E. Raths, S. Wassermann, A. Jonas, and A. M. Rothstein. *Teaching for Thinking*. Columbus, Ohio: Chas. E. Merrill, 1967.

⁷*Ibid.*, p. 6.

⁸*Ibid.*, p. 15.

"The teacher who would teach with an emphasis on thinking may need to be aware of the differences between process and product in relation to education," Raths continues in a later chapter. "In short, the process is the experience (plus the efforts) that a student goes through *as* he learns. The product is the end result or the 'answer' . . . Educators are too concerned with the product of learning and not enough with the process. . . . As teachers teach for thinking, as they emphasize process, as well as product, as they focus on individual children, education in their classrooms tends to become custom-made rather than a result of mass production."⁹

To assist teachers in selecting activities to encourage the development of thinking abilities, Raths suggests the following criteria:¹⁰

- (1) Related to purpose (or teaching objectives)
- (2) Related to operations of thinking
- (3) Related to students
- (4) Related to curriculum content

What does all this mean to the home economics teacher? Chiefly, perhaps, it reminds her that telling is not teaching, that methods which consist mostly of teacher talk or recitation or film-strips do not give students opportunities to practice thinking. She must deal with the real problems of the students or find ways to make vicarious experiences real enough to stimulate thinking. To return to the succeeding article in this *Illinois Teacher*, we may suggest that case situations, describing problems common in the lives of the students, may be one way to do so. Teachers do not always have time to write plays and stories as detailed and carefully constructed as the ones given here, but those who do can share with others and all can benefit. Simple case situations can set forth problems and may stimulate thoughtful discussion, especially when students are asked to make decisions or recommendations for the characters in the story. A student or a group of students can often produce the stories or dramatizations if given the opportunity, which, of course, provides another experience in thinking.

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⁹*Ibid.*, pp. 246-249.

¹⁰*Ibid.*, pp. 255-256.

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LEGAL PROBLEMS OF LOW-INCOME FAMILIES WITH SUGGESTIONS
FOR TEACHING IN HIGH SCHOOL HOME ECONOMICS

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Since 1952 Mrs. Gipson has taught home economics in both the parochial and public school systems of Jefferson and Orleans parishes in Louisiana. Her interest in family legal problems is influenced by her husband; he is Executive Director of the New Orleans Legal Aid Bureau. Mrs. Gipson's Master's Thesis, completed at Louisiana State University, is reported in summary. Her study, under the direction of Dr. Alma Beth Clark, was conducted in a selected area of New Orleans, Louisiana. Readers will be especially interested in her dramatic stories (pp. 148-181) for use in teaching. A sampling of references is also presented (pp. 182-183).

DESCRIPTION OF THE STUDY

Background

The American family has undergone many changes in the last century. Life has become more complicated. In order that our society might function efficiently, the number of rules and regulations has increased. These rules and regulations, our laws, have become an integral part of family life. No longer is a hand shake sufficient to bind an agreement. No longer is it possible to merely agree to rear a child who has been orphaned. These, as well as many other once common actions of individuals, are, of necessity, controlled by the laws of our society.

Problem and Procedures

This study was conducted to determine the number and types of legal problems experienced by low-income families in a selected area of New Orleans, Louisiana. An attempt was made to determine the extent of use by them of available legal resources. The factors of income, number of dependents, and place of residence were studied to determine their effect on the number and types of legal problems. A teaching method was developed, based on the findings of the study, which could be used in high school home economics classes.*

It was hypothesized:

1. That many low-income families had legal problems, which were numerous and varied;
2. That the number of low-income families reporting legal problems, and the types and number of legal problems of these families, were associated with income, size of family, and place of residence;
3. That low-income families were unaware of legal resources and failed to utilize available legal resources.

A questionnaire was administered to 275 Negro heads of families. Of these, 177 lived in a federal housing project, and 98 lived in an area immediately adjacent to the project.

Findings and Conclusions

The legal problems were classified as criminal, family, economic, and property. Of the families studied, 189 reported having had legal problems during 1964.

Family legal problems, 40.9 percent, and economic legal problems,

*In the preceding article Dr. Spitze suggests strategies for using materials such as those developed by Mrs. Gipson (see p. 132).

43.9 percent, were the types of legal problems more frequently reported. Fewer property legal problems, 8.9 percent, and criminal problems, 6.3 percent, were reported.

Divorce and separation comprised 26.2 percent of the family legal problems. Other family legal problems frequently reported were those involving birth certificates, and juveniles. Debts accounted for the largest number, 18.1 percent, of the economic legal problems. Of the property legal problems, 67.3 percent involved landlord and tenant relationships. The majority of the criminal problems reported, 51.2 percent, were serious criminal problems.

These findings supported the hypothesis that many low-income families had legal problems, which were numerous and varied.

The idea that the number of low-income families reporting legal problems, and the types and number of legal problems of these families, were associated with income, size of family, and place of residence, was supported only in part by the findings of the study.

A higher percentage of families in the lowest-income group reported problems, 75.4 percent, while the highest-income group reported 54 percent. Families with an income under \$1000 a year reported an average of 3.95 problems per family, and the highest-income group reported an average of 1.51 problems per family. As the income increased, there was a decrease in the number of family law problems, and an increase in the number of economic and property legal problems.

The findings were inconclusive as to the relationship of the number of dependents to either the number of families reporting legal problems or the number and types of such problems.

The data revealed that 72.9 percent of the families living in the project had legal problems, and that 61.2 percent of the families living in the adjacent area had such problems. The families in the project reported 2.58 problems per family, while the families in the adjacent area reported two problems per family. The residents of the project had a higher percentage of criminal problems than those in the adjacent area. Likewise, the families in the project had more family legal problems than those in the adjoining area. By contrast, the residents of the adjoining area reported a higher percentage of economic and property legal problems than the residents of the project.

The hypothesis that low-income families were unaware of legal resources and failed to utilize available legal resources was substantiated by the study.

Of the 189 families reporting legal problems, 63.5 percent had no legal representation. Of those who had a lawyer, 42 percent used a private lawyer, and 58 percent were represented by the Legal Aid Bureau. A majority of those who had legal problems failed to utilize the services of the Legal Aid Bureau either because of their lack of knowledge of the existence of the Bureau or misunderstanding of the nature of the services of the Bureau.

The findings of the study were used as a basis for developing stories for use in high school home economics classes. The purpose of these stories was to develop a method of teaching which would be of aid in increasing the problem-solving skills of students, in making them more aware of the community resources available to families in need, and in preventing the occurrence of legal problems in their families. The stories were designed either to be read as stories or to be acted out as plays. Each story contains a list of questions designed to assist teachers in helping their students formulate concepts and generalizations.

Implications for Further Research

This study probed the legal problems of low-income Negro families in an impacted area of New Orleans. It is suggested that additional study be done of the City at large, sampling all economic and racial groups. Such a study would provide information of particular value to educators and others involved in community family services.

The study revealed many types of legal problems which could result in family disorganization. It did not attempt to relate the legal problems to their effect on family cohesiveness. A study which would probe the relationship between legal problems and their effect on family stability would be of interest and value to those concerned with the problems of the family.

A more detailed study is suggested in the area of consumer and economic legal problems of the low-income family, to determine what services are needed to alleviate these problems.

Implications for Home Economists

Further thought should be given by home economists to determine how they can be of assistance to low-income families. In particular, attention needs to be directed to ways they can assist in making these low-income families aware of their problems and community resources, thus bridging the gap which now exists between these low-income families and the help which they need.

DEVELOPMENT AND USE OF STORIES BASED ON LEGAL PROBLEMS

As the findings in this study indicated, the poor were confronted with many types and kinds of legal problems in their day-to-day lives. Over 68 percent of the families in this study had legal problems in the relatively short period of one year. Low-income individuals need to be made more aware of their legal problems and the services available to aid them in the resolution of these problems.

In an effort to aid teachers of home economics in high schools to guide students in understanding legal problems of the family, and to assist them in learning how to prevent these kinds of problems from

arising, a series of stories (see pp. 148 to 180) was developed, to be used in class to increase the problem-solving skills of students. The content of these stories is based on the findings of this study.

Bases for Choice of Method

This method of teaching was selected because it provides a way for students to gain insight into legal problems of families. It has been found to be an effective technique for use in developing an understanding of how individuals or groups react in various situations.¹ Such a technique makes it possible to present situations which might be too embarrassing to discuss in a less impersonal manner. While the types of problems used in these stories might be the exact types of problems being experienced or having been experienced by some of the students, they are presented in such a manner that they can be discussed objectively, and solutions arrived at objectively. Through this method pupils experiences vicariously the legal problems of others, and see some examples of methods used by the family in the stories which have resulted in a degree of success. Not only will students learn of specific problem-solving methods, but they will perhaps derive a certain amount of encouragement as a result of the success achieved by this family. Additionally, they should develop some skill in predicting how they, as well as others, might react in similar situations, making them more empathic and improving their interpersonal relationships. This method of teaching should be enjoyable, providing both an effective as well as a personally satisfying experience.

Objectives

The following are educational outcomes which should result from the use of these stories. Students should:

1. Gain knowledge of the legal problems of families;
2. Increase their ability to analyze problems;
3. Gain skill in identifying problems;
4. Become competent in clarifying their values;
5. Be assisted in evaluating learnings;
6. Be helped to develop more sense of personal worth;
7. Develop an appreciation of the legal services available to families in need;
8. Develop a sense of civic responsibility;

¹W. W. Reeder. *Some Methods and Tools to Increase Interest, Participation, and Teaching Effectiveness*. New York: Cornell Extension Bulletin 907, 1958.

9. Gain direction for increasing economic efficiency;
10. Develop a sense of security in regard to the due process of laws;
11. Become more evaluative in life situations.

To develop student interest, a low-income family was identified, based on the findings of the study. This family was named "Bates." Through the various legal problems of the Bates, the students should become acquainted with types of legal problems experienced by low-income families, learn how to prevent these problems, and learn how to solve these problems through use of community resources. Not only will this information be useful to these students as future homemakers, but it should be of value to their families now, as the students carry this information home from the classroom. It is hoped that the students will select a favorite family member and develop a desire to help him solve his problems.

Description of the Typical Family

The Bates family, although completely imaginary, could exist. It consists of Helen Bates, her husband, Fred, and their five children, ages fifteen to two. Mr. Bates is a laborer. He has a tenth-grade education. Mrs. Bates is a housewife, and has an eighth-grade education. The family income is \$3000 a year. The children are Mary, age 15; George, age 13; Jack, age 12; Lisa, age 5; and Toby, age 2. The family lives in a federal housing development. While new characters will be introduced, the Bates family will retain its original characters and identity.

Famous Last Words Technique

The technique of capitalizing so-called "famous last words" is used. This was done in the belief that the students will soon pick up these phrases and identify them as clues to impending problems, or as topics for discussion. At these points, the teacher may wish to stop the story to discuss the problem or situation.

To check the feasibility of this technique of teaching high school students, these stories were submitted to a panel of teachers in the Desire Project school district, the area of this study. These teachers were asked to evaluate the stories to determine if the stories would achieve the desired educational outcomes, assuming competent utilization. The teachers were asked to check the language of the stories to ascertain if it was within the reading level of their students. Additionally, the teachers were asked to check the authenticity of the Bates family. Finally, the teachers were asked if they thought their students would be motivated by these stories and if they would hold the interest of the students. After the teachers' evaluation of the stories, they were revised and modified in light of the suggestions and recommendations.

While each story included in this study was preceded by a discussion of possible educational outcomes, it was not expected that these outcomes would be presented to the students as such. Evidences can be secured of pupil progress through various methods of conventional evaluation by the classroom teacher, such as testing, oral questioning, discussing, and reporting.

Concepts and Generalizations

At the end of the stories are concepts and generalizations. The generalizations are stated on the teacher level. Students should not be expected to speak or develop generalizations at this level, but should be guided to formulate concepts and generalizations at the level of their potential.

It is human nature to make generalizations which can be erroneous as a result of lack of information, misinformation, attitudes towards ideas, people or things, and because of a limited maturity in reasoning and vocabulary. Students need to be guided in identifying the underlying factors on which they are building generalizations. However, if students are to be educated to utilize knowledge in situations which differ from ones in which the knowledge was acquired, they must be able to formulate generalizations which will be applicable and appropriate to new situations.

When guiding students in evolving generalizations, the word "generalization" per se may have little meaning for students. Such teaching techniques as asking the students to make written statements which they believe to be true, in this case statements in terms of legal problems of the family, will produce some statements from the students which will be generalizations. Such a phrase as "the words that tell us the big ideas you have gotten from the stories," will communicate better with the immature students than asking them to list generalizations. These statements may be collected from the students in the form of a diary from day to day, or by dropping their ideas into an idea box, or by having students evaluate and recognize those statements which are true generalizations, and placing these on an idea bulletin board.

Teachers who are involved in encouraging students to formulate their own concepts and generalizations may find the following criteria useful in evaluating the levels of students' generalizations. Dautriel,² in an unpublished thesis, established the following criteria for appraising levels of student concepts and generalizations:

Level I - Generalizations included an over-all awareness within a concept area, without expansion of the data.

²E. M. Dautriel. An experiment in teaching: use of concepts and generalizations. Unpublished Master's thesis, Louisiana State University, Baton Rouge, 1964.

Level II - Generalization includes Level I, plus identification of a relationship of the idea to another idea within a concept area. The fullest implications of the generalization are not communicated.

Level III - Generalization includes Levels I and II, plus showing relation to a particular situation or problem. It may be compared with other generalizations.

Level IV - Generalization includes Levels I, II, and III, plus explanations, predictions, interpretations or estimations in the use of the generalization. The elemental parts of the generalization are communicated.

Level V - Generalization includes Levels I, II, III, and IV, plus restructuring and reorganization of knowledge to create a plan of action.

Content of the Stories

The educational purposes for which the stories were designed are outlined at the beginning of the stories. The stories included are:

1. *The Signature* - A situation involving the purchase of a sewing machine.
2. *The Missing Birth Certificate* - A story which described the need for and the method used in obtaining a birth certificate.
3. *Jack Takes a Ride* - A story concerned with a juvenile boy, arrested, but found innocent of possession of a stolen automobile.
4. *Mr. Bates Goes to Court* - A story in which Mr. Bates was involved in an automobile accident, and took court action to assert a claim for damages.

Classroom Use of the Stories

In all of these stories the family is shown to meet with a degree of success in solving problems. The panel of high school teachers, teaching in the Desire Project area, felt an element of success needed to be included in the stories in order to encourage these low-income students, who are frequently found to be depressed, discouraged, and prone to passivity and helplessness. The happy endings could be rewritten by the students themselves to make the stories more realistic or reflective of the students' own personal experiences. Additionally, the students should be encouraged to write stories of their own, based on their own families.

In using these stories of the Bates family, it is suggested that

each student have a copy of the stories. These stories can be read aloud as plays. After the reading of the stories the teacher may lead a discussion, asking the students to express their feelings toward the people in the plays. The student who appears to identify closely with a particular character would probably be the student to select to assume the role of that character in the story. The students selected would then read the story as a play.

Another method which might be effective would be to have the students read the stories individually, and then divide the class into small groups for discussions and reports which would later be given to the class. The teacher should provide each group with questions to guide them in their discussions for their class reports.

On the following pages are the stories which were developed based on the data from this study. Following each story are suggestions of the types of questions which teachers might use in class discussions.

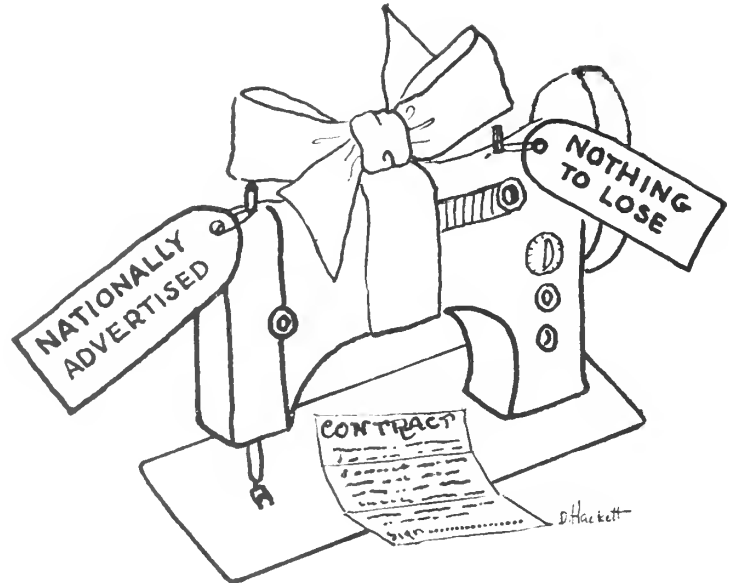
If the students cannot respond to the questions, the teacher may need to assist them in the formulation of the correct answers. The teacher may choose to invite a lawyer or other resource person to lecture to the class so as to enlarge the students' knowledge in terms of their educational needs. After the completion of the story, and if a resource person were consulted, the teacher might ask the students to write down the advice which they feel would be of use to the Bates family, and check their suggestions with the resource person for accuracy.

STORIES BASED ON LEGAL PROBLEMS

#1 THE SIGNATURE

Betty K. Gipson

This play involves the purchase of a sewing machine. From it you will learn the value of your signature, the significance of a contract, and the importance of seeking information before making a large purchase. In addition, you will learn about the existence of two resources in your community which can aid the family with financial legal problems.



The characters:

Mrs. Helen Bates

Mary Bates, daughter, age 15

Mrs. Vera Wise, a neighbor

Sewing machine salesman

Manager, sewing machine company

(Mrs. Bates is sitting at the kitchen table drinking a cup of coffee and looking at the ads in the morning paper, and her daughter, Mary, is washing the breakfast dishes.)

MRS. BATES: Mary, stop washing the dishes and come here. There's an ad in the morning paper for a sewing machine for only \$75. Have you heard of a Dynamic sewing machine?

MARY: No. We don't have that kind at school.

MRS. BATES: We could use a sewing machine, but I don't know anything about a Dynamic sewing machine.

MARY: My home ec teacher says you shouldn't buy anything from a company that you're unfamiliar with. She says you should look up the information on brand names when you're not sure of quality. You're supposed to look it up in some book.

MRS. BATES: What's the name of the book?

MARY: Gosh, I don't remember. IT REALLY DOESN'T MATTER.

MRS. BATES: Well, I'm going to call the company and ask them to send out a salesman. After all, I'm certain that the newspapers wouldn't let a dishonest company place an ad in the paper. Mary, I'm going next door to use the phone.

(It is the next morning. Mrs. Wise, the neighbor, Mrs. Bates, and Mary are talking to the salesman from the Dynamic Sewing Machine Company. The salesman has just finished a demonstration of the machine and is showing them a picture of a zigzag sewing machine in a desk cabinet.)

MRS. BATES: This machine certainly seems to be a good buy for \$75. I've seen similar zigzag machines in local department stores for three times that price. But Mary says they don't have any Dynamic machines in her sewing class at school and that her teacher never heard of this company.

SALESMAN: Really? I'm surprised! THIS IS A NATIONALLY ADVERTISED MACHINE. IT'S ADVERTISED IN ALL THE LEADING MAGAZINES. I can see you know a real value when you see one. It's a real pleasure talking to such a smart homemaker. A smart homemaker like you could really save money making the children's clothing and making things to make the apartment attractive. So, your daughter takes home economics. This sewing machine would really help to improve her grades. What kind of grades do you make, Mary?

MARY: They could be better, but I sometimes make a good grade.

SALESMAN: Just as I thought. With a machine you could improve and maybe even begin to sew for others and make a little spending money for yourself. How does that sound to you?

MARY: Swell! I can always use more spending money. Not to mention better grades. Mother, wouldn't the desk cabinet look pretty in my room?

MRS. BATES: Yes, it would. What do you think, Vera?

MRS. WISE: Well, it certainly is a lovely machine. But how can you possibly sell it for \$75. I just don't know

SALESMAN: LOW OVERHEAD AND VOLUME SALES. But, to get back to you, Mrs. Bates. I have to hurry, I have another appointment.

MRS. BATES: I'd sure like to have the machine, but I'll have to talk it over with my husband tonight. Can you come back tomorrow?

SALESMAN: I'm sorry, Mrs. Bates, but we only have a few of this model for sale and I couldn't promise to have one left to sell tomorrow. I have several other calls to make this morning, and if I sell out, then you will be out of luck. I'm afraid you'll have to make up your mind now.

MRS. WISE: Helen, I wouldn't let him rush me into anything. Talk to Fred tonight, and let Mary find out more about the machine from the library.

MARY: (Who fears she won't get the machine if her mother waits to talk to her father) Mother, I'm sure this is a good machine. It sews as good as any machine I've ever used. Besides, I need a sewing machine.

MRS. BATES: Well, I don't know, Mary.

SALESMAN: You and your daughter have been so nice to me, Mrs. Bates, I sure hate to see you lose out on this bargain. Wait! I just had an idea about how you can save the machine until tomorrow and still have a chance to talk to your husband. AND IT WON'T COST YOU ANYTHING. To have us hold a machine for you, all you have to do is sign this contract and give me a \$25 deposit. Then, if your husband doesn't like the machine, we'll tear up the contract, refund your deposit, and pick up the machine. YOU HAVE NOTHING TO LOSE. You know there are plenty of other ladies in this building who would like to own this machine. Also, if you sign now and save the company the added expense of sending another salesman back, we'll give you a \$12 buttonhole attachment. Think of the money you can earn making buttonholes for the neighbors. Your husband will certainly be proud of you.

MRS. BATES: Mary, what do you think? I really hate to lose out on such a bargain.

MARY: Mother, I CAN'T SEE WHAT HARM CAN BE DONE IN MERELY SIGNING A CONTRACT. After all, he says he'll tear it up if you aren't satisfied. I know that buttonhole attachments are expensive. That would mean you're getting the machine for \$63. And you said it was a bargain at \$75. I DON'T SEE HOW YOU CAN AFFORD TO SAY NO. Besides, the machine would look nice in my bedroom.

MRS. BATES: Well, if you think so, Mary. I'll sign.

MRS. WISE: Helen, I don't think you should sign until you know more about the company, and talk to Fred first.

MRS. BATES: Didn't you hear the salesman say that this was a nationally advertised company. He wouldn't mislead me about something like that. (Mrs. Bates signs the contract.)

(Several days later Mrs. Bates' sewing machine is delivered. Much to her surprise and disappointment the machine is not like the one the salesman demonstrated. The machine is in a portable case and does not do a zigzag stitch. She calls Mary and Mrs. Wise to come and see the machine.)

MRS. BATES: This isn't the machine I ordered. The delivery man left this payment book showing I owe 12 monthly payments of \$8 each. My goodness, that's \$96 more. The company must have made a mistake. I've seen machines like this in stores for \$35 to \$40.

MRS. WISE: This certainly isn't the machine the salesman showed you. I thought that the machine he showed you was too nice to sell for \$75. You should have checked on the company.

MRS. BATES: I don't need advice now.

MARY: Mother, what are we going to do?

MRS. BATES: I'm going to call the company. I'm sure they delivered the wrong machine.

(Mrs. Bates calls the company.)

MRS. BATES: Is this the Dynamic Company? I'm Mrs. Bates. Your company delivered the wrong machine to me this morning. They delivered a portable, plain-stitch machine, instead of a zigzag, desk-cabinet machine. I ordered the \$75 model. They left a cheaper model. Also, the payment book shows me owing you a balance of \$96. The machine only cost \$75, and I already paid \$25. How can I owe you \$96 more?

MANAGER: Mrs. Bates, that \$75 was the cash price of the sewing machine. What you are paying is the time or installment price, and it comes to a total of \$121. It was all on the paper you signed. If you ordered a \$75 machine, then you ordered our cheaper model portable. The model you described is our deluxe model which we sell for \$350. Now, if you aren't satisfied with the cheaper model, we would be happy to send out our deluxe model. Of course, if you just want a cabinet, we have them for \$100 to \$250. Just let me know what we can do to satisfy you.

MRS. BATES: Well, I guess you'd better come and pick up your machine. My husband wasn't too happy about my buying the machine in the first place, and I know we can't afford to spend any more on a machine now. So come and pick the machine up and refund my deposit. The salesman said you would tear up the contract if I changed my mind.

MANAGER: I can't believe our salesman told you that. He didn't have authority to make such an agreement with anyone. You will either have to live up to your contract or I'll have to turn this matter over to our lawyer.

MRS. BATES: YOU CAN'T DO THAT!

MANAGER: I'm sorry, Mrs. Bates. We not only can but we will if you make it necessary. When you sign a contract, you make yourself legally responsible to the conditions set up in the contract. Nowhere in our contract did we agree to refund your money or agree to allow you to return the machine. We can't be held responsible for any verbal conditions or promises made by our salesman.

(Mrs. Bates hangs up and returns to Mary and Mrs. Wise.)

MRS. WISE: Well, Helen, what did he say?

MRS. BATES: He said he had not made a mistake, and that he'd sue me if I didn't pay for the machine. I guess there is nothing I can do. I'm just stuck with the machine.

MRS. WISE: I know what I'd do. I'd call the Better Business Bureau. They might be able to help you.

(Mrs. Bates calls the Better Business Bureau and tells them what has happened. The Better Business Bureau tells Mrs. Bates they have had similar complaints about this company, and had she called prior to her purchase they could have been of help to her. They would have warned her of the bad reputation of this company and told her of the things the Dynamic Company had done to other homemakers. They advise that it would do no good for them to follow through on her complaint because they had been unable to help in prior cases. They suggest she contact a lawyer. Mrs. Bates has returned to the kitchen where Mary and Mrs. Wise are sitting.)

MRS. BATES: I called the Better Business Bureau and they said it was too late for them to be of any help. They said I should see a lawyer. But I can't afford a lawyer. Besides, I'm afraid of lawyers. Lawyers scare me like doctors. Lawyers are for criminals. I'm no criminal. I'm just not going to pay them one cent. I'LL SHOW THEM! It's better to lose \$25 than lose \$96. I'll just not tell your father anything.

MRS. WISE: Helen, I really think you should see a lawyer. I don't think that the Dynamic Company is just going to let you stop paying them. I've heard that the legal aid office will help people with their problems if they can't afford a lawyer. Why don't you go see them?

MRS. BATES: No! I've made up my mind. I'm just not going to pay them anything, and I'm not going to worry Fred about all this. I'll show them.

(Several months have gone by and Mrs. Bates has continued to refuse to seek legal advice or pay for the sewing machine. She has received several bills and notices from the Dynamic Company, and has just thrown them away. On this day a notice of suit was delivered from the court, addressed to her and her husband. The notice advised that they were being sued for the unpaid balance on the sewing machine, costs of court, interest on the installments, and attorneys' fees. The notice advised that they had five days to comply with these demands or file an answer setting up any defenses.)

(The scene is Mrs. Bates' kitchen. She and Mrs. Wise are talking.)

MRS. WISE: Helen, Mary asked me to come over right away. She said you were upset. What's wrong?

MRS. BATES: A man just delivered this court notice. What in the world am I going to do?

MRS. WISE: Is it about the sewing machine?

MRS. BATES: Yes. I should have listened to you and seen a lawyer. Do you think it's too late, now?

MRS. WISE: I don't know, but if I were you, I'd go find out.

(Mrs. Bates went to the legal aid office. The attorney reviewed her financial situation and determined she was entitled to legal aid services. The attorney contacted the attorney for the Dynamic Company and advised of his intention to defend their suit, alleging fraud. The Dynamic Company, fearing the adverse publicity of a court hearing, dismissed the suit and refunded Mrs. Bates' money.)

Suggested Questions

Function of questions:

Questions:

To assist students in identifying with the Bates family

1. Does this seem to be a true story?
2. Which character do you like best?

To clarify values and goals

3. What do you think Mrs. Bates' goals were?
4. At what time in the story did you understand the goals of Mrs. Bates, Mary, and Mrs. Wise?

To identify legal problems

5. What do you consider to be the real legal problem caused by the purchase of the sewing machine?

To identify the cause of the problem

6. What actually caused the problem?
7. What advice can you give Mrs. Bates about the use of her signature?

To determine the effect of the problem

8. How might this problem affect the family?
9. What might have happened if Mrs. Bates had not gone to a lawyer?

To develop the ability to analyze the problem

10. Now that you have studied the problems which can result from the unwise use of one's signature, what advice would you give people who are about to make a purchase involving the signing of a contract?

To increase knowledge of the use of community resources

11. What community resources could Mrs. Bates have used which might have prevented this problem?

12. How many community resources can you name and locate which are available to a family in need?

To develop economic efficiency

13. If Mrs. Bates really needed a machine, how could she have managed to make the purchase on her family income? Did she use the best method available to her?

14. Do you think Mary was of any help to her mother when she needed advice?

15. What do you think Mary could have done to help her mother avoid this problem?

To develop a sense of security in regard to use of law

16. Do you think it was fair for Mary's mother to have to get a lawyer? Why?

Concepts and Generalizations

A. The signature:

1. A lack of knowledge concerning the value of one's signature and the responsibilities associated with the signing of one's signature may result in serious problems for the individual and his family.
2. When you place your signature on a contract or agreement, it means that you accept the conditions set forth in the contract and are therefore legally responsible for the contents included in the contract.
3. Seeking advice before making a major purchase or signing any

agreements may help avoid problems associated with the signing of contracts.

B. Contracts:

1. A contract is an agreement between two or more persons, and holds the parties responsible for those terms included in the agreement.
2. A knowledge of the mechanics of signing a contract can lead to a more intelligent approach to management of family affairs.
3. An awareness of the risks involved in making purchases from companies with which one is unfamiliar can help prevent problems. There are added risks involved in signing contracts with such companies.
4. Familiarity with the contents of a contract and the reputation of the person or company involved aids one in deciding whether to sign a contract.
5. There are agencies in the community such as the Better Business Bureau and the Legal Aid Society which can advise one concerning contracts.
6. A person who is contracting is only bound by what is actually written in the contract, unless fraud is involved. He is not held responsible for any oral agreements made at the time the contract is signed.

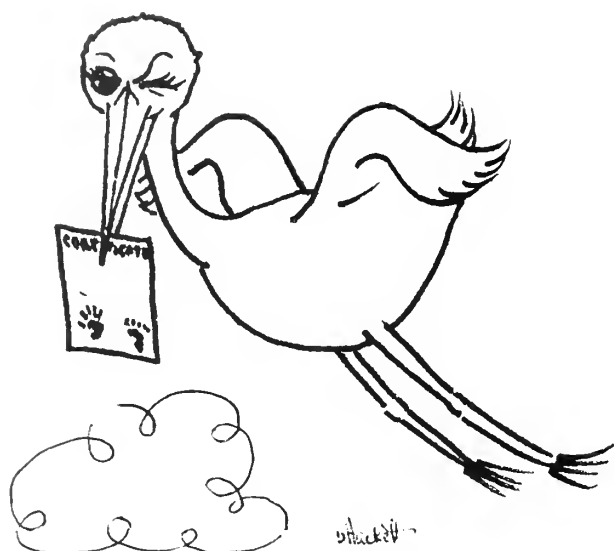
C. Resources:

1. There are many agencies and resources in the community to advise and help a family with its problems, and to aid in decision making.
2. For those families which lack sufficient financial means, there are usually community agencies such as a legal aid office which offer their services without charge.

D. Consumer guides:

1. If in doubt concerning the reputation of a company, community agencies, such as the Better Business Bureau, can provide helpful information.
2. Having all the facts that pertain to a given situation will help one in making a more intelligent decision.

Betty K. Gipson



This play is centered around the problems involved in getting a birth certificate. In it you will learn the value of the birth certificate. Additionally, you will learn the steps to take to get a delayed birth certificate. You will become familiar with various agencies in the community which can be of assistance in the solution of this type of family legal problem.

The characters:

Mrs. Helen Bates

Jack Bates, son, age 12

Mrs. Vera Wise, a neighbor

Mrs. Smith, clerk, City Bureau of Vital Statistics

Mrs. Jones, clerk, State Bureau of Vital Statistics

Mary Bates, daughter, age 15

Lisa Bates, daughter, age 5

(It is about 3:30 in the afternoon. Mrs. Bates is in the kitchen beginning the preparation of the evening meal. The door slams and Jack enters.)

JACK: Hi, Mom. Got anything to eat? I'm starved. (Jack looks in the refrigerator.)

MRS. BATES: Don't eat the cheese, Jack. I'll need it tomorrow for your lunch. Now don't spoil your supper.

JACK: Can I have some of these cookies? Here, Mom, is a note from school.

MRS. BATES: What now? Are you in trouble again?

JACK: Gosh, no, Mom. It's something about signing Lisa up for school for next year.

MRS. BATES: (Reading) "Dear parents: We will begin the registration of children who will enter school for the first time on the last Thursday and Friday of this month. Registration will be from 8:30 to 3:00. Please bring your child to

register at the elementary school in your district. In order to register your child it will be necessary for you to bring his birth certificate. We are giving four weeks notice so that you may secure the necessary documents. Sincerely yours, the principal."

MRS. BATES: Good heavens! Do you know, I don't have a birth certificate for Lisa?

JACK: You don't. How're you going to get one?

MRS. BATES: To tell you the truth, I don't know. I had the birth certificate for all of you when you entered school.

JACK: Where is Lisa's?

MRS. BATES: I just never got around to getting one for her.

JACK: Why don't you ask Mrs. Wise? She just got one for her son when he went into the army last month.

MRS. BATES: Are you sure?

JACK: Sure, I'm sure. He showed it to me.

MRS. BATES: Watch the things on the stove, I'm going next door. I'll be back in a few minutes.

(Mrs. Bates goes next door.)

MRS. BATES: Vera, you busy?

MRS. WISE: Not at all, Helen. Come in.

MRS. BATES: Vera, I won't keep you but a minute. Jack tells me you got a birth certificate for your son last month when he enlisted.

MRS. WISE: That's right, Helen. Why?

MRS. BATES: Jack just came home from school with a note from the principal. It says I'll need a birth certificate for Lisa. And I don't have one. Where do you go get one?

MRS. WISE: I went to the Bureau of Vital Statistics.

MRS. BATES: That's in town, isn't it?

MRS. WISE: Yes, it is. If you need the birth certificate any time soon, I wouldn't wait too long. THESE PROBLEMS ARE SOMETIMES MORE DIFFICULT TO SOLVE THAN WE THINK.

MRS. BATES: Thank you, Vera. I'll go see about it tomorrow. I have

to rush. I left Jack watching the supper. As hungry as he always seems to be, he may very well have eaten it by now.

(The next morning, Mrs. Bates goes to the City Bureau of Vital Statistics. As the scene opens, she is speaking to Mrs. Smith, a clerk in the office.)

MRS. BATES: I need a birth certificate for my daughter, Lisa Bates.

MRS. SMITH: When was she born?

MRS. BATES: July 10, five years ago.

MRS. SMITH: I'll see if I can find the records. Excuse me, I'll only be a minute.

(The clerk leaves the room. After a few minutes she returns, empty handed.)

MRS. SMITH: Mrs. Bates, I don't seem to be able to find any record of your daughter's birth.

MRS. BATES: Are you trying to tell me I don't have a daughter? If you had to keep up with her for one day, you'd know she had been born.

MRS. SMITH: (Laughing) No, Mrs. Bates, I'm sure I would. I'll need more information. Was she born in this city?

MRS. BATES: No, I'm sorry. I should have thought to tell you. Lisa was born in Jamestown.

MRS. SMITH: In this State?

MRS. BATES: Yes. It's a small town in the northeastern part of the State.

MRS. SMITH: We only have records of persons born in this City. You will need to go to the State Bureau of Vital Statistics.

MRS. BATES: Thank you so much. I'm sorry to have been so much trouble.

MRS. SMITH: No trouble at all, Mrs. Bates. I wish I could have helped you. Very few people know how to go about getting a birth certificate.

(Mrs. Bates leaves and goes to the State Bureau of Vital Statistics.)

MRS. JONES: Good afternoon. Can I help you?

MRS. BATES: Yes. I need a birth certificate for my daughter, Lisa Bates. She was born in Jamestown, five years ago, on July 10.

MRS. JONES: Is that Jamestown in this State?

MRS. BATES: Yes, it is. I was just over to the City Bureau of Vital Statistics, and they told me I needed to come over here to get a copy of my daughter's birth certificate. They don't keep the records of persons born outside of the City.

MRS. JONES: Let me check. I'll be right back.

(Mrs. Jones leaves. In a few minutes she returns.)

MRS. JONES: Mrs. Bates, are you certain about the date and place of your daughter's birth?

MRS. BATES: (Laughingly) I should, I was there, you know. Seriously, is something wrong?

MRS. JONES: I'm afraid so. We were unable to find your daughter's birth certificate or any record of her birth.

MRS. BATES: My goodness, how is that possible?

MRS. JONES: There are several possible reasons for this. The most common is that through inadvertence the birth was not registered. Perhaps the record was misplaced, destroyed, or lost. Unfortunately, people rarely check to see if the birth is registered until a certificate is needed. It would be wise for parents to check shortly after the birth of a child to be sure that the birth is properly registered.

MRS. BATES: What am I going to do? I can't register Lisa in school without her birth certificate.

MRS. JONES: Don't be upset. You can get a delayed birth certificate.

MRS. BATES: How?

MRS. JONES: All you have to do is fill out these forms. Take them home and fill them out. You will see that some need to be notarized, but this should be no real problem. Return the forms as soon as possible, and we will be able to issue a delayed birth certificate.

MRS. BATES: Will that be as good as a regular birth certificate? Will she be able to use it now and in the future?

MRS. JONES: Yes, this will be as good as any other type of birth certificate.

MRS. BATES: Are you certain? It doesn't seem like it would be.

MRS. JONES: Now don't worry. Fill out these forms and bring them back and everything will be all right. YOU SHOULDN'T HAVE ANY TROUBLE. YOU KNOW GOVERNMENT FORMS ARE EASY TO FILL OUT.

(Mrs. Bates returns home. Mary, her daughter, is on the porch watching Lisa play.)

MRS. BATES: How is everything, Mary?

MARY: Fine. Did you get the birth certificate?

MRS. BATES: No. They couldn't find Lisa's birth certificate.

MARY: Well, what are you going to do? Lucky Lisa, no school!

MRS. BATES: It's not funny. I have to get a delayed birth certificate. I'll have to fill out these forms and have them signed by a notary.

MARY: You mean a lawyer?

MRS. BATES: No. They said a notary would do. But on the way home on the bus I tried to read these papers, and I can't figure them out.

MARY: Let me see them, Mother. Maybe I can help you. We're forever filling papers out at school.

(Mary reads the forms.)

MARY: All you have to do is fill out these forms in print.

MRS. BATES: I know that. I don't understand this. (She points.) What is a supporting document?

MARY: Gosh, Mom, I don't know. Wait, here comes Mrs. Wise.

MRS. BATES: Vera, am I glad to see you. You always seem to be here when I need help.

MRS. WISE: How did everything turn out today? Get the certificate?

MRS. BATES: No, but I got these forms for a delayed birth certificate. And I was telling Mary they require three supporting documents, and I don't know what they mean. Do you?

MRS. WISE: Let me see. (She reads.) Here, Helen, at the bottom of the page, they list some types of supporting documents. They have listed baptismal records, hospital records, statement of the doctor delivering the baby, census records, church membership records, health records, a notarized statement of someone who was present at the birth, family Bible records, and a few more.

MRS. BATES: Let me see. Lisa was enrolled in the church nursery, and Aunt Louise, who now lives across town, was with me when she was born, and I'm sure Dr. Atkins is still alive.

MARY: You know, this seems like a lot of fuss for something YOU NEED ONLY ONCE.

MRS. WISE: Why, Mary! You must be kidding. Don't you realize how important a birth certificate really is?

MARY: No, not really. What do you need a birth certificate for?

MRS. BATES: Mary, you need a birth certificate these days for almost everything.

MRS. WISE: Yes, Mary. For example, do you remember when Mrs. Owens' husband died last year?

MARY: Yes.

MRS. WISE: Well, she needed her birth certificate to get his social security benefits, and she needed it to get old age assistance.

MRS. BATES: Yes, and your son needed one to enlist. You need one to get married.

MRS. WISE: And if you ever want to visit outside the United States, a birth certificate helps in obtaining a passport.

(Mrs. Bates has collected the necessary supporting documents and has returned to the State Bureau of Vital Statistics.)

MRS. JONES: Mrs. Bates, I hope everything worked out all right. Were you able to get the necessary supporting documents?

MRS. BATES: I hope so. I believe everything is in order. I took the documents which required notarizing to the notary and he put his stamp on them.

MRS. JONES: Good. Let me see them. Well, they seem to be in order.

MRS. BATES: Can I get the delayed birth certificate now?

MRS. JONES: Not immediately, Mrs. Bates. These things take time, you know.

MRS. BATES: How long will it take? I have to have it for the end of the month.

MRS. JONES: Well, we should have it ready in a few days. You could save time by coming to pick it up day after tomorrow, then we won't have to waste time with the mail. If you prefer, we can mail it.

MRS. BATES: No. I'd better come back.

MRS. JONES: That will be fine. We'll surely have it by Thursday.

MRS. BATES: Thank you very much. You certainly have been helpful.

MRS. JONES: It was my pleasure, Mrs. Bates. I'm sorry you had so much trouble.

(On Thursday Mrs. Bates returned and obtained the delayed birth certificate. Lisa was registered in school Friday. It is now late Friday afternoon. Mary enters the living room where Jack and Lisa and Mrs. Bates are watching television.)

MARY: Hi, Lisa. All ready for school?

LISA: Yes, and I have a delayed birth certificate, too. I met my teacher today.

MRS. BATES: I'm exhausted. I'd hate to go through that again.

MARY: By the way, Mom, where's my birth certificate? Can't tell, I may want to go to Europe this summer.

JACK: Or get married. Ha! Ha!

MARY: Oh, be quiet, Jack. You know I have better sense than that.

JACK: Not if you think you're going to Europe this summer.

MRS. BATES: Be quiet, both of you.

MARY: By the way, Mother, where's your birth certificate?

JACK: Why, you gonna take Mom to Europe with you?

MRS. BATES: Jack, that'll be enough from you. Mary, I don't know where my birth certificate is. I'm sure I have one. I guess I should see about it someday. BUT I REALLY DON'T THINK IT'S TOO IMPORTANT RIGHT NOW.

Suggested Questions

Function of questions:

To encourage students to participate in discussion

To define the problem

Questions:

1. How did you like this story?
2. Do you think that Jack's entrance into the kitchen was typical of a teenage boy?
3. What was the real problem related in this story?

To establish empathy

4. Have you or anyone you know ever needed a birth certificate? Why?
5. If they did not have one, how was it obtained?

To clarify values and develop a sense of civic responsibility

6. Why should parents get a birth certificate for their children?
7. After having read this story, how important do you feel it would be to get a birth certificate for the members of your family?
8. How many occasions can you name which would require a birth certificate?

To identify the cause of the problem

9. What was the real cause of this problem?
10. What might cause families to fail to get a birth certificate for their children?

To determine the effect of the problem

11. How did this problem effect the Bates family?

To identify solutions to the problem

12. How could this problem have been avoided?
13. What steps were necessary to obtain a birth certificate for Lisa?
14. Can you name the agencies in this story which helped the Bates solve their problem?

To become more evaluative

15. As you read this story, did you feel that Mrs. Bates profited as a result of this experience?
16. If you were ever faced with a similar problem, what would you do?
17. What impression did you get about the family life of the Bates? Did they seem to work well together?

Concepts and Generalizations

A. Birth certificate:

1. If births of children are properly registered and registrations checked for accuracy shortly after birth, later problems may be avoided.
2. A birth certificate is usually necessary in order to get married, to enlist in the armed services, to obtain social security benefits, to enter school, and to receive welfare benefits.

B. Resources:

1. A birth certificate can be secured from a city or a state agency which records vital statistics.
2. If a birth is not registered, it is usually possible to obtain a delayed birth certificate.
3. In obtaining a delayed birth certificate, it is necessary to have certain documents notarized, and the services of a notary public, a public official authorized to administer oaths, are required.

Betty K. Gipson

Once more the Bates family is faced with a legal problem. This time the problem involves Jack. In this lesson you will learn of the procedure often followed in dealing with juvenile offenders, and you will become familiar with the function of the juvenile court. You will also learn of the services of two community resources which can assist a family with problems.



The characters:

Mrs. Helen Bates
Mary Bates, daughter, age 15
Mr. Fred Bates
Police sergeant
Mrs. Powers

Mr. Davis, legal aid lawyer
Jack Bates, son, age 12
Judge Clark, juvenile court judge
Assistant district attorney

(As the play opens, Mrs. Bates is waiting for Mr. Bates to come in from work. She is sitting in the living room with Mary. Mrs. Bates is very upset. The juvenile police have just called to tell her that they have Jack in custody, and that they are waiting for her and Mr. Bates to come pick him up. The police explained that Jack was arrested in a stolen car.)

MRS. BATES: Mary, do you have any idea what this is all about? You were walking home from school with Jack this afternoon. What happened?

MARY: Mother, I'm not really sure. All I know is that we were walking home when Tom Powers came up in a car and offered to take us for a ride. I told him I had to rush home, but Jack got in the car. I told him not to, but he wouldn't listen to me.

MRS. BATES: Where did Tom get a car? His family doesn't own one.

MARY: He said it belonged to his uncle.

MRS. BATES: It doesn't seem that Tom is old enough to even be driving a car. Just how old is Tom?

MARY: I believe he's fifteen or sixteen. I've seen him driving a car before.

MRS. BATES: Here comes your father. I hate to tell him. He's going to be furious. Jack has been in so much trouble lately.

(Mr. Bates enters. Mrs. Bates begins to cry.)

MR. BATES: Helen, what's wrong?

MRS. BATES: (Between sobs) Jack is in juvenile detention. He was picked up in a stolen car. We have to go pick him up.

MR. BATES: A stolen car! Good grief! This must be someone's idea of a joke.

MRS. BATES: No, Fred, I'm afraid not. When Mary and Jack were walking home from school, Tom Powers offered them a ride in a car. It seems now that the car was stolen.

MR. BATES: And where was Mary? Didn't I tell her to keep an eye on Jack after school? He's been getting in so much trouble lately, I asked Mary to see that he came straight home from school. Mary, why didn't you do what you were told?

MARY: Don't be mad at me, Father. I tried to make Jack come home, but he wouldn't listen. He got in the car with Tom, and they drove off before I could make him get out.

MRS. BATES: Fred, don't fuss at the girl. I'm sure she did her best. Jack is just stubborn. I'm sure she tried. Let's go get Jack. I hate to think of him in that place so long.

MR. BATES: Maybe a few hours there is just what he needs.

MRS. BATES: Now, Fred, you know you don't mean that.

MR. BATES: Well, maybe not, but I'm getting sick of all the trouble he's causing lately. I'm afraid if we don't get some help with him soon, he'll end up in more serious trouble than this. Helen, I don't know where we went wrong. I JUST DON'T UNDERSTAND CHILDREN TODAY!

(The Bates have just come into the receiving room at the juvenile detention home.)

POLICE SERGEANT: Can I help you?

MR. BATES: I'm Fred Bates, and this is my wife. We've come to get our son, Jack.

POLICE SERGEANT: Oh, yes, Jack Bates. He was picked up in a stolen car with another boy, Tom Powers. He told us that the driver, Tom Powers, claimed to have borrowed the car from an uncle.

MRS. BATES: That's what his sister told us, too. She said they were walking home from school, when Tom came up in a car and offered them a ride. When they asked where he got the car, he told them it belonged to his uncle.

POLICE SERGEANT: I'm not unsympathetic, Mrs. Bates, but this isn't a matter for the police to decide. The incident must be referred to the office of the district attorney for possible filing of charges. We're going to release him in your custody. Since this is his first offense, he can stay home with you. But there will probably be a hearing. If so, you will be sent a notice of the date of the hearing. In the meantime, see that he keeps out of trouble.

MRS. BATES: Thank you, sergeant, we will.

(As they are leaving, they meet the mother of Tom Powers.)

MRS. POWERS: Mrs. Bates, I'm sorry that Tom involved Jack in all this trouble. I see that they're letting you take Jack home with you. What did they decide to do with him?

MRS. BATES: Since they had no prior record for him, they've placed him in my custody until they decide. I guess we'll have to get a lawyer.

MRS. POWERS: I don't think you'll need a lawyer. If this is his first offense, and you plead him guilty, I'm sure the judge will let him off with a warning. I know they did this the first time Tom was in trouble.

MRS. BATES: I'd never do that! Jack's innocent! He didn't steal that car, and we all know it. We're going to do everything we can to help him and clear his name. IT'S TOO HARD FOR A CHILD TO BEGIN LIFE WITH A POLICE RECORD. It's at a time like this that families should stick together. Just how do you think Jack would feel if we had him plead guilty, when we all know he's innocent. I don't mean to be rude, Mrs. Powers, and I know you're telling me what you think is best, but we couldn't do that to Jack. Goodness knows, he's no angel, but he's no criminal either.

(Several weeks have passed. Mrs. Bates has just been served with the notice of trial by the juvenile court deputy.)

MRS. BATES: Fred, the notice for Jack's hearing just came.

MR. BATES: I sure would like to get a lawyer to help Jack, but I just don't see how we can afford one. The weather's been so bad, I haven't been able to work much these last few weeks. What're we going to do?

MRS. BATES: Why don't we go to the legal aid office? Maybe they can help us. They helped us when I bought the sewing machine.

MR. BATES: How could I ever forget that. That sounds like a good idea. Since it's still early, let's try to take care of it today. Get Jack and Mary, and let's go to the legal aid office.

(The Bates go to the legal aid office. They explain the situation to Mr. Davis, the legal aid lawyer.)

MR. DAVIS: I believe I understand this situation. Has Jack been in any other trouble with the authorities?

MRS. BATES: No. He has been in minor trouble with the school and neighbors, but never with the police.

MR. DAVIS: While these are of concern to you, Mrs. Bates, I don't think they will have any effect on this case. Now, Mary, you say that you were with Jack at the time he got into the car. Tell me what happened.

MARY: We were walking home from school, and Tom Powers came up in a car. Tom asked us to go for a ride. I said no, that I had to rush home and help mother. We asked him where he got the car, and he said he'd borrowed it from his uncle. Jack got in the car, and they drove off. That's all I know.

MR. DAVIS: Jack, did you at any time know the car was stolen?

JACK: Only when the police were after us. I asked Tom what it was all about, and he admitted he stole the car. I tried to get out, but it was too late. Honest, I didn't know it was stolen.

MR. DAVIS: I'll see what I can do. Jack, are you certain you've told me everything? I have to know everything to prepare your defense. Mr. and Mrs. Bates, and you, Mary, leave me alone with Jack. (Everyone leaves except Jack.) Now, Jack, level with me. Is there anything else I should know?

JACK: I've told you everything, Mr. Davis.

MR. DAVIS: Are you absolutely sure? You know that anything you tell me is privileged. That means I can't tell it to anyone, or be forced to tell it, without your permission. You know, too, that it would not go well for you if I were not aware of all of the facts. I wouldn't be able to properly prepare your defense.

JACK: No, Mr. Davis. I've told you everything. I'm sorry for all the trouble I caused. I wouldn't hold out on you. I know you're trying to help me.

MR. DAVIS: Well, don't worry. I'm going to help you all I can. Now you go home. Keep out of any more trouble. I'll get in touch with your parents if I need any more information.

(On the day of the hearing, Mr. Bates, Mrs. Bates, Mary, and Jack are in court. The judge is present with the court reporter and other court officials. The assistant district attorney is also present. The case is called.)

JUDGE CLARK: The court is ready to hear the case of Jack Bates. Mr. and Mrs. Bates, your son is charged as a juvenile delinquent by virtue of his unauthorized use of a movable vehicle, that is, the automobile. This is a formal trial, but its purpose is to do what is best for the child and society, and not to punish the child.

ASSISTANT DISTRICT ATTORNEY: May it please the court?

JUDGE CLARK: The court recognizes the assistant district attorney.

ASSISTANT DISTRICT ATTORNEY: Your Honor, I have spoken at length with counsel for the defendant, and have also spoken with his sister and parents. After speaking with them, I feel that Jack Bates was unaware that the car driven by Tom Powers was stolen. Also, I have just learned that in the trial of Tom Powers in another division of this court, he admitted that Jack Bates knew nothing of the theft of the car. Accordingly, I move to dismiss this case. I apologize to your Honor for this last minute action, however, I was not aware of all of this until shortly before trial.

JUDGE CLARK: Thank you. I appreciate the position of the state, and the case is dismissed.

(The Bates and Mr. Davis leave the court.)

MR. BATES: Thank you, Mr. Davis, for all you did.

MR. DAVIS: I'm only too happy that everything turned out so well for Jack. I've been thinking about what you said about Jack's behavior. He could be heading for more serious trouble. I would recommend that you seek professional help for him.

MR. BATES: I was talking to my wife about the very same thing. But, as you know, we can't afford to pay for such help.

MR. DAVIS: You can get help from the Family Service Society.

MR. BATES: What is that?

MR. DAVIS: It's an organization whose function is to help families in trouble. They help with the problems of children, marital problems, and other types of family problems.

MR. BATES: Are they expensive?

MR. DAVIS: To the contrary. They have a very nominal fee, and this is waived if a family cannot pay.

MR. BATES: We really do appreciate your advice and all you've done for us. We'll inquire about the Family Service Society.

Suggested Questions

Function of questions:

Questions:

To help students identify with the family

1. For a moment, imagine you were a member of the Bates family. Would this be a typical experience for your family?

2. In what way is this story typical?

3. In what way is it not typical?

4. Do you think you would have reacted to this situation as Mrs. Bates did?

To identify the problem

5. As you read the story, what did you recognize as the legal problem experienced by the Bates?

To identify the cause of the problem

6. What was the cause of Jack's legal problem?

- | | |
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| To determine the effect of the problem | 7. What effect can this problem have on Jack and his family? |
| | 8. How do you think this problem might affect Mary? |
| To establish empathy | 9. Do you think Mary did all she could to prevent this problem? |
| | 10. Do you think Mary could have made Jack listen to her? Why? |
| To clarify values | 11. Would you have felt the same way about defending Jack as his mother did? Do you think she should have taken the easy way out and had him plead guilty? |
| | 12. How do you think Jack would have felt if his family had chosen to have him plead guilty? |
| To be helped to develop more sense of personal worth | 13. What suggestions could you give the Bates family in solving a problem of this type? |
| | 14. What effect can the method used by Jack's parents in the solution of this problem have on his self-esteem? |
| To develop an appreciation of the services available to families in need | 15. How many resources can you list which would be available to the Bates family for the solution of this problem? |
| | 16. Summarize as many functions of the Family Service Society and the juvenile court as you can. |
| To develop a sense of security in regard to legal processes | 17. What do you feel was the real motive of the juvenile court in reviewing Jack's case? |

Concepts and Generalizations

A. Juvenile problems:

1. Juvenile offenders are handled by a separate division of the police department, the juvenile division, and treated differently from adults.

2. Juvenile cases are heard by a special court, the juvenile court.
3. The purpose of the juvenile court is not to punish the child, but, rather, to do what is best for him and society.
4. One is presumed to be innocent until proven guilty. Innocent people who plead guilty in the hope of receiving a lighter sentence carry a false record.

B. Resources:

1. The legal aid organizations render assistance to those who cannot afford the services of a lawyer.
2. The Family Service Society is a counseling society dedicated to assisting families with marital and other problems.

Betty K. Gipson

It would seem that the Bates family is constantly faced with legal problems. In this story, Mr. Bates has had an accident, and must file suit to recover for his injuries and damages. In this lesson you will become familiar with the Lawyer Referral Service, another community resource of value to a family with a legal problem. You will also become familiar with the process of taking court action to assert a claim.



The characters:

Mr. Fred Bates
Mrs. Helen Bates
Lisa Bates, daughter, age 5
Mary Bates, daughter, age 15
Mrs. Vera Wise, a neighbor
Mr. Davis, legal aid lawyer
Mrs. Locke, private lawyer
Mr. Deed, insurance company lawyer

(As the play opens, Mr. and Mrs. Bates are just coming home in an ambulance. Mr. Bates had been in the hospital for about five weeks. He is recovering from injuries received in an automobile accident. Mrs. Wise has been keeping Lisa while Mrs. Bates went to the hospital to get Mr. Bates.)

MRS. BATES: Fred, I think you should go lie down for a while. The ride home must have been painful.

MR. BATES: I will in just a few minutes. First, I want to sit here a while and visit with the family. I've sure missed everyone.

LISA: You missed me, too, Daddy?

MR. BATES: Sure thing. I missed you most of all.

MARY: Well, I like that! (Jokingly) Lisa is Daddy's girl.

LISA: Mother said I could be your nurse when you came home. Can I? Can I?

MR. BATES: I can't think of anyone who could do a better job. Will

you start by bringing me a glass of water? Mary, ask your mother for my medicine.

MRS. BATES: Vera, I want to thank you for keeping Lisa for me. I hope she wasn't any trouble.

MRS. WISE: Not at all. Is there anything more I can do? Do you need anything from the drug store?

MR. BATES: No, thank you very much.

MRS. WISE: If there is anything I can do, let me know. Fred, I don't mean to be prying, but what are you going to do about recovering for your injuries and expenses?

MR. BATES: I'm going to a lawyer as soon as I feel better. The doctor said it would be months before I could go back to work.

MRS. WISE: I understand your car was a total wreck, too.

MR. BATES: Yes, Vera, it was.

MRS. WISE: What happened?

MR. BATES: I was coming home from work. You remember the rain storm we had about five weeks ago? Well, it was that night. I was driving home in that downpour. A car came across a red light and I couldn't stop for it in time. Both cars were a total loss. I was seriously injured and taken to the hospital.

MRS. WISE: That's dreadful. Did the man have insurance?

MR. BATES: Yes. But I don't think he wants to admit that he was in the wrong. I'm going to see a lawyer. We'll need money to pay my expenses and to live off of until I can go back to work.

MRS. BATES: Fred, I think you should rest now.

(After several weeks Mr. Bates feels well enough to go out. He decides to go to a lawyer to see what can be done about his case. As the scene opens, Mr. Bates is in the office of Mr. Davis, the legal aid lawyer. He has explained his case in detail.)

MR. DAVIS: I'm sorry to hear about your accident, Mr. Bates. However, this office cannot represent you, since we do not handle claims for damages. You see, in cases of this sort, you can secure the services of a private attorney on a contingent fee basis, that is, a portion of what you receive will pay the fee of the lawyer. Legal aid is designed to help a person who cannot afford to pay a fee. I feel you

have a good case, and you should have no difficulty getting a lawyer to handle it on a contingent fee basis.

MR. BATES: I didn't know that. You had been such a help to us in the past, I hoped you could help us now.

MR. DAVIS: I appreciate your gratitude, but, unfortunately, I cannot be of assistance now. By the way, how is Jack getting along?

MR. BATES: He's doing well. He's making better grades in school, and has stayed out of trouble. The Family Service Society worked with him and us for many months, and we are all much happier now.

MR. DAVIS: That's fine. Now back to your present problem. Don't you know a lawyer to whom you could take this case?

MR. BATES: No, I don't.

MR. DAVIS: I would suggest that you go over to the Lawyer Referral Service. That is a service of the Bar Association which attempts to refer clients, who do not know an attorney, to an attorney who is listed with the Service.

MR. BATES: Thank you. I'll go over to the Bar Association now.

(Mr. Bates goes over to the Lawyer Referral Service of the Bar Association. He is referred to Mrs. Locke, an attorney on the Service. He consults Mrs. Locke and advises of the facts of the case.)

MRS. LOCKE: I feel that your case has merit, and I will undertake it for you on a contingent fee basis. You will, however, have to pay any costs if it becomes necessary to file suit.

MR. BATES: What do you mean by costs?

MRS. LOCKE: Filing costs, and other costs incidental to the suit. If you can't pay these costs, you can ask the court to allow you to file "in forma pauperis," that is, you can show to the court that your financial circumstances are such that you cannot afford the costs, in which case filing will be allowed without the costs being paid.

MR. BATES: I believe I understand, and would appreciate your handling the case for me. Suppose we don't win. How will I pay your fee?

MRS. LOCKE: Since I will be handling the case on a contingent fee basis, I will be paid only if we are successful.

MR. BATES: Well, I just didn't want to get involved in something I couldn't afford.

(Mrs. Locke and Mr. Bates agree on a percentage for Mrs. Locke to handle the case, and she proceeds to represent him. Several weeks pass, and Mrs. Locke asks Mr. Bates to call at her office.)

MRS. LOCKE: I have been working on your case, and have been in touch with the insurance company for Mr. Ford, the driver of the other car. They have made an offer in settlement, which I feel is inadequate, but, nonetheless, I wanted to make it known to you. My opinion is that to receive adequate damages for you, we will have to file suit. There is, of course, the chance that you may lose. My opinion is that you have an excellent case. The insurance company admits the fault of their insured, Mr. Ford, but alleges that you were contributorily negligent in not being able to stop. It's up to you to decide if you wish for me to negotiate further, or file suit.

MR. BATES: I will be guided by your judgment. I don't feel that I was at fault in any way. I made every effort to stop when I saw the other car, but just couldn't. He came right across the red light at a high rate of speed. He knows good and well the accident was his fault.

MRS. LOCKE: I think I know how you feel, and I'll file suit within a day or so. Can you afford the costs of about \$30?

MR. BATES: Not really. We're just barely scraping along now. I probably won't be back at work for another week or so.

MRS. LOCKE: I will ask the court to allow filing "in forma pauperis." It will be necessary for you and someone who knows you to sign an affidavit as to your limited financial circumstances.

MR. BATES: I'll ask Mrs. Wise to sign with me. She knows how bad my finances are now.

MRS. LOCKE: If you and Mrs. Wise can come in tomorrow, I'll have the papers ready for signing.

MR. BATES: Thank you for all you've done.

(Mrs. Locke has filed suit, and several months have passed. The case is now up for trial. Mr. Bates and Mrs. Locke are waiting for the hearing of the case. Mr. Deed, the attorney for the insurance company, calls Mrs. Locke aside.)

MR. DEED: Mrs. Locke, I'm in a position to now offer your client a settlement in excess of our original offer. We are willing to pay for the value of his car, the money he lost for being out of work, and his medical expenses.

MRS. LOCKE: I feel that your offer is still grossly inadequate. My

client has had considerable pain and suffering, which is still persisting, and there is some question of a residual disability. I would recommend against your offer.

MR. DEED: Well, I am not authorized to offer any more.

MRS. LOCKE: I will, of course, communicate your offer to my client, however, I believe that we will have to try this case.

(Mrs. Locke explains the offer to Mr. Bates.)

MR. BATES: I understand the offer and the risk of having the court hear the case, but we've come this far, and I'm willing to take my chances. I know I'm right. THE TRUTH WILL HAVE TO COME OUT IN COURT.

MRS. LOCKE: I'm glad you feel that way, since I feel that the insurance company is not making an offer in keeping with your loss.

(The case is heard, and after a lengthy trial, the court finds that the accident was the sole result of the negligence of Mr. Ford. The insurance company is cast in judgment for the value of the car, loss of wages, and medical expenses, and in addition Mr. Bates is awarded substantial damages for pain and suffering and possible future pain and suffering and residual disability.)

MRS. LOCKE: I am pleased at the judgment, Mr. Bates, but we will have to wait to see if the insurance company appeals.

MR. BATES: What does that mean?

MRS. LOCKE: The insurance company can ask the appeal court to review the case to determine if the judgment is correct. There is always the possibility that you may still lose, but I feel very strongly that you have nothing to fear. I'll notify you as soon as I hear anything.

MR. BATES: Thank you.

(The insurance company has decided not to appeal, and has paid the amount of the judgment to Mrs. Locke. She has Mr. Bates come to her office.)

MRS. LOCKE: Mr. Bates, I have a check for you for your portion of the judgment. I have deducted my fee in accordance with our agreement. I am pleased that this matter worked out so well for you.

MR. BATES: Thank you for all of your efforts on my behalf. To tell the truth, for a while I was a little afraid of a lady lawyer, but I know you did at least as much for me as anyone could have done. I really do appreciate what you did for me.

Suggested Questions

Function of questions:

Questions:

To get students to participate

1. Do you think Lisa is her father's favorite child?
2. Was Mrs. Wise being inquisitive, or was she really interested in the welfare of the Bates family?
3. Do you have neighbors like Mrs. Wise?
4. Do you think this story was realistic?

To define the problem

5. The Bates family had many problems in this story, including the legal problem. Can you name them?
6. As you see it, what did the legal problem involve?

To establish empathy

7. Has anyone in your family ever been in an accident and needed to take legal action to recover for his injuries and damages?

To clarify values

8. What do you feel motivated Mr. Bates to take legal action in this story?
9. Do you think he was justified in taking this action?

To determine the cause of the problem

10. What was the cause of this problem?

To determine the effect of the problem

11. What effect did this problem have on the Bates family?

To develop a sense of personal worth

12. What suggestions can you make which would have been of value to this family with their legal problem?
13. Did you feel that as you read this story the Bates family had grown in relation to its ability to cope with problems?

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| | 14. Were you happy and proud of Mr. Bates when he stood firm despite his misgivings and decided to let justice be done? |
| To evaluate learnings | 15. Several new legal terms were used in this story, such as costs of court, "in forma pauperis," and contingent fee. Can you tell what they mean? |
| To become more familiar with community resources | 16. What new community legal resource was introduced in this story? |
| | 17. Can you give a reason why a family with sufficient financial means might have use for the Lawyer Referral Service? |
| | 18. As you read this story, what situations arose in your mind in which you felt your family or friends could have benefited from the services of the Lawyer Referral Service? |
| To develop economic efficiency | 19. The Bates family was in obvious financial trouble in this story. What could each member of the family have done to have helped improve the family's economic circumstances? |

Concepts and Generalizations

A. Legal procedures:

1. One who has a legal claim will usually find it advantageous to discuss it with a lawyer.
2. Damage suits are usually handled on a contingent fee basis.
3. A contingent fee is one whereby the lawyer agrees to handle the case for a percentage of what a client receives.
4. There are costs involved in a law suit, but usually there is a process by which these costs can be waived for one who is indigent.

B. Resources:

1. The Lawyer Referral Service is a community resource offered by

the local Bar Association which has as its purpose the referral of a client to a lawyer if the client does not know of one.

Additional Suggestions for Class Activities

1. Representatives from various community agencies which deal with family problems, including legal problems, might visit classes to define their services.
2. Students might list other types of legal problems their families have experienced, and develop similar plays or short stories. They may choose to rewrite one of these plays.
3. Students might make up a list of topics for bulletin board arrangements and/or posters designed to create interest and to motivate the class in attacking the legal problems of families, and seeking out community resources.
4. Provision can be made for further research into community resources of value to families of low income. A booklet might be prepared and distributed to share knowledge gained.
5. Several students might develop a questionnaire which they can administer to their fellow students to determine the types of legal problems experienced by them or their families, and the solutions which were used. These courses of action could then be discussed and evaluated by the class, and a record could be compiled of any improvements or suggestions which they might make in the problem solving techniques which were used.
6. Students might make a list of all the things they know for which a birth certificate is necessary.
7. Students might discuss situations in which either they or a member of the family had to have a birth certificate.
8. The class might be divided into three or more groups of ten or less, with a chairman to lead the group in a discussion of the importance of a birth certificate. Each group could elect a secretary to record and report the discussion to the class. Each group could discuss the importance of birth certificates, and why they feel that they are important. Personal experiences involving the need for birth certificates would add interest to the discussion.
9. Students might wish to write a true life story from their own experience, or from the experience of a friend, in which someone has been involved with the juvenile authorities and relate how the problem was dealt with by the family.
10. Students might make a list of some of the services that they know

or feel that the Family Service Society is designed to render, or of problems which might lead a family to call on this Society for help.

11. Students might make a field trip to juvenile court and see a case being tried, and/or make an appointment for the judge to talk to the class.

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WANTED: TEACHING TESTIMONIALS

A home economics student recently approached a staff member and asked, rather sheepishly, if she had a book on the "joys and satisfactions of teaching." The dejected looking girl said she could see the problems, difficulties, and frustrations and needed something to counter with.

This incident has prompted an informal search for authentic testimonials concerning the intangible rewards in teaching. *Illinois Teacher* solicits readers' contributions which may be compiled for later publication.

Won't you share with us in a brief statement the joys and satisfactions *you* have personally experienced as a teacher? Your words may help some disillusioned young person to renew faith in the profession.

JOYS AND SATISFACTIONS OF TEACHING

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ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

ACTION AND INNOVATION

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FOREWORD

ACTION--in helping to define a future society--and INNOVATION--in developing a new philosopher-home economist role--are implications suggested in the first article by Helen LeBaron. The future of home economics, she believes, will depend upon how five basic issues are resolved today.

Teachers involved in developing employment programs may be especially interested in other articles in this ILLINOIS TEACHER. Help is offered to curriculum planners in a framework of concepts and generalizations for work orientation. Inspiration for reaching disinterested students is provided through a description of a tearoom operation. Immediate practical assistance is given in the form of a unit plan dealing with preparation for adult roles.

A year ago topical outlines for a junior high school program were introduced. As a continuation of this coordinated program, unit outlines for ninth and tenth grades are now presented. It is hoped that readers will use the curriculum materials published in this issue and offer some evaluative feedback.

--Bessie Hackett
Editor

WHAT KIND OF HOME ECONOMICS FOR TOMORROW'S WORLD?*

Helen R. LeBaron
Dean
College of Home Economics
Iowa State University
Ames, Iowa

Of one thing we can be sure--we cannot see *tomorrow's world*.

Well do I remember a meeting at AHEA headquarters in the late 50's when those of us then on the Executive Committee of the Association had assembled to discuss the program for the coming annual meeting. One of the group had seen a film on "life in the 60's" and was sharing it with us, suggesting that it presented a theme around which the entire program might be planned. The film emphasized the wonderful world of miracle gadgets for easy living--supersonic dishwashing, push button meals, magic house cleaning, disposable clothing, shopping by dial. A few of us objected to such a materialistic emphasis--insisting that the major concern of home economics is *people*--and the theme was discarded. Now the 60's are nearly over, and not one of these gadgets has entered the daily living of anyone that I know.

Yet, none of us present that day in Washington had the vision to foresee the challenges that life in the 60's *would* bring in reality to home economics--

- that the conscience of the country would be turned to a concentration on the problems of the inner city and society's hitherto forgotten segment, the disadvantaged of the inner city, of rural areas and the migrant.
- that a public, disenchanted with the educational establishment, would identify some of those educational jobs left undone and vote vast sums of money and create new agencies to do them--OEO, Job Corps, Youth Corps, and the like--and even turn to Industry to accomplish new goals.
- that home economics would be forced to do something about training for employment or lose its place in vocational education.
- that college students would be shaken loose from their pre-occupation with play and the pursuit of careers for money security into a concern for people and the meaning of life and a distrust of their hypocritical elders.

*Speech presented at the Illinois Home Economics Association meeting in Decatur, Illinois, October 25, 1968.

- that social unrest would hit the universities, with students, faculty, labor, all vying to run the institution; and that the universities would seek to respond in many ways, one of them the reshuffling of programs and departments, and a renaming of most everything.
- that a country burdened by participation in legalized violence in a non-war on the other side of the globe would become rife with violence at home.
- that there would be a breakthrough in birth control technology that would trigger a sexual revolution and the need to redefine the relation of sex to family life.

Yet these things *have* occurred. They affect the individuals and those families that are the central concern of home economics.

Home economics came into being and was shaped by the needs of 19th century society. It has remained dynamic in the 20th because it is pragmatic, it is resilient, and can respond to sudden demands placed upon it.

Home economics took form at a time when four major societal movements were underway, and the direction of its growth was determined in part by each of them: (1) women's rights, (2) trade unions, (3) science applied to everyday problems, (4) egalitarian movement. So home economics became a new kind of education for women and a profession for women-- a means of: applying science to the home, freeing the homemaker from household drudgery, alleviating conditions of poor, and establishing middle-class values and standards as the ideal.

During the early part of 20th century, home economics responded to new interests and concerns of society.

- Ninety percent of the people lived on farms, agriculture was in prominence, so home economists developed expertise in working with rural farm families.
- Gesell's work at Yale in child development led to the addition of education in this area.
- The economy changed from production to consumption and consumer education began to receive added emphasis.
- The behavioral sciences received increasing recognition and findings were incorporated in home economics teachings.
- Housing became a social concern and an area of special attention.

I am old enough to know we cannot today predict much about tomorrow's world and how home economics can serve it.

But I also know that decisions we make in meeting challenges before

us today will shape our ability to stand up to any new challenges that may be presented in the 70's. Resilience, once lost, cannot be regained. If we expect to pull it out for use in future years, we must keep it in working condition, for way leads on to way.

The kind of home economics that will emerge to deal with the real problems of individual and families of tomorrow's world depends on how we resolve *five issues* facing home economics now.

1. We have ventured far enough into the inner city to learn that if we are to be successful there some of us will have to learn a few basic skills: cooking, sewing, cleaning, making do and doing without.

Where will our middle-class college students learn them?

2. Will we develop a technical-level group as well as professional home economists so we can proceed along theoretical and practical lines simultaneously?

What will be our relation to technical institutes and junior colleges?

3. Is there a new role for the home economists in business?

Their original purpose was to help in establishing standards for products used in the home. Now most of them are used in product promotion.

The educational materials they produce are not for use of the nation's poor and disadvantaged. Is there a new career in business for those who can guide the production of materials and programs for the low-income groups in our society?

4. Home economics has been notoriously unsuccessful in family life education in public schools. (There are a few exceptions.)

Will it abdicate? Or will it prepare for a massive program including realistic sex education?

Should it take leadership in studying and interpreting the revolution in family life to the public?

5. Home economics finds itself involved in reorganization programs on university campuses. Traditional colleges of agriculture, home economics, engineering, medicine, are all involved as new institutional arrangements are developed.

What do these mean for the services of family-centered programs?

What kinds of home economics for tomorrow's world? Should it confine itself to ministering to society's needs or should it help define the society the family will live in?

Ellen H. Richards said that home economics represents "the freedom of the home from the dominance of things and their due subordination to ideals." She talked again about how we can "free the spirit for the more important and permanent interests of the home and of society" What ideals? What permanent interests of the home and of society?

We have formed ties with those in natural and social sciences and the arts; should we now add philosophy? Is there a new role for a philosopher-home economist?

YOUTH ORIENTATION TO THE WORLD OF WORK:
CONCEPT AND GENERALIZATION FRAMEWORK

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"Educators are experiencing a continuing challenge to build a curriculum which contributes to the orientation of youth to the world of work. A basic first step . . . [is] the identification of concepts and generalizations considered important for such orientation."¹

A concept and generalization framework could serve as one basis for developing curriculum materials and media to orient youth for employment and to stimulate youth's constructive use of human and material resources. It could also promote vocational education programs.

A project to formulate such a framework was funded through the Oklahoma State Board of Vocational Education and was undertaken by the University of Oklahoma Research Institute. The problem for this project was to identify generalizations related to concepts important for youth orientation to the world of work. Basic concepts had been identified during an earlier research project and conference.² The identification of the generalizations was considered necessary to give applicability and support to the concepts.³ During the process of identification and evaluation of the generalizations, the concept framework was refined.

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¹J. B. Perky, Director, Oklahoma State Board of Vocational Education. Preface to report of research, Monograph Series No. 1, Youth Orientation to the World of Work: Concepts and Generalizations, 1967.

²Phase I, IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK, submitted by University of Oklahoma Research Institute, Norman, Oklahoma, October 11, 1965, to the U.S. Commissioner of Education under provisions of Section 4(c) of the Vocational Act of 1963.

³Phase II, GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK, submitted by the University of Oklahoma Research Institute, Norman, Oklahoma, September 30, 1967, to the Oklahoma State Board of Vocational Education, Stillwater, Oklahoma.

This study was part of a larger plan to guide high school boys and girls to a personal awareness of the demands of the world of work.⁴

Generalizations were identified through: a review of literature and media; individual and group study by national, state, and local consultants and youth; and an evaluation conference. Concepts, as abstract ideas, and generalizations, as inferences, were concerned with general preparation for employment. Generalizations were based on objective data, experience or theory of consultants; and were considered applicable to all areas of high school vocational education and most types of employment. Desired behavioral objectives were concerned with development of personal potential, integrity, and flexibility; and development of respect for human relations and work.

The identified concepts, as abstract ideas, and identified generalizations, as inferences, were concerned with general preparation of youth for employment. The concept and generalization framework was divided into three areas: (1) personal influences on youth orientation to employment; (2) environmental influences on youth orientation to employment; and (3) combined personal and environmental influences on youth orientation to employment. Summarized statements defined the scope of each of the three areas. Identified concepts, the italicized words in the concept and generalization framework, were expanded into background statements. These concept statements were followed by identified generalizations designed as messages to support each associated concept.

PERSONAL INFLUENCES

Personal influences, as unique characteristics from within the individual, affect youth orientation to the world of work when related to human personality needs and values.

Human needs and values may be expressed through ethical, intellectual, social, and health requirements or qualities, and influence the individual in the work situation.

1. Individual moral standards of conduct are involved in employment.
2. Individual belief that one's work contributes to the welfare of mankind influences mental health.
3. Individual ability to reason and use those factors which relate self to society affects the work situation.
4. Individual interest in work may be promoted through varying degrees of intellectual stimulation.

⁴Phase I and Phase II are the beginning steps of a research-developmental proposal, COMMUNICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK, concerned with developing media to communicate to youth the concepts and the generalizations identified during this study.

5. Individual social and emotional needs and values may be expressed through personal behavior on the job.
6. Individual social and emotional needs may become more active after the basic needs of livelihood have been met through employment.
7. Individual physical and mental health may affect each other, as well as the work situation and society.
8. Individual physical and mental health may be affected by the work situation.
9. Individual perception of integrity may be expressed in work through responsibility for self.

Individual personalities may be expressed through mental and emotional characteristics, and influence the individual in the work situation.

1. Individual maturity may be expressed through responses to problems, varying degrees of independence, and personal involvement in the work situation.
2. Individual ideas about self may influence personal performance in the work situation.
3. Individual self understanding and self acceptance may promote understanding and acceptance of others in the work situation.
4. Individual maturity level may influence the mental stimulation needed for interest in work.

ENVIRONMENTAL INFLUENCES

Environmental influences, as characteristics of the surroundings of the individual, affect youth orientation to the world of work when related to technology and automation, economic framework, work legislation, work population, work description, work opportunity, and individuals or groups.

Technology and automation may be expressed through the application of science to human work functions and influence the individual in the work situation.

1. Technology and automation influence current and future job possibilities and employment.
2. Technology and automation influence change in occupations.
3. Technology and automation may create the need for transferable skills.
4. Technology and automation may influence education as evidenced in current and future training needs.
5. Technology and automation influence work demand, education, and training.

Economic framework may be expressed through plans developed to meet the needs of society and influences the individual in the work situation.

1. Individual effort includes education for personal development, influences technology and automation, and contributes to the total economic system.
2. Individual effort included in the work situation may be partially dependent on the value which society places on personal endeavor and achievement.
3. Welfare in society involves the well-being of all people.
4. Welfare in society is influenced by the ability and willingness of the individual to fulfill occupational requirements after technical competence has been reached.
5. Power structure in the world of work involves the types and degrees of authority which affect work opportunities.
6. Power structure within the work situation may be affected by the degree of economic control, mental and/or educational development.
7. Distribution of human and material resources includes the allocation of goods and services in both quantity and quality.

Work legislation may be expressed through social and economic laws, regulations, and/or customs and influences the individual in the work situation.

1. State and federal social and economic laws are designed to protect the worker from physical and health hazards; from age, sex, or wage discrimination, and/or exploitation; and to promote financial security.
2. Local customs and/or regulations are designed to encourage further education and training, increase employee interest, improve employer-employee relations, and advance financial security.

Work population may be expressed through persons in the total labor force, both employed and actively seeking employment, and influences the individual in the work situation.

1. Technological progress may increase competition for work requiring unskilled labor.
2. Employment of youth may be associated with greater job turnover and more part-time employment.
3. Technological advances may influence job opportunity.
4. Decision concerning gainful employment may be influenced by age, marital status, family responsibilities, other sources of income, work preparation, work experience, interest, and activities.
5. Employment opportunity may be influenced by physical

characteristics of men and women.

6. Gainful employment appears to be of greater concern to men than to women.

Work description may be expressed through occupational function and status and influences the individual in the work situation.

1. Occupational information may include such aspects as function, qualifications, appeal, and range in income.
2. The social position of a particular occupation may be reflected by the public image of that occupation.

Work opportunity may be expressed through family, education, work experience, and location and influences the individual in the work situation.

1. Family ideas regarding occupational status may influence work opportunity and may or may not agree with the job description.
2. Educational and vocational information and guidance may influence an individual's work opportunities.
3. Local work opportunities may be a part of experience and learning within the community.
4. An individual's community status and social role may be influenced by the work he does, how well he does it, and the personal esteem of individuals and groups.

Individuals and groups influence persons in the work situation.

1. Peers may influence attitudes and ideas toward work and occupational status.
2. Selection of occupations may be influenced by attitudes and ideas about work and occupational status.
3. Contacts with individuals and groups, as well as mass media, influence ideas and attitudes about work.

PERSONAL-ENVIRONMENTAL INFLUENCES

Personal-environmental influences, as combined internal and external characteristics, affect youth orientation to the world of work when related to vocational plans, work situation, work demands, work quality, work attitudes, human relationships, and work and home management.

Vocational plans may be expressed through personal occupational selections and influence the individual in the work situation.

1. Personal occupational selections may influence the individual in the work situation throughout a lifetime.

2. Vocational planning includes understanding of allied occupations using transferrable skills.
3. Personal self study with accompanying identification of work attitudes influences vocational planning and development.
4. Vocational planning may be influenced by the values held by an individual and his family.
5. Vocational planning may be influenced by the degree to which a particular occupation contributes to individual needs.
6. Job choice may be influenced by individual belief about social responsibility.
7. Job choice may be influenced by and related to self evaluation.

Work situation may be expressed through characteristics of the employment setting, including such factors as employment practices, personal work appearance, physical plant, and work equipment and influences the individual in employment.

1. Selection of employees by employers may be influenced by time and expense required for training.
2. Selection of employees by employers may influence productivity and job stability.
3. Employment may be enhanced by an understanding of what is expected on the job, as well as by education and training.
4. An awareness and knowledge of the job application process may be influential in obtaining employment.
5. Awareness of job advancement opportunities may promote interest in and continuing preparation for employment.
6. The importance of personal appearance may vary with job and employer.
7. Personal appearance may influence relations with fellow workers.
8. Physical work plant and equipment may influence individual and group motivation, interest, and productivity.

Work demands may be expressed through general employment requirements, including factors of education, mobility, flexibility, responsibility, productivity, and ability and influence the individual in the work situation.

1. Education and training may promote flexibility in work skills and attitudes.
2. Mobility influences the need for national standards in education.
3. Flexibility in work skills and attitudes facilitates greater employment opportunity for an individual within an occupational cluster.

4. Production is associated with physical and mental state, work attitudes, human relationships, and motivation of the individual or group workers.

Work quality may be expressed through job satisfaction involving personal feelings of security, independence, motivation, judgment, creativity, and communication and influences the individual in the work situation.

1. Some assurance of job stability, confidence in one's ability and adaptability may contribute to a feeling of security and well-being.
2. Varying needs for personal independence may be met by different occupations and influence job satisfaction.
3. Motivation may be promoted by personal interest, personal involvement, and performance recognition.
4. Motivation in the work situation may encourage creativity, responsibility, and job satisfaction.
5. Decision making at work may be enhanced by knowledge, skill, and judgment.
6. Knowledge, skill, and judgment may influence job stability and opportunity.
7. Job satisfaction and advancement may be influenced by consideration of personality traits in making a job choice.
8. Some degree of independence on the job may encourage creativity in the work situation.
9. Learning and communication may be related to change in work behavior.

Work attitudes may be expressed through feelings and opinions concerning dignity of work, pride in performance, and job satisfaction which influence the individual in the work situation.

1. Dignity of work may be associated with performing activities believed to be worthwhile by the individual.
2. Pride in work performance may provide a sense of personal and group worth, and economic and social fulfillment.
3. Job satisfaction may be influenced by individual aspiration and capability as compared with present employment.

Human relationships may be expressed through factors concerning behavior among and between individuals and groups, and influence the individual in the work situation.

1. Employee-employer relations may be influenced by mutual respect.
2. Employee-employer relations may be affected by the communication process.

3. Employee-employer relations may affect individual job satisfaction and work productivity.
4. Relationships with co-workers may influence job satisfaction and job advancement.
5. Public relations may influence job satisfaction and job advancement.
6. The degree to which people depend upon one another in the work environment influences human relationships.

Work and home management may be expressed through factors concerning performance, including human and material resources and work-home roles, and influences the individual in the work situation.

1. Human and material resources for work and home management include time, energy, abilities, interests, and money.
2. Management of leisure time, work time, and home time involves self discipline to achieve individual goals.
3. Personal, family, community, and employment relationships may affect one another and influence both work and home satisfaction.
4. Work and home roles include consideration of duties and responsibilities in home, community, and employment situation.
5. The comparative importance of work and home roles influences the expenditure of human and material resources on any task or goal.
6. Individual money management may be influenced by the status system of society, the reward system for accomplishment, and personal values.
7. Management of resources may be influenced by values and experiences, and may affect individual standards of living at home, at work, and in the community.

CHANGE IN STUDENT ATTITUDES THROUGH OPERATION OF A TEAROOM

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"What can we do for the girls who show very little interest in the educational programs we are offering?" was asked not long ago in Mt. Prospect, Illinois. A new specialized work-study program had been provided for boys of the district, but girls with similar needs were being neglected. Girls, it was believed, could also profit from a modified program which provided educational and vocational experiences geared specifically to their abilities and interests.

The staff members wanted a program for girls that would fill the two-year gap before they became eligible for the established cooperative work programs--Diversified Occupations, Distributive Education, Office Occupations, Home Economics Occupations, and Cooperative Work Training. The major objective would be to provide an environment in which students would have an opportunity to improve their attitudes as their interests in school increased. These students do not relate to abstracts; thus a program that provided tangible, visible results was seen as the only possible solution.

In providing a solution to the problem, the administration reduced class sizes and assigned teachers who were sympathetic to the needs of poorly motivated students. By doing this, the study phase of the program was completed. Still a larger problem had to be solved: "What meaningful and satisfying work experiences could be provided in the building?"

Mrs. Dorothy Scharf, Forest View High School, suggested that her Home Economics Department might serve as the work area. She believed that there were a number of girls in home economics who would profit more from a work-oriented situation than they would from a traditional home economics program.

How could food preparation become a meaningful and worthwhile experience for these girls? What could they do that would develop pride and a feeling of accomplishment in a task well done?

An available classroom provided the solution to the dilemma. Why not use this room as a dining room? This would become a laboratory that would provide an outlet for the product and also present opportunities for the girls to develop food preparation and serving skills which are so much in demand today.

Just a room was not enough--it had to be tastefully decorated. Great pains were taken to create an environment in which the girls

would take pride. The room was made appealing by Early American furnishings--round tables, plush captain's chairs, and hutches. A decorator-inspired fabric duplicated the design of the dishes to highlight the most comfortable atmosphere. It is not uncommon now to hear the girls sharply remind one another, "Take your shoes off, you're tracking up the carpet." These are the same girls who "could care less" about the appearance of their rooms at home.



A freshman student serves lunch to guests in the Tearoom. The high quality of the food and service has made the Tearoom a very popular noonday habit.

The Tearoom accommodates twenty-four luncheon guests. Faculty members of the district, administrative office personnel, and various groups from the community are frequent patrons. Guests make reservations and purchase lunch tickets at the nominal cost of seventy-five cents.

Freedom to try different approaches and techniques is a refreshing new experience for both the girls and the teacher. An example of student and teacher enthusiasm is illustrated by an ambitious goal to serve lunch every day. After much thought and study, this plan was discarded as impractical. Tuesday and Thursday are serving days while Monday and Wednesday are preparation days. Friday is clean-up and evaluation day. Field trips to places of interest in the area are also scheduled on this day.



The challenge of making new dishes for each meal keeps interest at a high level. Here Mrs. Scharf and her cooks prepare plates for the waitress (wearing an apron of the Tearoom cornflower print) to serve to guests.

To provide the individual attention required, class enrollment is limited to fifteen. The first nine weeks of the school year are devoted to the development of skills and knowledge needed for food preparation. The girls are then taught to prepare and serve luncheon in the Tearoom. Planning the menu, figuring the cost, and buying the ingredients are all part of the learning experience.

Serving guests provides moments of great expectation and suspense. "How did they like it? Did I do a good job of serving them?" The girls are very anxious for the reactions of the guests. Approval of both the food and the service is a great ego-booster for these girls who receive so little praise in their school and home experiences.

These students generally have a very poor image of themselves. They are unstable under pressure. On serving day, when the pressure reaches a critical level, it takes much patience and persuasion to keep them at their tasks. They give up easily. "Why fight it? If it gets too tough, I'll just quit."

The students' confidence in their ability to start and carry out specific tasks is greatly enhanced by both group and individual success. Some become best at one task, while others gain proficiency in several. Even if a girl is best only at making coffee, she can have a feeling of pride and accomplishment; a seemingly insignificant skill can be very important to her self-concept.

There has been a great change in manners, dress, and personality. The girls show more pride in their personal appearance and take greater pains to look neat and clean. At the beginning, they appeared to be self-centered and selfish, but gradually they became more sensitive to the needs of others. Their ability to listen without being distracted or interrupted has improved greatly. Bickering and exchange of sarcastic remarks have lessened considerably. Volunteers for jobs have increased from almost no volunteers to the point where one has to be careful not to hurt the feelings of volunteers who cannot be used. The girls have changed from being reluctant to try different jobs to the place where they will try any job and want to do it well. The "I don't care" attitude has been replaced by a genuine desire to succeed. The girls take more initiative in recognizing jobs that have to be done. Instead of the "What should I do now?" approach, they anticipate and carry out tasks that have to be done.

These changes tend to substantiate the theory that students who may find limited value in existing educational curricula often find worthwhile and beneficial rewards through the integration of activities which they enjoy and from which they experience success. The tearoom experience has enabled students to gain confidence in their ability to function in the regular school environment.

In other classes change is not quite so evident, but other teachers generally feel that the program has eased some of the anxiety and frustration that these students usually display. They agree that students are noticeably "settled down" even though there is only a slight change in academic interest.

The intensive counseling provided each girl in the program has influenced a change in attitudes and a decrease in hostility and frustration. Counseling is given regularly on a group basis. Individual counseling is provided when it seems necessary or when a student requests it.

Parents of the girls are also offered the opportunity to participate in parent groups. The amount of change in the student is usually an indication of the amount of time parents give to the group. Parents of the students involved in the program give the greatest support.



Mrs. Scharf takes advantage of the opportunity to give this young lady a lesson in cutting and preparing the pie for serving. The close individual attention does a lot to improve skills and change attitudes.

How does the teacher react to this type of program? There is no doubt that teachers will have many anxious and frustrating moments because of conflicts between familiar teaching methods and those required to function with this type of group. The teacher must be flexible. Mrs. Scharf relates, "When we started, I was really uncomfortable not functioning in the traditional way; but as I continued along, I realized that these girls were really changing and that my attitude toward them had changed."

The teacher will find that these special students tend to reject any type of responsibility; they resist direction and lack motivation to carry through a given task. The teacher must be patient, enthusiastic, understanding, and above all, realistic. She must not set expectations too high, but she must not underestimate the potentiality of the group.

What work experience to offer the following year was solved by placing the Tearoom graduates in the school cafeteria where their services were most welcomed and appreciated. The vocational skills and maturity gained in the Tearoom have greatly enhanced the girls' efficiency in the cafeteria.

A possible four-year vocational plan for these girls could be as follows: The freshman year is spent in the Tearoom; the sophomore year, in the cafeteria; junior and senior years, in a cooperative work program or an elective area of their choice.

The Tearoom program has exceeded all expectations. Behavioral and attitudinal changes have been amazing. Teachers and students alike have observed the transition from a cantankerous group to a cohesive, smooth-functioning unit.

CURRICULUM GUIDES FOR A COORDINATED PROGRAM OF HOME ECONOMICS

A previous issue of *Illinois Teacher* (Vol. XI, No. 4) introduced materials developed in a curriculum project being conducted at the University of Illinois under the direction of Elizabeth Simpson. A coordinated program for Grades 7 through 12 was planned according to Simpson's curriculum model which perceives aspects of home economics to be related by a large area of commonality and based upon a "roles of women" core.¹

Topical outlines of units in Grades 7 and 8 were published in *Illinois Teacher*, Vol. XI, issues No. 4 and No. 5, along with detailed plans for pre-employment units. Two more series of unit outlines for Grades 9 and 10 are now presented in sequence as a continuation into the high school program. It should be noted that foundation courses are designed for Grades 7, 9, and 11; enrichment courses, which could be eliminated, are offered in Grades 8, 10, and 12.

¹E. Simpson. Model for proposed curriculum in home economics. Scope and sequence. *Illinois Teacher*, 1967-68, 11, 253-358.

TOPICAL OUTLINES OF UNITS, GRADE 9

Unit I. Developing Understanding of Self and Others

- I. Roles of the teenage girl.
 - A. The concept of "roles."
 - B. Variety of roles.
 1. Member of family of origin--daughter, sister, etc.
 2. Friend.
 3. Student.
 4. Citizen.
 - C. Role responsibilities.
 - D. Role conflicts.
- II. Basic human needs of self and others.
 - A. Physical needs.
 1. Identification of needs.
 2. Ways of meeting needs in own and other cultures.
 3. Problems associated with difficulty in meeting physical needs.
 4. Variations at different periods in life cycle.
 - B. Emotional--social needs.
 1. Identification of needs.
 2. Ways of meeting needs in our own and other cultures.
 3. Variations at different periods in life cycle.
 4. Problems associated with difficulties in meeting needs.
 5. Long-range effects if needs are not met.
 6. Personal responsibility with respect to meeting needs of self and others.
 - C. Mental needs.
 1. Identification of needs for knowledge and understanding.
 2. Ways of meeting needs.
 3. Problems associated with meeting mental needs.
 4. Meeting own mental needs and helping others meet their needs.

- III. Communication, verbal and nonverbal.
 - A. Definitions of communication, verbal and nonverbal.
 - B. Communication as a major factor in relationships.
 - C. Verbal communication.
 - 1. Methods.
 - 2. Content.
 - 3. Voice.
 - 4. Means of improving.
 - D. Nonverbal communication.
 - 1. Means expression, posture of head and body, touch, gestures, dress, cosmetics, home furnishings, use of time and space.
 - E. Developing ability to communicate more effectively.

Unit II. Personal Standards of Conduct.

- I. Definition of personal standards of conduct.
- II. Reasons for developing personal standards of conduct.
- III. Cultural and subcultural influences.
 - A. Comparison of standards of conduct in our culture in past and present.
 - B. Comparison of standards of conduct in different subcultures in America.
- IV. Value bases for development of personal standards of conduct.
 - A. Definition of values.
 - B. Recognizing personal values.
 - C. Origin of personal values.
 - D. Nature of values.
 - 1. Expression of values.
 - 2. Difficulty in recognizing.
 - 3. Difficulty in changing values.
 - 4. Conflicting values within oneself and with others.
 - 5. Weighing values in making choices.

- E. Religious values as a base for personal standards of conduct.
 - 1. Differences in religions and interpretations.
 - 2. Changes in religion as related to changes in values.
 - 3. Results of having religion as base for values.
 - 4. Efforts of religious institutions to help individuals in terms of personal standards of conduct.

- F. Status as value base for personal standards of conduct.
 - 1. Definition of status.
 - 2. Examples that show how status as a value determines conduct.
 - 3. Reasons for status as value base.
 - a. Basic need for recognition, participation, acceptance.
 - b. "Symbolic" value.
 - c. Importance of status at different stages of life.
 - 4. Significance of status as value in different subcultures.

- G. Health as value base for personal standards of conduct.
 - 1. Distinguishing between real and "symbolic" values.
 - 2. Research data on effects of alcohol, tobacco, drugs as related to health and conduct.
 - 3. Diseases--including venereal disease among teenagers.

- H. Conformity as value base for personal standards of conduct.
 - 1. Definition and explanation of conformity.
 - 2. Possible reasons for felt need for conformity.
 - a. Sense of identity with group other than family.
 - b. Fear of deviancy.
 - 3. Conformity at different stages of life.
 - 4. Conformity in different subcultures.
 - 5. Influence of advertising on conformity.
 - 6. Overconforming.

- I. Unconventionality as value base for standards of conduct.
 - 1. Definition and examples.
 - 2. Bases for conventions.
 - 3. Bases for unconventionality.
 - 4. Theories about unconventionality of adolescents and youth.

- J. Responsibility as value base for standards of conduct.
 - 1. Definition and explanation of responsibility.
 - 2. Differences in mature responsibility and assumed duty.
 - 3. Examples of responsibility in various sub-cultures.
 - 4. Responsibility to oneself.
 - 5. Responsibility to others.

Unit III. Becoming an Attractive Woman.

- I. Personal Grooming.
 - A. Concept of "good grooming."
 - B. Cultural differences with respect to personal grooming.
 - C. History of emphasis on appearance of women throughout ages.
 - D. Value bases for personal grooming.
 - 1. Human relations.
 - 2. Health.
 - 3. Self-respect.
 - 4. Career or job success.
 - E. Grooming routines for teenagers.
 - 1. Care of skin, hair, nails, body (depending on needs of students).
 - 2. Collection and care of grooming aids.
 - a. Cosmetics and consumer protection laws.
 - 3. Special grooming problems.

- II. Other influences on personal appearance.
 - A. Posture, sitting, standing, and moving.

- B. Mannerisms.
- C. Health habits with respect to
 - 1. Sleep and rest.
 - 2. Diet.
 - 3. Cleanliness.
 - 4. Exercise.

III. Enhancing appearance through clothing selection.

- A. Attitudes and values relating to clothing.
- B. Art principles applied to selection of clothing.
 - 1. Balance.
 - 2. Proportion.
 - 3. Emphasis.
 - 4. Rhythm.
 - 5. Harmony and unity.
- C. Personality considerations in clothing selection.

Unit IV. Consumer Buying of Clothing.

- I. Wardrobe planning.
 - A. "Needs" versus "wants" in making wardrobe decisions.
 - 1. Place of clothing in hierarchy of values.
 - 2. Personal wardrobe needs in relation to wardrobe of other family members.
 - 3. Consequences of impulsive buying or planned purchases.
 - 4. What to buy in terms of coordinating color, texture, line and design in wardrobe.
 - B. Resources to consider.
 - 1. Clothes on hand.
 - 2. Money--personal and family.
 - 3. Skills--construction and buymanship.
 - 4. Care and storage facilities.
 - 5. Potential gifts.
 - C. Quality needed in clothing for various activities and occasions.
 - 1. Work and/or school.
 - 2. Public appearances other than above.
 - 3. Infrequent use--party or special occasion.
 - 4. Recreation and relaxation activities.

- D. Considerations for year-round wear.
 - 1. Outdoor climate.
 - 2. Air-conditioned indoor climate.
- II. Decisions in the market place.
 - A. Motivation and pressures for purchase.
 - 1. Advertising.
 - 2. Peer acceptance.
 - 3. Prestige of brands or stores.
 - 4. Sales personnel.
 - 5. New fads or fashions.
 - 6. Need--real or assumed.
 - B. Cost of item in relation to resources and to need.
 - C. Fit and becomingness.
 - D. Integration into wardrobe.
- III. Shopping practices in buying clothing and accessories.
 - A. Using consumer information to investigate before buying.
 - 1. Advertisements.
 - 2. Analyses of products by testing agencies.
 - 3. Informative labeling.
 - 4. Brand names and seals of approval.
 - B. Use of "sales."
 - 1. Knowing typical price levels.
 - 2. Awareness of types of merchandise promoted.
 - a. Regular stock.
 - b. Special order.
 - c. Irregulars or seconds.
 - d. Broken sizes.
 - 3. Decisions about when to shop at a sale.
 - C. Advantages and limitations of various places to buy.
 - 1. Department store.
 - 2. Speciality shop.
 - 3. Discount house.
 - 4. Mail order house.
 - 5. Clothing exchange, rummage sale or second-hand store.

- D. Advantages and limitations of various methods of payment.
 - 1. Cash.
 - 2. Charge.
 - 3. Installment.
 - 4. Lay-away.

- E. Consumer responsibility to the seller.
 - 1. Courtesies in handling and trying on merchandise.
 - 2. Understanding privileges and policies in relation to approvals and returns.
 - 3. Keeping communication open.
 - a. Asking pertinent questions to get product information.
 - b. Providing pertinent facts about size, color, quality desired, etc.
 - 4. Showing appreciation for good service.
 - 5. Making justifiable complaints.

Unit V. Personal Nutrition.

- I. Importance of nutrition in relation to personal appearance. (Introduced in Grade 7: related concepts further developed in Grade 9.)
 - A. Nutritional effects on vitality and strength.
 - B. Appearance of skin, hair, teeth, eyes, and nails as related to unit

- II. Importance of nutrition in relation to later roles in life.
 - A. Relation of diet of young girl to later pregnancies and childbirth.
 - B. Food habits.
 - 1. The relationship of today's food preferences and habits to patterns for future family.
 - 2. Advantages of eating a variety of foods.
 - a. Social situations.
 - b. Special diets.
 - c. Different countries and cultures.
 - d. Fun and creativity.
 - e. Economies in spending.

III. Cultural and scientific influences on food.

A. Cultural differences in relation to intake.

1. Time and frequency of meals, snacks, etc.
2. Type of food for specific meals.
3. Ways of preparing foods.
4. Standards for appearance and taste.
5. Values associated with eating.

B. Technological and regulatory considerations.

1. Nutritional research and changes in recommended intake.
2. Influence of new equipment and methods for processing, packaging and merchandising food.
3. Conditions affecting safety of food for consumption.
4. Natural foods versus dietary enrichments, supplements, and substitutes.

IV. Special dietary considerations.

A. In relation to weight gain or loss.

1. Importance of diet, i.e., total nutrient intake and eating patterns; total nutrient intake and fad diets.
2. Importance of medical advice.
3. Bone structure.
4. Caloric needs.
5. Exercise and activity.
6. Role of glands.
7. Psychological factors.
8. Inherited factors.
9. Cultural differences in values with respect to woman's figure and weight.

B. In relation to illness.

1. Psychological factors.
2. Following professional advice.
 - a. Diets to accommodate deficient body functions--permanent or temporary.
 - b. Diets to supplement inadequate nutritional intake.

V. Planning and preparing quick nutritious meals.

A. Considerations.

1. Nutritional needs of people to be fed.
 2. Resources available, money, time, energy, skills, equipment.
 3. Appearance, color, flavor, and texture of food combinations.
 4. Manner of serving.
- B. Use of meal patterns.
1. Definition of "meal" and "meal pattern."
 2. Function of meal patterns.
 3. Differences in meal patterns.
 - a. Cultural--nationality, rural, urban, suburban.
 - b. Family composition and activities.
 4. Traditional meal patterns.
 - a. Breakfast.
 - b. Brunch.
 - c. Lunch or supper.
 - d. Dinner.
 - e. Snacks or refreshments.
- C. Steps in meal management.
1. Planning--menu, marketing, preparation schedule, serving and cleanup.
 2. Preparation.
 3. Serving.
 4. Cleanup and evaluation.

Unit VI. Using Personal Leisure.

I. Concepts of leisure.

A. As related to time.

1. "Free" time, nothing to do.
2. "Time off" from work, employment, school, or home responsibility.
3. "Discretionary" time, block of unoccupied time when one is free to use it as he chooses.

B. As related to work.

1. Need for a change of pace.
2. Need for *re*-creation, for compensatory activities to balance work.

C. As an attitude.

1. Time to "use" or time to "kill."
2. As freedom and opportunity *for*, rather than freedom *from* activities.

D. As a way of life.

1. Keeping oneself unencumbered by obligations of schedule.
2. Freedom from meeting demands of existence.

II. Influences on use of leisure.

A. Goals.

1. Conditioned by values of self, peer group, and family.
2. Conditioned by commercialism and advertising.

B. Time available.

1. Frequency of leisure periods.
2. Amount of time, in any one period and total time per day, week, month, or year.
3. Variations due to type of work and age of person.

C. Other resources.

1. Within self.
2. At home.
3. In immediate or larger community.

D. Policies and programs of local and/or national organizations.

III. Building leisure skills.

A. Considerations of balance.

1. For time alone and time with others.
2. For short periods and for extended periods of time.
3. For various types of personal development, physical, mental, emotional, social, and for service to others.
4. For present use and probable future use.
5. Developing and using a variety of resources.

B. Analysis of leisure activities.

1. Developmental.
2. Social.
3. Service.
4. Creative.

- C. Planning for leisure opportunities in relation to plans for
1. Money.
 2. Food.
 3. Clothing.
 4. Housing.
 5. Own schedule.
 6. Utilizing various media, TV, movies, etc.

NOTE: (In our work-oriented culture, we tend to think of leisure as a vacuum to be filled rather than offering opportunities for personal development and service. The purpose of this section is to help the student understand the concept of leisure and values related to its use. Techniques of analyzing the offerings of the mass media for their content and possible effects may be discussed.)

TOPICAL OUTLINES OF UNITS, GRADE 10

Unit I. Looking Forward to Marriage and/or a Job or Career.

- I. Examining adult living.
 - A. Areas of adult responsibility.
 1. Personal.
 2. Occupational.
 3. Marriage and family.
 4. Citizenship.
 - B. The social setting for today's adult living.
 1. Socio-economic changes related to industrialization.
 - a. Commercial and industrial expansion.
 - b. Specialization.
 - c. Urbanization and suburbanization.
 - d. Improvements in transportation and communication.
 - e. Prosperity and affluence.
 2. Soci-economic changes related to scientific and technological advances.
 - a. Knowledge expansion.
 - b. Exploitation of human and material resources.
 - c. Automation.
 - d. Obsolescence of jobs, skills, and products.
 - e. Educational opportunities.
 - f. Prosperity and affluence.
 - g. Shrinkage of world and space.
 - C. Trends which affect adult responsibility.
 1. Population trends.
 - a. Population explosion.
 - b. Population control.
 - c. Increase in proportion of the aging and young in the population.
 2. Labor force trends.
 - a. Increase in size of labor force.
 - b. Increase in proportion of women and of married women in the labor force.
 - c. Increase in demand for skilled, trained workers.
 - d. Decrease in demand for unskilled workers.

3. Mobility trends.
 - a. Greater geographic mobility.
 - b. Greater job mobility.
 - c. Greater social mobility.
4. Trends in work and leisure life.
 - a. Shorter work week.
 - b. More leisure time.
 - c. Earlier retirement.
5. Trends in personal and family life.
 - a. Earlier marriages, earlier parenthood.
 - b. Lowered household production.
 - c. Increased family consumption.
 - d. Higher standard of living.
 - e. Faster pace of living.
 - f. Increased use of labor-saving equipment and products.
 - g. Easier credit.
 - h. Greater dependence on public service.
6. Movement toward greater and equal opportunity for all.
 - a. New public attitudes (family planning, housing).
 - b. Social security (legislation) and federal aid.
 - c. Expanded educational opportunities.
 - d. Greater freedom of choice.

D. Adult problems resulting from changes.

1. Increased wants.
2. Increased mental illness.
3. Increased divorce.
4. Increased juvenile delinquency and crime.
5. Unemployment of unskilled workers.
6. Increased competition for jobs.
7. Difficulties in management of time, money, and energy.
8. Shifted responsibilities.
9. Altered and confused roles.

E. Status of women in the population.

1. Single person, with or without dependents.
2. Married person, with or without dependents.
3. Widow, with or without dependents.
4. Divorced or separated person, with or without dependents.

- F. Characteristics of women in the labor force.
 - 1. Proportion of total.
 - 2. Composition according to family status.
 - 3. Age.
 - 4. Types of occupations.
 - 5. Work patterns.
 - 6. Income.

- G. Prospects for employed women.
 - 1. More women in the labor force.
 - 2. Longer period of employment.
 - 3. Higher skill and training requirements.
 - 4. Increase in service-type occupations.
 - 5. Less discrimination because of sex or race.
 - 6. Periodic retraining to adjust to labor demands.
 - 7. Shorter work week.

- H. Factors affecting women's decisions when to combine marriage with employment or community service.
 - 1. Present and future economic needs.
 - 2. Individual needs of family members.
 - 3. Care of children during working hours.
 - 4. Management of household responsibilities.
 - 5. Attitudes of husband and family.
 - 6. Personal rewards of work or volunteer service.
 - 7. Availability of jobs, transportation, household services.
 - 8. Earning power.
 - 9. Family values.
 - 10. Stage of family life cycle.

- I. Advantages of general education for women at high school and post-high school levels.
 - 1. Provides abilities for responsible citizenship.
 - 2. Contributes to enrichment of family life.
 - 3. Widens horizons for personal development.
 - 4. Improves qualifications for employment.

- J. Benefits of wage-earning preparation for women.
 - 1. Provides abilities for support of self and/or others.
 - 2. Helps when supplementary family income is needed.
 - 3. Adds security during family emergencies.
 - 4. Provides a means for contributing to society.
 - 5. Aids in achieving personal satisfaction.

II. Preparing for adult living.

A. Evaluation of personal goals.

1. Recognition of aspirations.
2. Identification of values.
3. Realistic examination of future prospects.

B. Appraisal of available resources.

1. Finances.
2. Personal qualities. (See 7th-grade outline, *Illinois Teacher*, 1967-68, 11, 259-265.)
3. Other people.
4. Educational opportunities.
 - a. High school.
 - b. College.
 - c. Vocational and technical schools.
 - d. Company and government training programs.
 - e. Adult courses.
 - f. Independent study.
5. Occupational opportunities.
 - a. Industries.
 - b. Commercial establishments.
 - c. Institutions.
 - d. Private homes.
6. Opportunities for volunteer service.
 - a. Church groups.
 - b. School organizations.
 - c. Women's clubs.
 - d. Charities and welfare agencies.
 - e. Hospitals.
 - f. Rest homes.
 - g. Children's homes.
 - h. Political organizations.
 - i. Community government and development committees.
 - j. Others.

C. Planning the use of resources to attain goals.

1. Pursuing education.
2. Getting married or remaining single.
3. Selecting living accommodations.
 - a. Sharing housing with others.
 - b. Type and quality of housing needed.
 - c. Location of housing.

- d. Cost of housing.
 - e. Household services and furnishings required.
4. Choosing transportation.
- a. Use of public facilities.
 - b. Sharing with others.
 - c. Buying a car, arranging for insurance and upkeep.
5. Selecting group affiliations.
- a. Social.
 - b. Religious.
 - c. Fraternal.
 - d. Service.
 - e. Special interest.
 - f. Professional.
6. Assembling work credentials.
- a. Social security number.
 - b. Birth certificate.
 - c. Work permit.
 - d. Diploma, degree, certificate, license.
 - e. Professional or union memberships.
 - f. Papers concerning naturalization, security clearance, military service.
 - g. Resume of qualifications, training, and experience.
 - h. Letters of reference.
 - i. Samples of work.
 - j. Photograph.
7. Locating job leads or opportunities for volunteer service.
- a. Personal contacts with friends, relatives, others.
 - b. School counselors and placement officers.
 - c. Bulletin boards at schools, counseling services, agencies.
 - d. Organizations, institutions, volunteer bureaus.
 - e. Businesses, industrial concerns.
 - f. Classified ads and news articles in newspapers, trade, professional, and other publications.
 - g. Community and state employment offices and other agencies.
 - h. Private employment agencies.
 - i. Letters of inquiry.

8. Applying for a job.
 - a. Application forms.
 - b. Letters of application.
9. Interviewing for a job.
 - a. Arrangements.
 - b. Business etiquette.
 - c. Appearance.
 - d. Attitudes.
- D. Achieving goals.
 1. Satisfying relationships with family, friends, and co-workers.
 2. Skill in work at home or on the job.
 3. Material rewards.
 4. Advancement in position and pay.
 5. Self-respect.
 6. Personal fulfillment.
 7. Contributions to others.

Unit II. Becoming a Mature Woman.

I. Maturity.

- A. Definition.
- B. Aspects.
 1. Physical.
 2. Intellectual (mental).
 3. Emotional.
 4. Social.
 5. Philosophical.
- C. Discriminating between mature and immature behavior.
- D. Continuing development toward maturity in all aspects.
 1. Ways of developing.
 2. Sources of help.
- E. Maturity in relation to
 1. Responsibility to self and others (individual persons and society).
 2. Communication.
 3. Sexuality.
 4. Relationships with others.

F. Further exploration of qualities of mature living.

1. Healthy and mature attitudes.

- a. Objectivity.
- b. Emotional stability.

- (1) Sense of proportion.
- (2) Habits.

2. Adequate outlets for energy, feelings.

3. Personal philosophy of life based on value considerations.

G. Steps in mature behavior.

1. Consideration of goals in terms of values of self and "significant others."

2. Consideration of steps which must be taken to attain goals.

3. Analysis of probable consequences of possible courses of action.

4. Recognition that there is dissonance in any major decision.

5. Making decision without undue frustration and accepting consequences.

II. Evaluation of own level of maturity.

A. Determining level with respect to the various aspects of maturity.

- 1. Physical.
- 2. Intellectual.
- 3. Emotional.
- 4. Social.
- 5. Philosophical.

B. Reasons for own status with respect to maturity.

C. Personal goals with respect to developing as a mature woman.

- 1. Determination of goals.
- 2. Planning for their achievement.
 - a. Sources of help.
 - b. Role of self-discipline.

III. Developing sensitivity to needs of others.

A. Areas of need (review, see outline for Unit I, ninth grade).

- B. Sensitivity through verbal and nonverbal communication.
- IV. Improving communication skills.
 - A. Meaning of communication, verbal and nonverbal (see outline, Unit I, Grade 9).
 - B. Importance of communication in family life, in friendships.
 - C. Ways of keeping lines of communication open.
 - D. Problems in communication.
 - 1. Problems of semantics.
 - 2. Problems with respect to frame of reference.
 - 3. Problems across generations.
 - 4. Problems in man-woman communication and cultural bases.
 - E. Determining personal goals with respect to improved ability to communicate.

Unit III. Understanding and Caring for Children.

- I. Development of self-understanding through understanding children.
 - A. Increase in self-identity.
 - B. Growth in self-understanding based on knowledge of and interaction with children.
- II. Development of children.
 - A. Aspects of development.
 - 1. Physical development.
 - a. Growth, changes in proportion.
 - b. Coordination, manipulation, locomotion.
 - c. Hunger, thirst, activities, rest.
 - 2. Mental development.
 - a. Native capacity.
 - b. Acquisition and application of knowledge through interaction with environment.
 - 3. Emotional-social development.

- a. Love.
- b. Affection.
- c. Security.
- d. Relationships.

B. Rate and sequence of development.

- 1. Continuous, irreversible process.
- 2. Uniqueness of individual patterns.

C. Influence of environment on development.

- 1. Sensitivity to surroundings.
- 2. Imitation.
- 3. Interaction with expanding environment.

III. Caring for children.

A. Obligations to parents and children.

- 1. Following established procedures.
- 2. Meeting needs.
- 3. Guiding behavior.
- 4. Providing for safety.
- 5. Providing for development.

B. Attitudes toward children.

- 1. Interest in children.
- 2. Friendliness, affection.
- 3. Empathy.
- 4. Appreciation of children as individuals.

C. Meeting basic needs through supervised play activities.

- 1. Importance of play in learning.
 - a. Free play.
 - b. Guided play.
- 2. Selection of materials and equipment for
 - a. Large muscle activity.
 - b. Small muscle activity.
 - c. Sensory experience.
 - d. Imaginative play.
 - e. Dramatic play.
 - f. Expanding interests.
 - g. Social interaction.
- 3. Guidance.

- a. Understanding behavior and its causes.
- b. Positive and negative techniques.
- c. Effects of methods, actions, attitudes on development.

Unit IV. Planning and Preparing Simple Meals.

- I. Considerations in planning family meals (in part, review of ninth-grade content).
 - A. Facilities for eating away from home and family preferences with respect to "eating out."
 - B. Family members.
 1. Numbers and ages.
 2. Likes and dislikes.
 3. Activities.
 4. Health factors and special requirements.
 5. Skills in food preparation.
 6. Values related to food.
 7. Family customs and traditions.
 8. Ethnic and religious background of family.
 9. Time available for food preparation.
 - C. Family's "way of life."
 - D. Amount of money budgeted for food.
 - E. Equipment available for food preparation and service.
 - F. Nutrition.
 - G. Availability of foods.
- II. Meeting nutritional needs of family members.
 - A. Regularity of food intake.
 - B. Nutritional needs.
 1. Recommended allowances.
 2. Factors affecting needs: age, sex, activity, state of health.
- III. Nutrient classes.
 - A. Proteins.
 1. Definition and identification of rich sources.

- a. Complete.
- b. Incomplete.

2. Functions in the body.
3. Selection for optimum quality.
4. Preparation (meat or egg preparation).

B. Fats.

1. Types and rich sources.
2. Functions in the body.
3. Selection.
4. Use of fat in preparation of food (for examples in vegetable and meat preparation).

C. Carbohydrates.

1. Definition and identification of rich sources.
 - a. Sugar.
 - b. Starch.
2. Functions in the body.
3. Selection.
4. Preparation to aid starch digestibility (for example, in cereal and vegetable preparation).

D. Vitamins.

1. Definition and identification of rich sources.
 - a. Water soluble (thiamine, riboflavin, niacin, other members of B complex, ascorbic acid).
 - b. Fat soluble (A, D, E, and K).
2. Functions in the body.
3. Selection.
4. Preparation to conserve (vegetable and fruit preparation).

IV. Management in food selection, preparation, and storage.

A. Planning for variety and attractiveness in food combinations (in part, review of content, grades 7 and 9).

1. Color.
2. Texture.
3. Shape.
4. Flavor.
5. Temperature.
6. Form.

7. Preparation.
 8. Nutrient.
- B. Saving time and energy.
1. Choice of menu.
 - a. Forms of foods selected.
 - b. Methods of preparation.
 - c. Way meal is served.
 2. Organization of work.
 - a. Equipment and supplies.
 - (1) Use.
 - (2) Storage.
 - b. Making a market order.
 - c. Planning a time and work schedule.
 3. Work habits.
 - a. Posture and motions.
 - b. Dovetailed tasks and shortcuts.
 - c. Condition of surroundings.
 - (1) Work surfaces.
 - (2) Cleanup during process.
- C. Shopping for food.
1. Use of a market order.
 - a. Form.
 - b. Quality.
 - c. Quantity.
 2. Where and when to buy.
 3. Labels and their use.
- D. Home storage of food in relation to keeping qualities.
1. Expediency.
 2. Location (temperature).
 3. Type of container or covering.
- V. Planning and preparing simple family meals--the day's dietary for families of varied makeup.

Unit V. *Personal Clothing* (may be omitted). (With emphasis on care and repair.)

- I. Use of the sewing machine.
 - A. Setting up and closing machine.
 - B. Sitting at the machine--posture and bodily set.
 - C. Operating the machine.
 1. Treadle (depending upon situation).
 2. Electric.
 - a. Knee control.
 - b. Foot control.
 - D. Threading the machine.
 - E. Starting and stopping machine.
 - F. Guiding the fabric under the presser foot.
 - G. Testing and adjusting machine stitching.
 1. Thread color, size, and texture.
 2. Length of stitch.
 3. Tension.
 - H. Fastening machine stitching.
 1. Backstitching.
 2. Lapping.
 3. Tying a square knot.
 - I. Care of machine.
 1. Changing needle.
 2. Diagnosing common stitch irregularities.
 3. Cleaning and lubricating.
- II. Use of needle and thread.
 - A. Needle.
 1. Type.
 2. Size.
 3. Threading.
 - B. Thread.
 1. Color, size, texture.
 2. Length.
 3. Knotting.

- C. Position of needle, thread, and thimble during hand sewing.
 - D. Position of fabric or garment during hand sewing.
 - E. Permanent hand sewing (running stitch, backstitch, combination stitch).
 - F. Fastening a line of permanent hand sewing.
- III. Use of sewing machine or hand stitching in repairing broken seams.
- IV. Hemming.
- A. Determining becoming length for skirt.
 - 1. Build, including size and shape of legs.
 - 2. Age.
 - 3. Height of heels worn.
 - 4. Prevailing fashion.
 - B. Measuring so that hem line is parallel to floor.
 - C. Establishing hem line crease.
 - D. Determining width of hem.
 - 1. Weight of fabric.
 - 2. Style of skirt.
 - E. Adjusting upper hem edge to fit skirt at point where hand stitched together.
 - F. Choosing finish for upper hem edge.
 - 1. Weight of fabric.
 - 2. Amount fabric ravel.
 - 3. Alternatives.
 - a. Folded under.
 - b. Folded under and machine stitched.
 - c. Seam binding.
 - d. Pinked and machine stitched.
 - G. Preparation of seams in hem.
 - 1. To distribute bulk.
 - 2. On edge of pleat.
 - 3. Catch stitch.
 - 4. Invisible stitch.
- V. Attaching fastenings.

- A. Types and uses for each.
 - 1. Button and buttonhole.
 - 2. Button and loop.
 - 3. Hook and straight or round eye.
 - 4. Snaps.
- B. Determining size, type, and color of each fastener.
- C. Repairing garment if damaged in area of fastener location.
- D. Attaching fastener.
 - 1. Button.
 - a. With a shank.
 - (1) Purpose.
 - (2) Self-shank.
 - (3) Thread shank.
 - b. Without a shank.
 - 2. Thread loop.
 - a. Position.
 - b. Establishing size.
 - c. Making the loop.
 - 3. Snap.
 - a. Location in relation to edge.
 - b. Overhand stitch.
 - 4. Hook and eye.
 - a. Location in relation to edge.
 - b. Overhand stitch.

VI. Putting in zippers.

- A. Selecting zipper suitable for need.
- B. Precautions in removing broken zipper.
- C. Establishing length of placket opening.
- D. Preparing placket opening.
 - 1. Stitching fastened at both ends.
 - 2. Opening machine-basted.
 - 3. Seam allowance pressed open.
- E. Applying zipper.
 - 1. Slot placket (two overlaps with zipper centered beneath opening).
 - 2. Single overlap placket.
 - 3. Concealed zipper placket.

VII. Other aspects of care (review as needed; see eighth-grade outline).



Jim Reiter

*Is my role "whatever will be?"
Or will the future be planned by me?*

Planned Adulthood is one concept developed
in the Grade 10 unit on vocational decision making.

VOCATION ORIENTATION UNIT, GRADE 10

A unit plan, "Looking Forward to Marriage and/or a Job or Career," has been developed for Grade 10 to complete the sequence of pre-employment offerings--"Developing Qualities for Friendships and Employability" (Grade 7) and "Occupations Related to Home Economics" (Grade 8). Decisions for offering this unit in the tenth grade (rather than in the ninth grade) were based on the contention that, by this time, most girls have passed through a stage of intense self-centered concern and are becoming more altruistic and realistic about themselves in relation to the world. This tenth grade unit has been selected for publication because of the demand for curriculum materials on early orientation of young adolescents to their future adult roles.

Overview

The underlying concept in this unit is the process of management--planning the use of resources to achieve goals. In order for the teenager to achieve goals, decisions must be made. Decision making is an important aspect of preparing for her present and future roles, among which might be family member, friend, student, citizen--and eventually homemaker, mother, professional worker, or skilled service worker. Such decisions are influenced by social and economic conditions and by trends in contemporary living.

Although a few elements of content are reviews of material included in the earlier vocational units, the teacher may wish to repeat other aspects of the previous studies, such as the development of personal qualities (Grade 7, Unit III). Emphasis of certain areas may be achieved, at the discretion of the teacher, by deleting some learning experiences and expanding others. Additional teaching aids may be located in the references for Grade 7, Unit III and Grade 8, Unit III.²

As with the previously published plans, this unit is structured according to five aspects: (1) objectives, (2) content, (3) learning experiences, (4) teaching aids or resources, and (5) means of evaluation. Levels of expected behavior, classified in accordance with taxonomies of educational objectives,³ are indicated in parentheses following each objective and learning experience. This is done primarily to encourage high levels of learning and to promote consistency between learning experiences and the behaviors these activities are

²*Illinois Teacher*, 1967-68, 11, 297-299, 372-374.

³B. Bloom, M. D. Engelhard, E. Furst, W. H. Hill, and D. Krathwohl. *Taxonomy of Educational Objectives, Handbook I, Cognitive Domain*. New York: David McKay, 1956.

D. Krathwohl, B. Bloom, and B. B. Masia. *Taxonomy of Educational Objectives, Handbook II: Affective Domain*. New York: David McKay, 1964.

E. Simpson. The classification of educational objectives. *Illinois Teacher*, 1966-67, 10, 110-144.

expected to bring forth. Frames of reference may also require clarification: learning experiences are expressed in terms of student activities, evaluation experiences in terms of teacher activities.

Major Objectives

Comprehends personal, work, family, and citizen roles in the lives of women.

Is aware of the need to look ahead to adulthood in preparation for future roles.

Understands the relationship of socio-economic developments to trends in contemporary society.

Is able to identify and appraise available resources in preparation for various adult roles.

Is aware of the need for planning the use of resources to attain goals.

Unit I. Looking Forward to Marriage and/or a Job or Career

OBJECTIVES

Comprehends the areas in which adults are expected to assume responsibility in contemporary American society. (C-2.00 Comprehension)

Forms judgments about assuming responsibilities expected of adults. (A-4.1 Conceptualization of a Value)

Is able to recognize responsibilities of the adult and to categorize responsibilities into broad areas of responsibility. (C-4.2 Analysis of Relationships)

CONTENT

LEARNING EXPERIENCES

The broad areas of adult responsibility are:

- a. Personal
- b. Occupational
- c. Marriage and family
- d. Citizenship

An examination of one's self in light of personal responsibilities expected of him aids one in preparing for personal responsibilities as an adult.

Planning is essential in preparing for occupational responsibilities of adult living.

Preparation for marriage and maintenance of a family aids one in assuming responsibilities in future adult life.

Development of certain acceptable qualities prepares one for the role as a citizen in a changing society.

To the extent that a young person understands the nature of adult responsibilities, he can make realistic preparation for adult roles.

1. Divide into small groups and locate pictures representing each area of adult responsibility. Use these on a sectioned bulletin board. Suggested titles: "Duties of Adults," "Coming of Age in Our Society," "Privileges Bring Responsibilities." (C-2.00 Comprehension and C-2.10 Translation)
2. Explore in buzz groups the responsibilities of adult women and report findings to class. (A-1.1 Awareness)
3. Discuss and group the responsibilities according to the broad areas of adult responsibility. (C-4.00 Analysis of Relationships)
4. Invite homemakers to discuss with class factors which contribute to success in their marriage. (C-1.00 Knowledge of Specific Facts)
5. Interview women in different occupations to discover some of the responsibilities that they have on the job. Report findings to class. (C-2.20 Interpretation and A-1.1 Awareness)
6. Listen to resource person speak on "Woman as a Citizen." (C-1.00 Knowledge of Specific Facts and A-1.2 Willingness to Receive)

7. Invite students from other countries to tell about "Women's Responsibilities in Other Lands." (C-1.00 Knowledge of Specific Facts)
8. Write short papers on related topics: "How Adults can be Good Citizens," "Voting, a Privilege or a Responsibility?" "Feelings about Being on My Own," "My Obligation to Myself," "What a Teenager Needs to Know about Adult Responsibility." (C-2.20 Interpretation and A-4.11 Conceptualization of a Value)

EVALUATION

9. Students participate in contest in making bulletin board display related to the unit of learning.
 10. Teacher observes students' responses in discussion for indications of understanding the nature of adult responsibilities.
 11. Teacher appraises written assignments for depth of comprehension.
-

OBJECTIVES

Comprehends the socio-economic developments which have created changes in today's adult living. (C-2.20 Interpretation)

Is willing to examine socio-economic developments which have influenced adult living in our rapidly changing society. (A-1.2 Willingness to Receive)

CONTENT

Interrelated and complex socio-economic developments have brought about changes in living.

Industrialization has contributed to these changes in many ways.

- a. Much commercial and industrial expansion has resulted.
- b. Specialization has increased.
- c. Urbanized and suburban areas have developed.
- d. Communication and transportation facilities have greatly improved.
- e. Prosperity and affluence have increased for many, but not for all.

LEARNING EXPERIENCES

1. Interview elderly persons in the community to gain information on socio-economic changes in society which affect contemporary living. (C-1.12 Knowledge of Specific Facts)
2. Discuss in class results of the interview. (C-2.20 Interpretation)
3. List and define the socio-economic developments which have created changes in living. Use current magazines, newspapers, and social studies references as sources of information. (C-1.22 Knowledge of Trends and Sequences)

Scientific and technological changes have played a major part in social and economical advancement.

- a. Knowledge has expanded.
- b. Human and material resources have been exploited.
- c. Educational opportunities have greatly expanded.
- d. Medical advances have reduced health hazards and illnesses.
- e. Obsolescence of jobs, skills, and products has taken place throughout the country.

4. Listen to resource person speak on "Social and Economic Developments Causing Changes." (C-1.2 Willingness to Receive)
5. Select one socio-economic change and illustrate in writing, pictures, or diagram how it has affected the personal lives of families. Bulletin boards may result. (C-2.10 Translation)

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Books

Hopke, *Encyclopedia of Careers*, Volume I, "The Future World of Work," pp. 37-44.

Current articles and news items located by class members.

EVALUATION

6. Determine students' grasp of social and economic conditions and ability to reach warranted conclusions by noting participation in groups and by checking assigned work.
-

OBJECTIVES

Is alert to trends in contemporary living resulting from social and economic changes in society. (C-1.22 Knowledge of Trends and Sequences)

Is willing to investigate the causes and effects of trends on teenager's preparations for adult living. (A-2.2 Willingness to Respond)

Is able to understand relationship of social and economic developments to trends in contemporary society. (C-2.20 Interpretation)

CONTENT

Trends in contemporary living have resulted from social and economic changes in society.

Population trends are toward population explosion, population control, and an increase in proportion of the aging and young in the population.

Labor force trends include an increase

LEARNING EXPERIENCES

1. Define a trend.
2. Committees engage in the following activities:
 - a. Search for news items or articles regarding current trends in living. Display materials and report findings. Discuss meaning of these for family life. (C-1.22 Knowledge of

in size of labor force, proportion of women working, proportion of married women in the labor force, and demand for skilled, trained workers.

Greater geographic job and social mobility have occurred.

Trends in personal and family life are:

- a. Earlier marriages, earlier parenthood.
- b. Lowered household production.
- c. Increased family consumption.
- d. Higher standard of living.
- e. Faster pace of living.
- f. Increased use of labor-saving equipment and products.
- g. Easier credit.
- h. Greater dependence on public services.

Shorter work week, more leisure time, and earlier retirement are trends in contemporary living.

An emerging trend is a movement toward greater and more equal opportunity for all which is indicated by:

- a. New public attitudes (family planning, housing).
- b. Increased and broadened benefits as a result of social legislation (social security, federal aid).
- c. Expanded educational opportunities.
- d. Greater freedom of choice.

Social and economic developments relate to trends in contemporary living.

Trends in contemporary living inter-relate and influence broad areas of adult responsibility.

- a. Personal
- b. Family
- c. Occupation
- d. Citizen

A knowledge of the characteristics and trends in contemporary living enables one to plan ahead and make adjustments to changes in society.

Trends and Sequences)

- b. Question middle-aged (or older) adults on trends. "How does life of today's young home-maker differ from your early adult experiences?" "What trends do you *not* view as improvements?" Summarize changes which have taken place within a generation and report adults' views to class. (A-1.2 Willingness to Receive)
- c. Write a script involving a family conversation which illustrates current trends in living. Tape record and present in class. Have class members identify trends. (C-1.22 Knowledge of Trends and Sequences)

3. Search magazines and newspapers for items relating to shorter work week, leisure time, and early retirement. Clip articles and mark in red important ideas. Make a bulletin board display. (C-2.2 Willingness to Respond)
4. Listen to a resource person speak on "The Movement toward a Greater and More Equal Opportunity for All." (A-1.2 Willingness to Receive)
5. Develop reports on recent special legislation. (For more able student.) List major social and economic developments on black-board; brainstorm to compose a list of trends which relate to each social and economic development. (C-1.22 Knowledge of Trends and Sequences and C-2.20 Interpretation)
6. Discuss areas of choice today with respect to
 - a. education
 - b. politics
 - c. religion
 - d. individual goals.(C-2.00 Comprehension)

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Current periodicals

Changing Times

Life

Look

Newsweek

Saturday Evening Post

Time

Newspapers

EVALUATION

8. Check individuals in committee work to determine extent of their knowledge of trends.
-

OBJECTIVES

Comprehends that trends in contemporary living are accompanied by problems in adult areas of responsibility. (C-2.00 Comprehension)

Is willing to examine the adult problems as they relate to the effects on each area of adult responsibility. (A-1.12 Willingness to Receive)

CONTENT

LEARNING EXPERIENCES

New problems arise for adults as changes occur in society.

1. View film, *The Individual in the Modern World*. (A-1.12 Willingness to Receive)

Problems in adult areas of responsibility result from social and economic developments.

2. Discuss content of film and identify problems facing mankind in a fast changing society. (C-2.00 Comprehension)

Problems which have resulted from recent socio-economic developments are:

- a. Increased wants.
- b. Increased mental illness.
- c. Increased divorce.
- d. Increased juvenile delinquency and crime.
- e. Unemployment of unskilled workers.
- f. Increased competition for jobs.
- g. Difficulties in management of time, money, and energy.
- h. Shifted responsibilities.
- i. Altered and confused roles.

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Current articles and news items located by class members.

Film

The Individual in the Modern World.

EVALUATION

3. Observe students during role playing to see whether they understand the adult problems which have been discussed.
-

OBJECTIVES

Comprehends the characteristics of women in the labor force and understands how these affect her status and life as an adult. (C-2.20 Interpretation)
Is aware of changes in the status and characteristics of women in the labor force. (A-1.1 Awareness)

CONTENT

Knowledge of changes in status and characteristics of women in the population aids in understanding the current roles of women.

The characteristics of working women may be examined through statistics concerning the number in the labor force, proportion of total population, age, family status, types of occupations, work patterns, and income.

Women's status is subject to change among the following classifications:

- a. Single person, with or without dependents.
- b. Married person, with or without dependents.
- c. Widow, with or without dependents.
- d. Divorced or separated person, with or without dependents.

A woman's status with respect to management and parenthood affects her work life.

LEARNING EXPERIENCES

1. Listen to teacher presenting facts and statistics on the status and employment of women in an illustrated talk. (Use graphs, charts, and diagrams, or show information using an overhead projector.) (C-1.12 Knowledge of Specific Facts)
2. Compare these illustrations with those of previous years. (C-1.12 Knowledge of Specific Facts and A-1.1 Awareness)
3. Discuss how these facts depict a changed role for women and relate to planning for adulthood. (C-2.20 Interpretation)
4. Listen to discussion on "Personal Roles and Status" by panel composed of:
 - a. Single person, married, person, widowed person, and divorced person, each with or without dependent.

(A-1.2 Willingness to Receive)

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Books

- U.S. Dept. of Labor, *The 1965 Handbook on Women Workers*, Ch. 1.
Horowitz, *The Outlook for Youth*,
"Changes in the Role of Women,"
pp. 108-114.
Lifton, *Keys to Vocational Decisions*,
"Our World of Work," pp. 206-252.

EVALUATION

5. Quiz students to determine their knowledge of current facts about women in the labor force. Check quizzes to ascertain factual knowledge.
-

OBJECTIVES

- Is able* to make inferences from occupational trends concerning women's vocational prospects. (C-2.30 Extrapolation)
Is able to distinguish factors which affect women's decisions concerning when to combine marriage with employment or community service. (C-4.10 Analysis of Elements)
Becomes acquainted with various adjustments which must be made by different families when the homemaker is employed outside the home. (A-1.2 Willingness to Receive)

CONTENT

When one is aware of future occupational trends, he is more able to prepare himself and plan realistically.

The prospects for the employment of women in tomorrow's society are very promising.

- a. The percentage of women in the labor force has greatly increased.
- b. Discrimination because of sex and race has lessened.
- c. The work week has shortened.
- d. Provision has been made for periodic retraining to adjust to labor demands for highly skilled workers.
- e. Service-type occupations in which many women are employed have expanded.
- f. Periods of employment have lengthened.

LEARNING EXPERIENCES

1. Read from sources listed, then write paragraph on facts studied concerning future prospects in the employment of women. Summarize and discuss in class. (C-2.30 Extrapolation)
2. Construct a bulletin board illustrating occupational prospects for women. Suggested titles: "Crystal Ball," "Outlook for the 70's," "Feminine Forecast." (C-2.10 Translation)
3. Write brief descriptions, based on personal knowledge, of a case in which a homemaker decided to remain at home rather than seek outside work. Identify the influencing factors. (C-2.2 Interpretation)

Decisions concerned with combining marriage and employment or community service are influenced by many factors.

- a. Present and future economic needs.
- b. Individual needs of family members.
- c. Care of children during working hours.
- d. Management of household responsibilities.
- e. Attitudes of husband and family.
- f. Personal rewards of work or volunteer service.
- g. Availability of jobs, transportation, household services.
- h. Earning power.
- i. Family values.
- j. Stage in family life cycle.

4. Divide into two groups and prepare information for, and participate in, debate on, "Woman's place is in the home." (C-2.20 Interpretation)
5. Interview women in the community performing dual roles, to discover factors affecting decisions to combine marriage with employment. From this a list can be formulated. (C-2.20 Interpretation)
6. Present minute dramas (may be written by committees) of situations in which family members consider the desirability of the homemaker seeking employment or volunteering for service. (A-1.2. Willingness to Receive)

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Books

- U.S. Dept. of Labor, *1965 Handbook on Women Workers*,
The Outlook for Youth
- Hopke, *Encyclopedia of Careers*, Volume I, "The Future World of Work," pp. 37-44.
- Sifferd, *Selecting an Occupation*, "Watch the Trends," Ch. 2.

EVALUATION

7. Check statements during debate to ascertain students' ability to make inferences from facts gathered. Reactions in responses and rebuttal will give clues to the extent of their understanding of the problem. Have members of class respond to checklist on the performance of each group in the debate.
-

OBJECTIVES

- Knows the advantages* of education for women's place in a changing society. (C-1.12 Knowledge of Specific Facts)
- Recalls* generalizations about importance of general and vocational education. (C-1.31 Knowledge of Generalizations)
- Sees* the necessity and has appreciation for general and wage-earning education to enable women to function in today's society. (A-1.12 Willingness to Receive and A-3.3 Commitment)

CONTENT

Our complex society necessitates continuous education in order for an individual to function effectively.

General education for women may develop abilities for responsible citizenship, contribute to the enrichment of family life, widen horizons for personal development, and improve the qualifications for employment.

As society becomes more highly technical and mechanized, greater need for wage-earning preparation for women develops. The benefits which may accrue from such preparation include the following:

- a. Providing abilities for the support of self and/or others.
- b. Helping when supplementary family income is needed.
- c. Adding security during family emergencies.
- d. Providing a means of contributing to society.
- e. Aiding in achieving personal satisfaction.

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Books

Lifton, *Keys to Vocational Decisions*, "How Your Schooling Affects Your Future," pp. 420-427.

Krug, *Living in Our Communities*, "Continuing Education," Ch. 17, pp. 346-362.

Research and Policy Committee, *Raising Low Incomes through Improved Education*

Periodicals

Ellis, *Teen Times*, "Young Women and the World of Work."

Pamphlet

Brochard, *School Subjects and Jobs*.

LEARNING EXPERIENCES

1. Read a reference on women's education--importance, kinds, benefits. (A-1.1 Awareness)
2. Present statistics which compare earnings with level of education attained. (C-1.12 Knowledge of Specific Facts)
3. Conduct a panel discussion on topics related to the importance of education: "Why we need more education than our grandmothers," "The purposes of school subjects," "Handicaps of being illiterate," "How people can be encouraged to remain in school." (A-3.3 Commitment)
4. Participate in circular response discussion. Possible questions for consideration:
 - a. Why is general education of great importance to women?
 - b. Why are vocational education and training for women given so much stress at this time?
 - c. Do you consider a and b of equal importance? If so, why? If not, why not?

Summarize generalizations. (C-1.31 Knowledge of Principles and Generalizations)
5. Plan and conduct a survey of women to determine their attitudes toward their own education: "What has your education done for you?" Summarize findings under the appropriate headings--"general education" or "vocational education." Have students write conclusions based on results of survey. (A-1.1 Awareness)

EVALUATION

6. Determine the extent of commitment to education by careful observation of reactions in discussion.
-

OBJECTIVES

Comprehends personal aspirations and values* as they relate to probable expectations. (C-2.20 Interpretation)

Appraises personal aspirations in light of realistic examination of future prospects. (C-6.20 Judgment in Terms of External Criteria)

CONTENT

When one examines his aspirations and values in relation to probable expectations, he is more able to direct his efforts realistically.

In the evaluation of personal goals, certain conditions are involved: recognition of aspirations, identification of values, realistic examination of future prospects.

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Books

Sorenson, *Psychology of Living*,
"Planning Your Career," pp. 617-643;
"Glossary of Terms."

LEARNING EXPERIENCES

1. Review the definition and meanings of terms: goals, values, aspirations, expectations, motives, drives, purposes. (C-1.11 Knowledge of Terminology)
2. Brainstorm on the importance of "personal goals." (C-2.20 Interpretation)
3. Write a short essay on "The Future Me." (C-2.10 Translation)
4. Role-play incidents depicting realistic and unrealistic aspirations. (C-3.00 Application)
5. Identify (from returned essays) the values which are involved in their aspirations. They will comment on their chances of achieving these goals. (C-6.20 Judgments in Terms of External Criteria)

EVALUATION

6. Check students' essays to examine their expressed aspirations. Review papers to discover how they perceive their values. Examine comments to determine how realistic their expectations are.
-

*Concept of value is developed in Grade 7 Outline, "Developing Qualities for Friendships and Employability," *Illinois Teacher*, 1967-68, 11, 271-296.

OBJECTIVES

Appraises available resources in preparation for adult living. (C-6.20 Judgments in Terms of External Criteria)
Is willing to examine available resources in preparation for adult living. (A-1.2 Willingness to Receive)

CONTENT

Appraisal of available resources contributes to preparation for adult living.

Finances, personal qualities, other people, educational, employment, and volunteer service opportunities are some kinds of resources which help people to achieve their life goals.

Types of educational opportunities available are high school, college, vocational and technical schools, company and government training programs, adult courses, and independent study.

Some occupational opportunities are located in industries, commercial establishments, institutions, and private homes.

Opportunities for volunteer services are: church groups, school organizations, women's clubs, charities and welfare agencies, hospitals, rest homes, children's homes, political organizations, community, government and development committees, and others.

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Books

Roth, *Living in Today's World*, "Knowing Yourself," pp. 166-171.

Pamphlets

Wolfbein & Goldstein, *Our World of Work*.
Bailard, *Your Abilities*.
Sinick, *Your Personality and Your Job*.
Worthy, *What Employers Want*.

LEARNING EXPERIENCES

1. Discuss the following expressions:
 - a. "Success in life is measured by one's paycheck."
 - b. "The time of the self-made man is gone."
 - c. "It's not what you are, but whom you know that counts."(A-1.2 Willingness to Receive)
2. Explore ways in which students can finance their education. (C-1.20 Knowledge of Ways and Means of Dealing with Specifics)
3. Participate in panel discussion on "Opportunities for Education, Employment, and Volunteer Services." One panel to be made up of class members with a moderator; the other of selected resource persons, such as guidance counselor, employment agency representative, and chairman of a local volunteer group. Summarize information. (C-1.12 Knowledge of Specific Facts)
4. Formulate a list of local agencies, groups, and institutions. Select one for investigation concerning opportunities for volunteer service. Discuss findings and community needs. Write a news article. (C-1.12 Knowledge of Specific Facts)
5. Determine the volunteer activities of class members. Question students about their satisfaction and rewards in serving others. (A-1.1 Awareness)

Films

How to Judge Authorities.

Filmstrips

Public Appearance.

EVALUATION

6. Test students on ability to appraise resources. (See Appendix.)
 7. Observe attitudes expressed by individuals towards money, work, and opportunity in order to help them in counseling and guidance. Check essay test to ascertain criteria used and to assess ability to make judgments of available resources.
-

OBJECTIVES

- Is able* to make a tentative plan for attainment of goals for the future.
(C-5.20 Production of a Plan)
- Realizes* the importance of planning the use of resources to attain goals.
(A-3.1 Acceptance of a Value)

CONTENT

Planning the use of available resources aids in attaining goals, and involves making decisions in various areas of living.

Major life decisions which influence personal goal achievement are those related to: educational pursuits, getting married or remaining single, and vocational and avocational choices.

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Books

- Lifton, *Keys to Vocational Decisions*, "Girls and Their Futures," pp. 406-446.
- Krug, *Living in Our Communities*, "Continuing Education," Ch. 17, p. 346; "Exploring Vocations," ch. 16, p. 328.
- Horowitz, *The Outlook for Youth*, "The Importance of Planning," pp. 164-168; "Preparing Yourself," pp. 178-181.

LEARNING EXPERIENCES

1. Read assignments on future planning, then answer questions based on readings:
 - a. Why should we "steer" rather than drift into the future?
 - b. What can people do to prepare for the unpredictable events or circumstances in their lives?
 - c. What factors are involved in planning and preparing for continued education?
 - d. How do boys and girls differ in their expectations, interest, concerns, and desires in planning for employment and marriage?

(C-2.10 Translation)
2. Discuss how single persons can lead a full and rewarding life. Cite examples which illustrate contributions to society by single men and women. (A-1.1 Awareness)

Films

Benefits of Looking Ahead.

Filmstrips

Preparing for the World of Work.

3. Begin an outline of a tentative plan for future living to include points discussed and to provide some alternatives, if some unforeseen events occur.
(C-5.20 Production of a Plan)

EVALUATION

4. Appraise answers to study questions to discover extent of understanding. Observe students' ability to distinguish factors which affect housing selection in their analysis of the case situations. Check students' skill in organizing their plans.
-

OBJECTIVES

Understands factors to consider in determining choices of living accommodations. (C-2.20 Interpretation)

Acquires information about transportation, group affiliations, and work credentials. (C-1.12 Knowledge of Specific Facts)

Applies information by planning the uses of resources to attain goals. (C-5.20 Production of a Plan or Proposed Set of Operations and A-3.00 Application)

CONTENT

To attain the goal of appropriate living accommodations one needs to evaluate factors as:
sharing housing with others,
type and quality of housing needed,
location of housing,
cost of housing, and
household services and furnishings required.

To choose the appropriate mode of transportation one may consider: the use of public facilities, sharing with others, and buying a car for which arrangement for insurance and upkeep must be made.

One's group affiliations may enhance or deter attainment of one's goals.

Choice of affiliations involves considering the purposes of various groups--social, religious, fraternal, service, special interest, professional organizations--in terms of one's values.

LEARNING EXPERIENCES

1. Present a case situation concerning an employed graduate faced with a housing problem. Class members suggest factors to consider in selecting living accommodations. Discuss advantages and disadvantages of alternatives.
(C-4.10 Analysis of Elements)
2. Use telephone directory to identify different types of transportation. (C-1.12 Knowledge of Specific Facts) Investigate costs of various types of transportation in the community. Compare figures and determine pros and cons of the different choices.
(C-4.10 Analysis of Elements)
3. Survey adults to discover organizations to which they belong. Classify in categories and discuss the motives which influence preferences. Determine the rewards in group affiliations for young people and adults. (C-4.10 Analysis of Elements)

Work credentials may be a resource in attaining the goal of securing a job.

Work credentials include social security number, birth certificate, work permit, diploma, degree, certificate, license, professional or union membership, papers concerning naturalization, security clearance, military service, and resume of qualifications.

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Books

Hopke, *Encyclopedia of Careers*, "How to Find a Job," Vol. 1, pp. 27-36.
Lifton, *Keys to Vocational Decisions*, "What to Do First," p. 459.
Greenleaf, *Occupations and Careers*, "Getting Your First Job," pp. 125-141.

EVALUATION

6. Record individual contributions in the investigation of transportation costs and in the survey of group affiliations. Examine work in planning and compiling credentials to check ability to apply learning and to integrate operations.
-

OBJECTIVES

Comprehends the use of job leads, interviews, and writing skill in securing a job. (C-2.20 Interpretation)
Is alert to the function of these factors in attaining goals. (A-1.3 Controlled or Selected Attention)

CONTENT

Personal contacts with friends, relatives, school counselors, and placement officers are sources of leads for jobs.

Bulletin boards at school, counseling services, agencies, organizations, institutions, volunteer bureaus, businesses and industrial concerns can give leads for jobs and service opportunities.

LEARNING EXPERIENCES

4. Identify the items needed for work credentials. Determine procedures involved in assembling materials. Collect and examine samples. Compile credentials for selves as part of planning. Include personal resume, reference sources, etc. (C-5.20 Production of a Plan)
 5. Continue outlines of plans for future living as new areas are studied. (C-5.20 Production of a Plan)
1. Divide into groups and choose a job and a volunteer activity, suitable for part-time work, to investigate. Through committee work, make plans and carry out the location of leads. Report findings and sources of information. (Follow through with application if there are students interested in securing part-time work.) (C-2.20 Interpretation) (C-5.20 Production of a Plan)

Classified ads and articles in newspapers, trade, professional, and other publications can provide job leads.

Community and state employment offices and other agencies, private employment agencies, and letters of inquiry are also means of discovering job leads.

Skill in business writing aids in securing employment.

A knowledge of the procedures and techniques of interviewing contributes to one's preparation for employment.

TEACHING AIDS

Books

Lifton, *Keys to Vocational Decisions*, "Finding Part-Time Jobs," Ch. 11, pp. 456-502.

Horowitz, *The Outlook for Youth*, "Finding and Applying for a Job," pp. 180-188.

Pamphlets

Feingold & List, *How to Get That Part-Time Job*.

Mitchell, *How to Get the Job*.

State of Illinois, *Timely Tips for Job Seekers*.

Nat'l. Assoc., *Your First Job*.

New York Life, *Your Job Interview*.

Films

Earning Money While Going to School.

Finding the Right Job.

Getting a Job.

Office Courtesy.

Office Etiquette.

Filmstrips

The Job Interview.

EVALUATION

7. Observe committee activities to discover ability to plan for finding job

2. Discuss characteristics of good business letters or have a business or English teacher talk on letter writing. (C-1.24 Knowledge of Criteria)

3. Complete sample application forms. Have students write letters of inquiry and/or application and submit them to a respected person for criticism. Revise and re-write. (C-3.00 Application)

4. Invite a school official or employer to discuss questions concerning interviews:

a. How are arrangements for interviews made?

b. What practices constitute "business ethics"?

c. How does one dress for an interview?

d. How does appearance affect getting a job?

e. How do people show their attitudes?

f. What are some tips for successful interviews?

(A-1.3 Controlled or Selected Attention) (C-2.20 Interpretation)

5. Role play job interviews (with the above resource person, if possible). (C-3.00 Application)

6. Complete future plans, summarizing tips for finding job leads and for interviewing for employment. Include points on letter writing and sample letter. (C-5.20 Production of a Plan)

leads. Check application forms; appraise original and revised letters for evidence of writing capability. Note skill displayed in job interviews. Examine completed plans according to objective standards to ascertain students' ability to produce a plan.

OBJECTIVES

Comprehends the factors which are evidences of goal achievement. (C-2.20 Interpretation)

Is aware of the evidences of goal achievement. (A-1.1 Awareness)

CONTENT

Indications of goal achievement are satisfying relationships with family, friends, and co-workers, skill in work at home or on the job, material rewards, advancement in position and pay, self-respect, personal fulfillment, and contributions to others.

TEACHING AIDS

Films

How to Keep a Job.
Office Teamwork.
Personal Qualities for Job Success.
You and Your Work.
Your Earning Power.

Filmstrips

Getting and Keeping Your First Job.
Your Boss is Proud of You.

LEARNING EXPERIENCES

1. Read and report on new items, articles, or biographies of persons who have achieved success in some aspect of living. (C-1.12 Knowledge of Specific Facts and A-1.1 Awareness)
2. Identify ways in which goal achievement may be measured. (C-2.00 Comprehension and A-1.1 Awareness)
3. Rate listed indications of goal achievement in order of importance. Tabulate ratings on blackboard and discuss attitudes inferred. (C-2.20 Interpretation)
4. Cite examples to show how persons may sacrifice some goals for the achievement of others. (A-1.1 Awareness)
5. Discuss differences among generations in regard to goals in life. (A-1.1 Awareness)

EVALUATION

6. Appraise reports on readings to determine students' perception of success and their consciousness of the meaning of goal achievement. Note evidences of insight from contributions in class discussions.
-

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- Benefits of Looking Ahead (Coronet)
- Earning Money While Going to School (Coronet)
- Finding the Right Job (Coronet)
- Getting a Job (Encyclopedia Britannica)
- How to Judge Authorities (Coronet)
- How to Keep a Job (Coronet)
- Office Courtesy (Encyclopedia Britannica)
- Office Etiquette (Encyclopedia Britannica)
- Office Teamwork (Encyclopedia Britannica)
- Personal Qualities for Job Success (Coronet)
- You and Your Work (Coronet)
- Your Earning Power (Coronet)

Filmstrips*

- Getting and Keeping Your First Job (Guidance Associates)--with record, purchase only, \$29.75.
- The Job Interview (Eye Gate)

*The listing of films and filmstrips includes some which have not been previewed.

Preparing for the World of Work (Guidance Associates)--with record, purchase only, \$29.75.

Public Appearance (McGraw-Hill)

Your Boss is Proud of You (McGraw-Hill)

Appendix--Test on Resources*

DIRECTIONS: In each category: (a) State specifically the resources which are available to you. (b) Explain how these resources can help (or hinder) the achievement of your personal goals.

1. Personal qualities
 - A.
 - B.
2. Other people.
 - A.
 - B.
3. Educational opportunities.
 - A.
 - B.
4. Occupational opportunities.
 - A.
 - B.
5. Service opportunities.
 - A.
 - B.
6. Finances.
 - A.
 - B.

CHECKING: Suggested rating scale: 10 points for each category. Part A, four points for a specific, inclusive list of available resources. (C-4.00 analysis of elements) Part B, six points for a complete explanation and appraisal. (C-6.20 judgment in terms of external criteria)

*This essay test could be typed on two pages in order to allow more writing space.

SUMMER SESSION OFFERINGS FOR 1969
UNIVERSITY OF ILLINOIS

First four weeks - June 16 to July 11

HOME ECONOMICS EDUCATION

VOTEC. 456 - *Problems and Trends in Home Economics Education*. Trends in home economics education, bases for curriculum decisions, and methods of curriculum development are studied. Special emphasis is given to teaching for the development of concepts and generalizations. Opportunity is provided for work on problems of individual concern.

1 unit - 8 to 11, T.W.Th.F.

Dr. Elizabeth Simpson

VOTEC. 459 - *Workshop in Curriculum Development: Consumer Education*. Identification of basic concepts and principles needed for everyday consumer functioning; exploration and creation of teaching tools and strategies suitable for secondary and adult education. Enrollment limited to twenty-five.

1 unit - 1 to 4, T.W.Th.F.

Dr. Hazel Spitze

HOME ECONOMICS

H.Ec. 323 - *Recent Advances in Foods and Nutrition*

1/2 unit - 8 to 10, T.W.Th.F.

H.Ec. 410 - *Problems in Family Living*

1 unit - 10 to 12, T.W.Th.F.

Second four weeks - July 14 to August 9

HOME ECONOMICS EDUCATION

VOTEC 451 - *Supervision in Home Economics Education*. Designed for teachers who may be responsible for student teachers, or for a group of teachers in a given school or system. Deals with theory, principles and techniques for the improvement of teaching and development of teachers. Experience will be given with a variety of means for analysis of teaching behavior.

1 unit - 1 to 4, T.W.Th.F.

Dr. Mary Mather

VOTEC. 459 - *Workshop in Curriculum Development: The Teaching of Family Relationships*. Focus is on the importance of family life and sex education in contemporary society. Special attention will be given to the needs of individual students as they strive to understand themselves and their relations with others through their family life cycle. A variety of teaching techniques and materials will be explored.

1 unit - 8 to 11, T.W.Th.F.

Helen Gum Westlake
Visiting Lecturer,

HOME ECONOMICS

H.Ec. 375 - *Home Equipment*

1/2 unit - 9 to 12, M.T.W.Th.F.

Eight weeks - June 16 to August 9

H.Ec. 330 - *Experimental Foods*

1/2 to 1 unit - 1 to 4 M.W.; 1 to 5 T.Th.

H.Ec. 470 - *Seminar in Family and Consumption Economy*

1 unit. hrs. to be arranged

Other special problems courses in Home Management, Home Furnishings, Consumer Economics, Textiles and Clothing are offered. Open by permission of the instructor with schedule to be arranged.



ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

ACTION AND INNOVATION

Foreword

Improve Learning Through Displays

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HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS

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FOREWORD

When it comes to action and innovation, home economists often are inspired these days by persons in other vocational fields. Industrial educators, for instance, enjoy a reputation for producing striking displays with a three-dimensional, multi-sensory impact. One of these professionals, Dr. Robert Tinkham, shares some of his functional "know-how" with readers in the first article. Among other ideas, he discusses how to involve the observer in the total "show and tell."

Another stimulus to action and innovation is provided in the articles by Fern Horn and Gayle Strader. Teachers are encouraged to try out independent study strategies with their students. The mechanics of making individualized learning packets and of developing single concept visual aids are explained. These suggestions may be particularly useful for skill development in occupational classes.

Developers of new occupational programs are sometimes shocked by the depth of the uncovered need for their services and by the extent of appreciation expressed for their contributions. A case in point is the experience of Margaret Blanford at Lincoln State School for the mentally retarded. Her high school trainees are not only acquiring salable skills much in demand, but they are experiencing the joy of helping those with special needs. This program, described in detail in this issue, is more than doubling its operation in one year.

Speculation concerning how busy people manage their many roles prompted the ILLINOIS TEACHER staff to do an informal survey and to share the results with readers. Virginia Guthrie provides some theoretical insight to accompany these collected "secrets" of managerial success.

Also in this issue are some of the responses received from readers to the recent solicitation of testimonials on the intangible rewards of teaching.

--Bessie Hackett
Editor

IMPROVE LEARNING THROUGH DISPLAYS

Robert A. Tinkham
Associate Professor
Industrial Education
University of Illinois
Urbana, Illinois

Recently, Sidney Harris, syndicated columnist for the *Chicago Daily News*, made the statement, "at its highest level, the purpose of teaching is not to teach--it is to inspire the desire for learning. Once a student's mind is set on fire, it will find a way to provide its own fuel."

Apparently, what he had in mind in this September 22, 1968 article, judging by what followed this opener, was college teaching. There is, however, enough truth in the idea to make it applicable to less-than-college-level instruction as well.

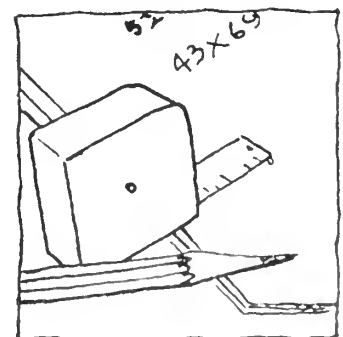
Among the many avenues of communication now available to teachers, one that is frequently overlooked in spite of its numerous advantages, is the area of the educational display. Today, industry has discovered the value of good display and has capitalized on its impact in putting a message across. In a similar manner, educational institutions such as some of the progressive museums have become vital forces in a community through the skillful use of exciting new display techniques that combine the real thing, good design, and sound psychology.

It cannot be honestly said that teachers have completely ignored displays. The truth is that displays are assembled periodically but, almost invariably, they are simply a gathering of some of the products of pupils and have as much organization as a window in a cut-rate drug store or a down-at-the-heels dime store.

If an educational display is to be effective and not just grow like Topsy, certain steps should be taken in logical order to help insure success.

1. *Determine physical facilities*

It is frustrating to say the least, to discover that an object which is an important part of a display is just a quarter of an inch too big to be placed in the display case. Likewise it is a jolt to find that the lighting system in a built-in display case throws some deep shadows on material that you had planned to be easily read. The point is that the first step in planning an effective display is to get a clear picture of the physical characteristics of the display area.



Among the questions that should be answered would be the following:

- (1) What are its actual dimensions?
- (2) What are the light conditions? Does it rely only on normal lighting or are there special lights in the case to attract attention and provide better illumination?
- (3) Can auxiliary lights be brought in by means of an extension cord plugged into a nearby outlet?
- (4) Are there provisions for adjustable shelves and, if so, for how many? Furthermore, where can they be positioned?
- (5) Assuming that the display will not damage the display case in any way, are there other possibilities for supporting materials used in the display? Can signs, for example, be suspended from the ceiling?
- (6) Can the display case be locked up to protect expensive pieces of equipment?
- (7) Is the case opened in the back or does it have moveable glass panels on the front? First choice is usually for the latter for ease of loading.
- (8) What are the display case colors that must be worked with or covered with another material?
- (9) Is there a possibility of excessive heat from the enclosed lights that might damage a part or parts of the display?

When these questions have been answered, it is possible that the best next move would be to make an accurate scale drawing of the display case interior to be duplicated for use in the initial planning stage. If the objects which go in the case are kept to scale also, it is much easier to get a fairly accurate picture of the final outcome.

2. *Decide on objective(s).*

Obviously the purpose in making a display is not simply to keep a teacher busy. It is not just fun and games but must be a valid part of the overall instructional program and aimed at some specifics in the whole operation. What these goals are should be determined by the teacher after a careful consideration of the potentials inherent in a display.



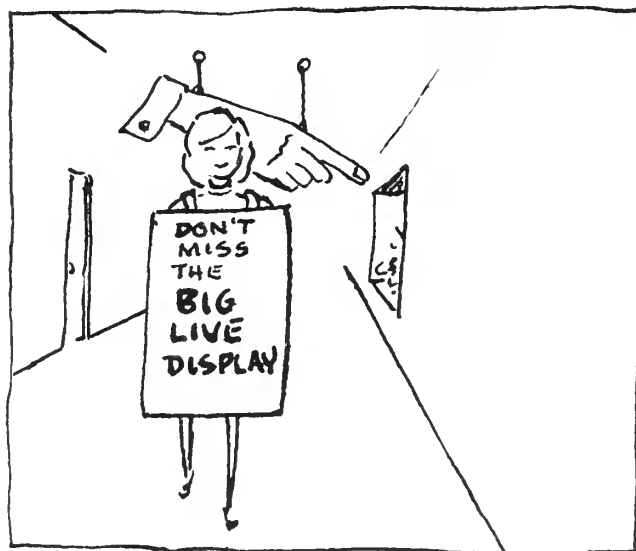
Hopefully, a good display causes a change in the viewer. She may be introduced to something resulting in a widening of her horizons.

She might see examples of products, such as textiles, which must be viewed firsthand for a real appreciation. She may be taken into an industrial firm (by photographs) that manufactures a well-known product (shown live) for a better understanding of processing and working conditions. She may see selected pieces of bad design that later will keep her from making a foolish purchase.

Although it is true that all of the outcomes cannot be anticipated (how could the teacher guess that one girl would develop an interest in photography as a hobby having seen the field trip type of display mentioned above?), still, the instructor should have some goals in mind that would be appropriate for the type of viewer she hopes to attract. These, of course, form the basis for decision making and provide the rationale behind the entire planning.

There is a definite advantage in taking time to do some analyzing of the typical viewer--students in the home economics program. Going outside of the usual instruction, analysis is particularly helpful in the case of the planning of a display which is part of a community relations program and is to be located in a downtown store window at special times such as during Education Week.

3. *Plan a method of getting and keeping the viewer's attention.*



Having decided what the main thrust or the theme of the display is to be, the display maker has an opportunity to make use of her creative talents. These will be put to the test in solving her next two problems: first, how to slow the passer-by down and, second, how to get her involved in the message found in the display.

In terms of the first question--that of getting attention--the home economics teacher has a number of things going for her. With her background in design she knows something about color, formal and

informal balance, flow, focal points, rhythm, textures, and the various other elements of good composition. With a blending of these factors, the results should have an interesting visual attractiveness that compels the viewer to take a second look. Not to be overlooked are the attention-getting qualities of colored lights and movement. (The latter can be achieved by means of a geared-down record turntable or even by such a thing as a scarf that is blown by a small, concealed fan.)

It is possible that the color of the interior of the display case is all wrong for the display that is being planned. In this case, the solution lies in covering it with another material such as cloth or paper.

There are circumstances in which an interior is redone to add to the theme or the motivating element of the display--for example, a display which deals with the world of work could well have a background of pages from the help-wanted section of the local paper. Another possibility would be the use of a panel of questionable current advertisements in a display with a consumer education theme.

In recent years the pages of our popular periodicals and newspapers have been brightened by the prize-winning advertisements for the Volkswagen automobile. Notice how cleverly they entice the reader with such captions as:

"Live Below Your Means"

"Since It's Never In, It's Never Out"

"It Comes in Three Economy Sizes"

"Every New One Comes Slightly Used"

Obviously the teacher who is planning a display does not have the services of an expensive ad agency at her disposal. But, on the other hand, the VW ad men do not have a corner on the market for communications that make the viewer take notice. What is recommended here is that the teacher exercise her ingenuity and her sense of humor perhaps in developing instant rapport. If this sounds like an impossible dream she should consider the size of her job compared with that of the VW and writers who faced the Goliaths of Detroit.

Moving to the second problem--that of getting the viewer involved--it can be said that one of the best examples of involvement in educational displays is found in the Museum of Science and Industry in Chicago. Here in this unique and remarkable museum the major purpose seems to be to stimulate and challenge the viewer through actual participation and intellectual activity. There are buttons to push, levers to move, objects to touch, and rides to be taken (as in the case of the trip to the coal mine). The activity theme is so well established that even the observing of chicks breaking out of their shells gives one the feeling of involvement.

There is no easy transfer from the big, elaborate, and successful program at this museum to the problems of a teacher planning a display.

One primary thing can be learned, however, and that is that the effective displays are dynamic rather than static. They show therefore a real concern for what is happening to the viewer and, consequently, make every effort to get this person involved--emotionally, intellectually, and even physically--when the circumstances are favorable.

If the goal then is to turn people on, what are some of the methods that might be used to achieve this objective?

- Challenge them with a question
("Which of these kitchen layouts won the prize?")
- Use a friendly informal approach
("Have fun with small fry.")
- Challenge them with a problem
(Installment buying--Godsend or nightmare?)
- Capitalize on an item of current interest
("How safe are food additives?")
- Have them *do* something
("How would you improve this telephone stand?")
(Use the pad at your left to sketch. Drop your solution in box.)
- Use humor
("Well what do *you* know!") ("Phyllis Diller slept here.")
("A *plastic* Duncan Phyfe!") ("We can put a man on the Moon but we can't improve on Chippendale!")
- Use popular vernacular ("Is this your bag?")

4. *Sketch your best layout for the display*

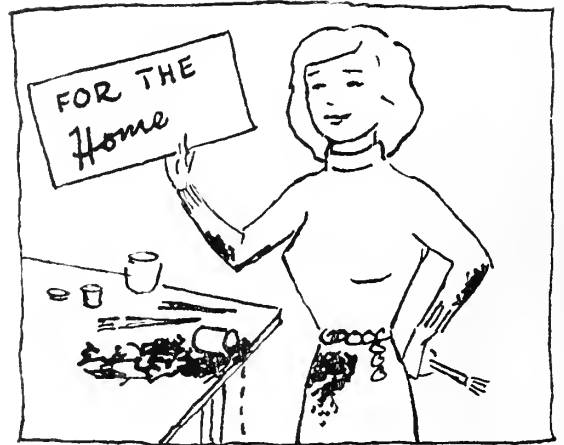


Preliminary to the final decision as to how the display is to look should be a period of brainstorming a number of possibilities. This can best be done by making quick sketches so that the results can be visualized better. As an aid in this sketching, some teachers make a scale drawing of the display case which they duplicate and thus have an accurate picture of the area on which they can sketch parts of the display.

From these sketches the final plans evolve which will include the wording of all signs and captions plus notes regarding the colors to be used.

5. *Prepare the necessary signs and captions*

Any teacher who sees the value of good displays (and bulletin boards, for that matter) and plans to capitalize on this potential, should develop her skill in doing hand lettering. While it is true that cardboard letters are commercially available and for some may be the only answer, still most teachers find that, with some practice, they can do acceptable lettering and are not limited to what is available and relatively expensive in art supply houses.

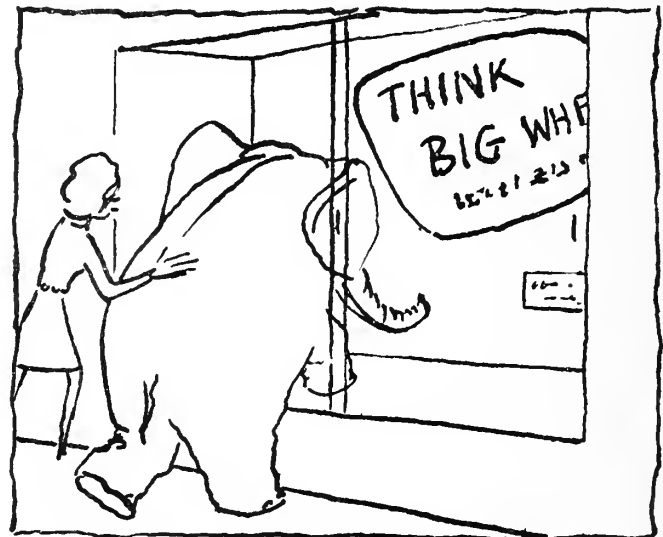


Although there are a number of books on hand lettering, the "bible" in the field is still the *Speedball Textbook*,¹ an excellent introduction to lettering by means of speedball pens and lettering brushes. With an abundance of various styles of alphabets and stroke-by-stroke instructions, this book, which sells for approximately one dollar, has convinced many that here is a valuable skill that can be mastered.

One word of caution: when other teachers discover that you have this skill, they may have an irresistible urge to keep you busy. It is at this point that you sweetly but firmly indicate that you would be very happy to help them develop a similar talent and when do they want to start?

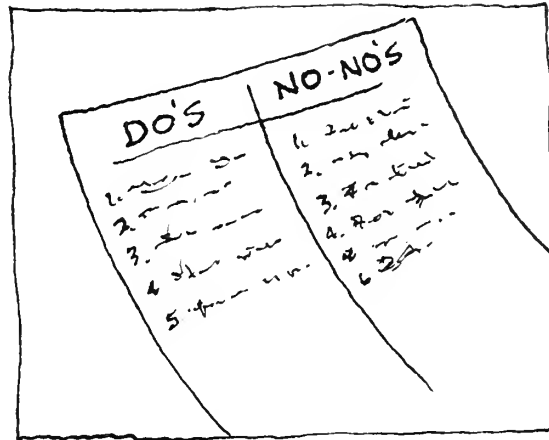
6. *Assemble the elements*

This step may take the least time of all and yet there may be problems which make it a frustrating time-burner. Possibly, in spite of your planning, there is inadequate light; or additional captioning is needed to clarify something. In any event, you are in the final stages and will soon be resting from your labors. Hopefully you would be fairly confident at this point that you had, in the words of Sidney Harris, created something "to inspire the desire for learning."



¹George, Ross F. *Speedball Textbook for Pen and Brush Lettering*, 19th edition. New Jersey: C. Howard Hunt Pen Company, 1965.

7. Evaluate the results



Santayana, the philosopher, made a statement at one time that, unfortunately is little known by those who could profit the most from it. A paraphrased version would go something like this: those who can't learn from what has already happened will continue to make their same stupid mistakes.

With this in mind, you are encouraged to pick up as much feedback as you can regarding the display--the more candid the responses are, the better! The methods used to do this would range all the way from informal conversations to the system devised by some teachers in training at the University of Minnesota. After they had put a display in a corridor wall display case, they stood out of sight behind the rear doors of the case to listen for comments by viewers. The remarks, to say the least, were candid and enlightening.

One final word for the neophyte display maker: don't let the success or failure of your first effort influence you too much. If it went well, rest assured that you have even better ones coming up. If it was not up to expectations, you can still learn from it and really get to them on the next one.

HOME ECONOMICS OCCUPATIONS IN AN INSTITUTION FOR THE MENTALLY RETARDED

Margaret Blanford

Home Economics Occupations Coordinator
Lincolnland Area Vocational Center
Lincoln, Illinois



Meeting the needs of the community and the student is a great challenge for vocational education today. Home economics has both the opportunity and the responsibility to help meet these needs. It was with these thoughts in mind that the home economics teachers at Lincoln Community High School began working to set up a program of home economics courses for gainful employment.

Early in 1967, Lincoln Community High School and nine neighboring high schools cooperatively established Lincolnland Area Vocational Center to help meet the vocational training needs of non-college-bound high school students. This vocational center offered training in seven different vocational areas, and 11th and 12th grade level students were transported to the center for instruction on a one-half day basis. These students spent the remaining one-half day in classes in the home high school. The vocational center, however, offered only limited opportunities for girls, thus a student need became apparent.

As a first step toward meeting this need, the local home economics teachers began a community survey. Since the Lincoln State School for the mentally retarded is the largest employer in the community and employs persons with widely varying skills and backgrounds, it was promptly contacted by the home economics teachers. Dr. Louis Bellinson, Superintendent of the Lincoln State School, informed the teachers that the institution has a continuing need for employees and would be willing to provide an almost unlimited number of closely supervised work stations for students in the areas of child care and food service and would be willing to cooperate in every way with such a venture. Thus ended the community survey since the community need was determined and available work stations were located.

The home economics teachers then met with district administrators and proposed that courses in occupational child care and occupational food service be offered through the vocational center. These course proposals were subsequently accepted by the principals of the area schools, and an advisory council was formed.

The advisory council consisted of the home economics teachers from the participating area high schools, personnel from the Lincoln State School, and persons from the community who were associated with food service and child care occupations. The council members worked hard during the rest of the 1967-68 school year and established goals and content for the new course offerings. The advisory council also suggested supplementary experience for the area home economics teachers; so the Lincoln State School In-service Training Department provided a three-day workshop concerning the structure of the institution and the nature of mental retardation. This workshop proved to be beneficial, and the teachers have requested that a similar session be held each year. The advisory council has continued to meet on a bi-monthly basis and has been very helpful in the implementation of the total program.

The home economics occupations program was designed in two parts: (I) Eleventh-grade students take a preparatory year-long course in either child care or foods in the home high school (see course of study, pp. 268-274). (II) Twelfth-grade students are transported to the Lincoln State School for on-the-job training and specialized classroom instruction (see course of study, pp. 277-285). Work stations chosen for 12th-grade students in child care include only wards where young children (under 12 years of age) are cared for. Work stations chosen for 12th-grade students in food service include a wide variety of experiences in food handling, preparation, and service.

The home economics occupations program began functioning with students in September, 1968. Students enrolled in the 11th-grade foods and child care prerequisite classes at their home high schools, and twenty-three students entered the 12th-grade child care course at the Lincoln State School. Here they divide their time between classroom instruction and on-the-job training and practice. The curriculum is constructed to provide a period of orientation and then a progressive type of supervised experience with gradual increase of duties and responsibilities and exposure to a variety of related career opportunities. This allows some individualization of training for students depending on their abilities and needs.

These working students are paid \$1.25 per hour through the Expanded Youth Corps Trainee Program which has been available to all Illinois mental health facilities for the employment of Diversified Occupations, Health Occupations, and Home Economics Related Occupations students in high schools and secondary-level vocational centers. The Lincoln State School has additionally provided many other benefits and services for this program--a registered nurse to instruct child care students in direct patient care, a vocational foods instructor to train students in food services, classroom space on the institution grounds, a large quantity of teaching aids, and instructional equipment. Provisions

have been made for Civil Service Examinations to be given to the working students at the end of the school year so that successful students may continue immediately as full-time employees if they wish.

With cooperation at every level it has been possible to provide very close supervision and individual instruction for the students involved. Without this cooperation all efforts could easily have been in vain. It is hoped that by having one general training station, the coordinator will be able to supervise a significantly larger number of students than would be possible in other types of cooperative programs, as time otherwise spent in travel can be devoted to the students.

One of the major difficulties in the establishment of the program has been in overcoming community hesitation and doubt about working with the mentally retarded. Thus, public relations has been an important part of the coordinator's activities. Slides have been taken of the work stations and of students on the job. These slides have been used in programs which were presented in all of the participating area schools. Another promotion device has been field trips from the area schools to the Lincoln State School to see the work stations and the students on the job. However, the working students themselves have possibly been the most potent factor in promoting the program. They like what they are doing and urge their friends to enroll. All of these promotion efforts seem to be yielding results. The enrollment for the 1969-70 school year will be approximately 40 students on the job in child care and approximately 15 students on the job in food service.

At present it appears that about 78 percent of the students trained this year will continue as full-time employees at the Lincoln State School or will go on for further education in related fields. Thus, it is believed that the student, the vocational center, and the Lincoln State School will all benefit from this program.

The coordinator shares the feelings of the student who said, "I enjoy it. I feel that I am doing something for someone else as well as myself. I think it's a great opportunity, and I believe I'll be a lot happier and more helpful now."



The warm response to demonstrations of affection quickly breaks down preconceived barriers. Student-learners soon discover that their love can do wonders for mentally handicapped children.

Vocational students enroll in the preparatory course previous to their institutional work experience. This course (Child Care I) includes study of mental retardation. The chance that someday this child will walk on his own is much greater because of the understanding and help given by the devoted student trainee.



LINCOLNLAND VOCATIONAL PROGRAM

COURSE OF STUDY

Home Economics Occupations Course: Child Care I (Classroom Instruction)

Department: Home Economics Grades: 11 and 12

Prerequisites: None Credit: 1 Unit

Text: *The Developing Child* (Brisbane)

Supplementary Resources: Films, transparencies, pamphlets, filmstrips, etc., which are listed by units at the end of the course outline.

Overview: This course is designed as a prerequisite for the home economics occupations on-the-job training program in child care offered to 12th grade students. (The on-the-job training program in child care is conducted at the Lincoln State School for the mentally retarded where the students work with children 14 years of age and under. See p. 275.)

Objectives:

1. Understanding of the structure and function of human reproductive systems.
2. Understanding of the process of human growth and development.
3. Understanding of the continuing effects of both heredity and environment.
4. Understanding of the importance of providing adequately for the basic physical and social-emotional needs of children.
5. Knowledge of various types of mental handicaps.
6. Knowledge of characteristics of various stages of human development.
7. Understanding of the importance of the family in child development.
8. Some ability to supervise and care for children.
9. Acquaintance with various types of child care facilities.
10. Knowledge of employment opportunities in the field of child care.

SUBJECT MATTER OUTLINE - CHILD CARE I

- I. ORIENTATION TO CHILD DEVELOPMENT AND CARE
 - A. Historical view
 - B. Current thinking and trends
 - C. The development process
 - 1. Heredity
 - 2. Environment
 - D. The role of the family in child care
- II. GENETICS
 - A. Functions of genes and chromosomes
 - B. Inherited traits - dominant and recessive
 - C. Disturbances in genetic processes
- III. HUMAN REPRODUCTIVE SYSTEMS
 - A. Anatomy
 - B. Physiology
 - C. Comparison and contrast of male and female systems
- IV. PREGNANCY AND PRENATAL DEVELOPMENT
 - A. Process of fertilization and implantation
 - B. Signs and symptoms of pregnancy
 - C. Complications of pregnancy
 - D. Abortions
 - 1. Spontaneous
 - 2. Therapeutic
 - 3. Criminal
 - E. Prenatal care
 - 1. Types of care needed
 - 2. Necessity of care
 - 3. Local costs
 - F. Stages of embryonic and fetal development
 - G. Common causes of birth defects
 - 1. Hereditary
 - 2. Environmental
 - H. Prematurity
 - 1. Causes
 - 2. Physical characteristics of the premature infant
 - 3. Special care needed by the premature infant
 - I. Role of family members during a pregnancy
- V. BIRTH OF THE BABY
 - A. Birth processes

1. Stages of labor
2. Normal delivery
3. Caesarean section

B. Postpartum care

1. Mother
2. Infant

C. Characteristics of the normal newborn

D. Adjustments of family members to the new baby

VI. BASIC HUMAN NEEDS

A. Physical needs

B. Social-emotional needs

C. Disturbances caused by unsatisfied needs

D. Universality of basic needs

VII. MENTAL RETARDATION

A. Differences between mental retardation and mental illness

B. Some causes of retardation

1. Pre-natal
2. Peri-natal
3. Post-natal

C. Characteristics of several types of mental retardation

1. Hydrocephalus
2. Microcephalus
3. Down's Syndrome
4. Cretinism
5. Encephalocele
6. Meningocele
7. Phenylketoneuria
8. R.H. and A.B.O. incompatibility
9. Selected other types

D. Disorders frequently associated with retardation

1. Cerebral palsy
2. Epilepsy

E. Levels of retardation and care needed by each level

1. Borderline
2. Mild
3. Moderate
4. Severe
5. Profound

F. Similarities in basic needs of retarded and normal children

G. Special common needs of retarded children

VIII. INFANCY (0-2 Years)

A. Physical characteristics and care needed

1. Nutritional needs and feeding techniques
 2. Skin care
 3. Clothing selection and care
 4. Disease prevention
 5. Accident prevention
 6. Motor development and normal reflexes
- B. Social characteristics
 1. Language development
 2. Toilet training
 - C. Emotional characteristics
 1. Aggressive personality
 2. Passive personality
 3. Withdrawn personality
 - D. Effects of deprivation
 1. Maternal deprivation
 2. Sensory deprivation
- IX. EARLY CHILDHOOD (3 years to 6 years)
- A. Physical characteristics
 1. Motor development
 2. Home play equipment
 - B. Social characteristics
 1. Teaching self-care skills
 2. Habit training
 - C. Emotional characteristics
 1. Common fears
 2. Development of positive self-concept
 3. Sibling rivalry
 - D. Intellectual development
 1. I.Q. and testing
 2. How learning takes place
 3. Learning blocks
 4. Techniques for helping children learn
- X. CHILD CARE FACILITIES - TYPES AND PURPOSES
- A. Foster home
 - B. Licensed day care home
 - C. Licensed day care center
 - D. Nursery schools
 - E. Field trips to various care facilities
- XI. SUPERVISION OF CHILDREN
- A. Importance
 - B. Techniques
 - C. Accident prevention

- D. Sanitation
 - 1. Disease prevention
 - 2. Personal hygiene
 - E. Children's play equipment
 - F. Children's books
 - G. Children's music
 - H. Children's art and art materials
- XII. PRACTICAL EXPERIENCE WITH CHILDREN
- A. Conduct pre-school program for normal children (5 weeks)
 - B. Conduct pre-school program for retarded children (1 week)
 - C. Observation and reporting
- XIII. MIDDLE CHILDHOOD (6 years to 12 years)
- A. Physical characteristics
 - B. Social characteristics
 - C. Emotional characteristics
 - D. The school and the child
- XIV. ADOLESCENCE (brief coverage)
- A. Physical development
 - B. Social characteristics
 - C. Emotional development
 - D. Parent-teen conflict
- XV. GERIATRICS
- A. Process of aging
 - B. Characteristics of the elderly
 - C. Common problems of the elderly
 - D. Special care frequently needed by the elderly
 - E. Care facilities for the elderly
- XVI. OUTLOOK FOR THE FUTURE
- A. Job opportunities in the field of child care
 - B. Further education available in the field of child care
 - C. In-depth look at opportunities offered by Lincoln State School

REFERENCE LIST FOR CHILD CARE I, HOME ECONOMICS OCCUPATIONS

References are listed by units as described in the course outline.
(Many of the films are loaned to the classes by Lincoln State School
or the Illinois Department of Public Health.)

- I. Film: "Generation to Generation,"
Old family photographs
- II. Film: "Chromosome Puff" (Association Films)
Film: "Heredity"
- III. Film: "Human Reproductive Systems"
3M Transparencies: "Human Reproductive Systems"
- IV. Film: "LSD - Insight or Insanity"
Film: "Food for Life"
3M Transparencies: "Conception, Prenatal Development, and Birth"
Filmstrip: "VD and Your Health"
Filmstrip: "Life Before Birth"
Filmstrip: "Alcohol and Drugs"
Book: *Safeguarding Motherhood* (Saul T. DeLee)
Pamphlet: "Your Premature Infant" (Ross)
Pamphlet: "So You're Going to Have a Baby"
- V. Film: "Reproduction and Birth"
Model of pelvic bones and full-term fetus (Ross Laboratories)
Selected 3M transparencies from set: "Conception, Prenatal
Development, and Birth"
Book: *Safeguarding Motherhood* (Saul T. DeLee)
- VI. None
- VII. Film: "Reports on Down's Syndrome"
Film: "Introducing the Mentally Retarded"
Transparency (homemade): "Levels of Retardation"
Large Flipchart (Ross Laboratories)
Pamphlet: "Your Mongoloid Baby"
Pamphlet: "Questions and Answers about Epilepsy"
Pamphlet: "Facts on Mental Retardation"
Pamphlet: "The Child Who is Mentally Retarded"
Pamphlet: "A Synopsis of Mental Retardation" - TEACHER REFERENCE ONLY
- VIII. Film: "Know Your Baby"
Film: "Maternal Deprivation and Growth Failure"
Film: "Choosing Children's Clothing"
Film: "Terrible 2's and Trusting 3's"
Filmstrip: "ABC's of Infant Feeding"
3M Transparencies: "Children's Safety"
Pamphlet: "As Your Baby Grows" (Ross)
Pamphlet: "Discovering Parenthood" (Ross)
Pamphlet: "Mother and Baby" (Ross)
Pamphlet: "Feelings of Conflict in New Parents" (Ross)

- Pamphlet: "Breast Feeding Baby" (Ross)
 Pamphlet: "Your Baby Becomes a Toddler" (Ross)
 Pamphlet: "How to be a Parent and Like It" (Ross)
 Pamphlet: "Developing Toilet Habits" (Ross)
 Pamphlet: "The Phenomena of Early Development" (Ross)
- IX. Film: "Sibling Relations With Parents"
 Film: "Sibling Rivalry"
 Film: "Children's Emotions"
 Film: "Frustrating 4's and Fascinating 5's"
 Film: "Social Development"
 Pamphlet: "Seeing Our Children in Focus" (Ross)
 Pamphlet: "Your Child's Appetite" (Ross)
 Pamphlet: "Your Child's Fears" (Ross)
 Pamphlet: "Your Child and Sleep Patterns" (Ross)
 Pamphlet: "Your Children's Quarrels" (Ross)
 Pamphlet: "Developing Self-Esteem" (Ross)
 Pamphlet: "Your Children and Discipline" (Ross)
 Pamphlet: "When Your Child is Unruly" (Ross)
- X. Film: "Children's Play"
 Field trips to various child care facilities
 Pamphlet: "Standards for Licensed Day Care Centers and Group Day Care Facilities" (State)
 Pamphlet: "Questions and Answers about Nursery Schools" (State)
 Pamphlet: "Licensing Information, Day Care Centers, Group Day Care Facilities" (State)
- XI. 3M Transparencies: "Selecting Children's Toys"
 Filmstrip: "Play as a Learning Medium" (J. C. Penney Company)
 Pamphlet: "Criteria for Selecting Play Equipment for Early Childhood Education"
 Newspaper Articles
- XII. None
- XIII. Film: "Sociable 6 to Noisy 9"
 Film: "10 to 12"
 Pamphlet: "When Your Child is Contrary" (Ross)
 Pamphlet: "Your Child's Progress in School" (Ross)
 Pamphlet: "Guiding Children's Social Growth"
- XIV. Film: "Teens"
 Filmstrip: "Sex - A Moral Dilemma"
 Filmstrip: "Generation Gap"
 Pamphlet: "You and Your Adolescent" (Ross)
 Selected Columns of Ann Landers
- XV. Field Trip to Nursing Home
 Pamphlet: "What to Look for in a Nursing Home" (AMA)
 "Mental Health in Illinois" Vol. 5, No. 5
 Selected News Articles
- XVI. Pamphlet: "How Would You Like to Do Day Care" (State)
 Slides of students in HEO working on the job at LSS
 News articles and want ads



The high school trainees begin their job experience with supervised practice in meeting the physical, social, and emotional needs of one patient.

Department: Vocational Center Credit: 2 Units

Prerequisites: Credit or concurrent enrollment in Child Care I

Text: *Teaching the Mentally Retarded, A Handbook for Ward Personnel.*
(Gerard J. Bensberg, Ed., Southern Regional Education Board, 1965.)

Supplementary Resources: Films, filmstrips, transparencies, tape recordings, duplicated materials, guest speakers, observation trips.

Overview: The primary aim of this course is to give practical experience and training to students in the area of child care at the Lincoln State School. Specific purposes of the institutional experiences are listed below:

1. To develop the ability to apply related technical information.
2. To orient the student in the basic skills in the field of child care.
3. To develop within the student attitudes of initiative, responsibility, and resourcefulness.
4. To develop and practice safe work habits and procedures.

5. To provide on-the-job training in related work experience.
6. To integrate for the high school student an educational experience usually not found in a school or at home, with a strong element of personal service to handicapped individuals.
7. To provide actual work experiences for high school students under supervision of professional trained workers in serving mentally retarded persons.
8. To provide motivation and job satisfaction through these work experiences.
9. To develop within the student good work habits, respect for authority, and the need for service and their contribution in the area of mental retardation.
10. To open up vistas of career opportunities in the field of Mental Health in both occupational and professional levels and provide opportunities and assistance for advanced training and education.

Objectives:

1. Understanding of the mentally retarded.
2. Awareness of the contribution of the various services to patient well-being.
3. Skill in recognizing and meeting the needs of the mentally retarded.
4. Skill in observing and reporting patient conditions.
5. Skill in self-evaluation.
6. Ability to maintain good employee-employee relations and good employer-employee relations.
7. Ability to fulfill all the duties of the Child Care I (defined in Illinois State Job Listings) with the exception of administering medications.

Many of the basic health care skills are taught by a registered nurse who is employed by the Lincoln State School and who is assigned to this program. "Cooperative" related content and other work skills are taught by the coordinator of this program. The students will be expected to gain knowledge and skill both in the classroom and on the wards. However, the subject matter outline which follows includes classroom learnings in greater detail. The student will be expected to apply these learnings while working under supervision on the wards.

SUBJECT MATTER OUTLINE - CHILD CARE II

- I. ORIENTATION PERIOD - 2 weeks
 - A. Processing in
 - 1. Personnel records
 - 2. Physical examinations
 - 3. Security check
 - B. Tour of the institution
 - C. Rules and regulations of the institution
 - D. Classroom review of retardation and the characteristics of the retarded
 - E. Tour of work assignments (buildings and wards where students are assigned)
 - F. Observation of work station where individual student is assigned for ward experience, and classroom discussion of this observation

- II. DIRECT PATIENT CARE EXPERIENCE (1-to-1 relationship) - 7 weeks
 - A. Supervised practice in meeting physical, emotional, and social needs of one patient
 - B. Basic direct care skills
 - 1. Body mechanics for employee and patient
 - 2. Skin care
 - 3. Discipline
 - 4. Artificial respiration
 - 5. Medical emergencies
 - 6. Injury reporting
 - 7. Habit training
 - 8. Self-care skills
 - 9. Bathing
 - 10. Mouth care
 - 11. Care of hair and nails
 - 12. Temperature
 - 13. Pulse
 - 14. Respiration
 - C. Cooperative related information
 - 1. Choosing a career
 - 2. Job interviews
 - 3. Employer-employee relations
 - 4. Grooming and dress at work
 - 5. Safety

- III. DIRECT PATIENT CARE EXPERIENCE (1 student to 3 or 4 patients) - 9 weeks
 - A. Supervised practice in meeting physical, emotional, and social needs of 3 or 4 patients
 - B. Basic direct care skills
 - 1. Isolation technique

2. Communicable disease prevention
 - a. Hepatitis
 - b. Shigellosis
3. Epilepsy
 - a. Nature of the disease
 - b. Care of the patient with seizures
4. Use of sterile supplies
5. Sanitation
 - a. Causes of sepsis
 - b. Safe housekeeping techniques
 - c. Use of disinfectants
 - d. Prevention of spread of bacteria
6. Care of eyes, ears, and nose
7. Collection of specimens for the lab
8. Enemas

C. Cooperative related information

1. Social problems
2. The drop out
3. Civic and community responsibility
4. Money management
5. Installment buying
6. Consumer credit

III. DIRECT PATIENT CARE EXPERIENCE (1 student to 6 to 10 patients)
- 9 weeks

A. Supervised practice in meeting physical, emotional, and social needs of 6 to 10 patients

B. Basic direct care skills

1. Restraints--types and uses--stressing their use as a treatment
2. Feeding techniques for children with special problems
3. Special care of the diabetic patient
4. Care of the terminally ill
5. Care of the dead
6. Hot and cold applications
7. Special care needed by the blind and deaf retarded
8. Family problems and relationships when a child is found to be retarded
9. Techniques for the aide in dealing with the families of patients

C. Cooperative related information

1. Federal, state, and local taxes
2. Social Security
3. Income tax
4. Preparation of student income tax forms in class
5. Federal laws and employment
6. Labor unions

IV. DIRECT PATIENT CARE EXPERIENCE (1 student to 1/2 to full ward)
- 9 weeks

- A. Supervised practice in meeting physical, emotional, and social needs of patients
- B. Basic direct care skills
 1. Observation and participation on several different types of wards where patients require various kinds of care
 2. Observation of patients receiving special services such as speech and hearing therapy, activity therapy, religious education, special education, etc.
 3. Escorting to special treatment areas
 4. Exposure to and some practice in operant conditioning
 5. Special behavior-problems
- C. Opportunities in the field of mental health
 1. Administrative structure and hierarchy in Illinois
 2. Administrative structure and hierarchy at Lincoln State School
 3. Guest speakers
 4. Civil Service examination for classification of Child Care Aide I
- D. Cooperative related information
 1. Insurance
 2. Salary and fringe benefits
 3. Letter of application for employment
 4. Review job interviews
 5. Guest Speaker - what the employer looks for in a potential employee



High school student trainees share their child care responsibilities with co-workers representing different generations.

Home Economics Occupations Course: Food Service II (On-the-job training)

Department: Vocational Center Credit: 2 Units

Prerequisites: Credit in some home economics course which includes foods or expressed interest in becoming employed in a food service occupation.

Text: *Being a Food Service Worker*, Student Manual. (Hospital Research and Educational Trust)

Supplementary Materials: Films, filmstrips, transparencies, charts, and miscellaneous duplicated materials.

Overview: This course is designed to give practical experience and training to students in the area of quantity food service at the Lincoln State School. Specific purposes of the institutional experiences are listed below.

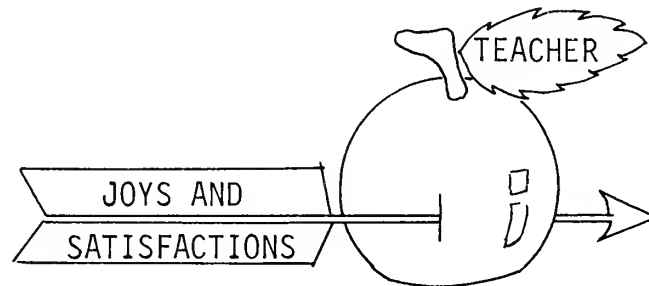
1. To develop the ability apply related technical information.
2. To orient the student in the basic skills in the area of food service.
3. To develop within the student attitudes of initiative, responsibility, and resourcefulness.
4. To develop and practice safe work habits and procedures.
5. To provide on-the-job training in related work experience.
6. To integrate for the high school student an educational experience usually not found in a school or at home, with a strong element of personal service to handicapped individuals.
7. To provide actual work experiences for high school students under supervision of professional trained workers in serving mentally retarded persons.
8. To provide motivation and job satisfaction through these work experiences.
9. To develop within the student good work habits, respect for authority, and the need for service and their contribution in the area of mental health.
10. To open up vistas of career opportunities in the field of mental health in both occupational and professional levels and provide opportunities and assistance for advanced training and education.

Objectives:

1. Understanding of the principles of food storage, preparation, and service.
2. Understanding of the importance of proper food handling and nutrition in the maintenance of good health.

3. Awareness of the contribution of dietary services to the well-being of the employees and patients served.
4. Ability to maintain good employee-employee and employee-employer relations.
5. Skill in performing the duties of Dietary Worker I or Cook I (as defined in Illinois State Job Listings).

Some of the classroom food service content will be taught by a vocational foods instructor who is employed by the Lincoln State School and who is assigned to this program. The rest of the classroom food service and "cooperative" related content will be taught by the coordinator of this program. The students will be expected to gain knowledge and skill both in the classroom and at work stations. The subject matter outline which follows includes only classroom learnings in detail. The student will be expected also to apply these learnings while working under supervision.



One of my greatest joys in teaching occurred while I was teaching an Independent Study course to three students. During our weekly individual conferences it was an unforgettable experience and joy to observe the growth and development of these students. I am sure the feeling I experienced must have been similar to what a mother experiences when she watches her children grow from childhood to maturity. It was as well a bit awesome and frightening to realize the "power" I possessed through questioning, directing, and suggesting which could lead these students to a self-realization and knowledge they had not known before.

Sister Willann Mertens
Mount Mary College
Milwaukee, Wisconsin

§

SUBJECT MATTER OUTLINE - FOOD SERVICE II

- I. ORIENTATION PERIOD - 2 weeks
 - A. Processing in
 1. Personnel records
 2. Physical examinations
 3. Security check
 - B. Tour of the institution
 - C. Rules and regulations of the institution
 - D. Description of the types of patients and the care which they receive at this institution--the differences between retardation and mental illness
 - E. In-depth tour of dietary areas and descriptions of the jobs available in the dietary area
 - F. Introduction of the supervisors in the dietary department
 - G. Special rules and regulations of the dietary services
- II. PRACTICAL EXPERIENCE AS DIETARY WORKER - 16 weeks
 - A. Work station practice
 1. Food storage areas
 - a. Fresh produce
 - b. Fresh meat
 - c. Frozen foods
 - d. Cereal products
 - e. Canned goods
 - f. Seasonings
 - g. Dairy products and eggs
 2. Paring room
 - a. Cutting machinery
 - b. Preparation techniques
 - c. Sanitation
 3. Salads and sandwiches
 - a. Preparation
 - b. Storage
 4. Cafeteria line service
 - a. Portion control
 - b. Attractive service
 - c. Work area cleanliness
 - d. Safety
 - e. Storage and service of cold foods
 - f. Storage and service of hot foods
 - g. Cleaning of equipment
 - h. Beverage preparation and service
 5. Dishwashing
 - a. Procedure and operation of dish washer

- b. Procedure and operation of pot and pan washer
 - c. Procedure for receiving used and clean dishes and utensils
- B. Basic knowledges and skills
- 1. Safety for the food service worker
 - a. Overview of hospital food service
 - b. Safe use of equipment and work area
 - (1) Cutting tools
 - (2) Broken glass
 - (3) Spills
 - (4) Electrical equipment
 - (5) Fall prevention
 - (6) Other precautionary procedures
 - 2. Sanitary food handling
 - a. Principles of bacteria growth and prevention of growth
 - b. Protection of food by proper handling
 - c. Personal cleanliness
 - (1) Hand washing
 - (2) Clothing (uniform - apron)
 - d. Bacteria reservoirs and spreaders
 - e. Importance and technique of maintaining clean work area
 - (1) Cleaning agents
 - (2) Use of cleaning equipment
 - (3) Care of cleaning equipment
 - f. Waste disposal
 - g. Pest control
 - h. Spoiled food vs. poisoned food
 - 3. Following directions
 - a. Terms and definitions common to food preparation
 - b. Recipe reading
 - c. Weights and measures
 - d. Conversion tables
 - e. Simple mathematics
 - f. Measuring equipment
 - g. Package sizes and descriptions
- C. Cooperative related information
- 1. Choosing a career
 - 2. Job interviews
 - 3. Employer-employee relations
 - 4. Grooming and dress at work
 - 5. General safety principles
 - 6. Social problems
 - 7. The drop out
 - 8. Civic and community responsibility
 - 9. Money management
 - 10. Installment buying
 - 11. Consumer credit

III. PRACTICAL EXPERIENCE AS A COOK - 18 weeks

A. Work station practice

1. Proper and skillful use of equipment
 - a. Steam kettles - large and small
 - b. Steamers
 - c. Rotating ovens
 - d. Deep fat fryers
 - e. Gas grills
 - f. Mixers, choppers, blenders
2. Mechanically prepared special diets
 - a. Chopped
 - b. Pureed
3. Food preparation
 - a. Fresh pared produce
 - b. Frozen produce
 - c. Fresh meat
 - d. Frozen meat
 - e. Soups
 - f. Sauces and dressings
 - g. Gravies
 - h. Cooked desserts
 - i. Cereal products
 - j. Casseroles
4. Dietary experiences outside dietary services building (wards and bakery)
 - a. Observation and work in bakery
 - b. Observation and work in South Hospital kitchen
 - c. Observation and work in ward building kitchens (3 or 4 different buildings to gain experience preparing foods for patients with special needs)
 - d. Observation and work in Annex dietary department

B. Basic knowledges and skills

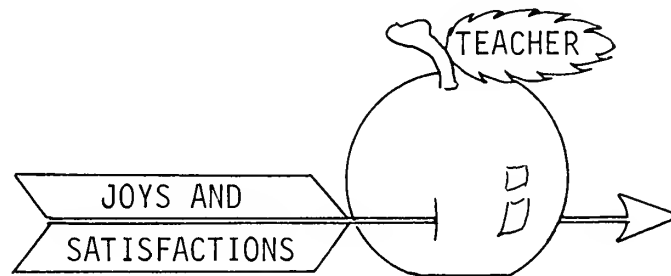
1. Nutrition needed for maintenance of good health
 - a. Vitamins
 - b. Minerals
 - c. Protein
 - d. Carbohydrates
 - e. Fats
 - f. Water
 2. Food preparation for preservation of vitamins and minerals
 3. Food preparation for preservation of flavor and color
 4. Food preparation principles and procedures for the following food groups
 - a. Cereals
 - b. Dairy products
 - c. Fruits and vegetables
 - d. Protein foods
- } Temperatures, cooking times,
Cooking methods, texture
preservation, Seasoning

5. Special diets

- a. Types prepared at the institution
- b. Conditions requiring special diets
- c. The diabetic patient - his special food needs

C. Cooperative related information

1. Federal, state, and local taxes
2. Social Security
3. Income tax
4. Preparation of student income tax forms in class
5. Federal laws and employment
6. Labor unions
7. Insurance
8. Salary and fringe benefits
9. Letter of application for employment
10. Review of job interviews
11. Guest Speaker - what the employer looks for in a potential employee



The joys and satisfactions of teaching are usually realized through small daily events. One such happening occurred during my sixth year of teaching just as I was beginning to feel I was "spinning my wheels." There came a knock at my classroom door, and when I opened it, there stood a smiling young woman holding a two-year-old by the hand, a baby in her arms. I recognized her as a drop-out that had evidenced little interest in Home Economics. After we had exchanged greetings, she asked if she might speak to the class. She told the group she had been a poor student but had learned more than she realized which included how to care for children, feed a family, and make a budget. Almost every day at least one student will tell a teacher that he or she has learned something. These small happenings are the real satisfactions of teaching. Joy is felt when a student finally masters a skill or begins really to understand a concept.

It is true that every day brings problems, difficulties, and frustrations. It is also true that personal satisfaction comes from solving the problems, easing the difficulties, and eliminating the frustrations. I have taught for twenty-five years at either the high school or college level and I can truly say the satisfactions are the things I remember rather than the problems.

Dr. Aleene Cross
University of Georgia
Athens, Georgia

MANAGEMENT, YOUR STOCK-IN-TRADE



Virginia Guthrie
Assistant Professor of Home Management
Department of Home Economics
University of Illinois
Urbana, Illinois

WHAT IS MANAGEMENT? To the management "specialist" management means one thing; to the non-specialist it may mean something else. Both manage, irrespective of the quality of managerial skill. What the specialist identifies or recognizes as management may be different from what the non-specialist thinks of as management. Is one right and the other wrong? "Rightness" or "wrongness" is not the issue. It is a matter of concept.

The current concepts among management specialists include these views or ideas:

- Management is a PROCESS, largely mental, which follows certain steps (there is a lack of consensus as to how many steps).
- The purpose of management is to help one to achieve his goals (one manages in order to achieve desired results).

- Achieving goals involves the controlling, using, channeling of resources (natural, material, and human resources).
- The heart of management is DECISION MAKING.
- The quality of the results of one's management depends upon the quality of one's choices.
- Management is a MEANS to an end, not an end in itself.

So, too, are managerial "tools" means to desired goals, not ends in themselves. Time-and-energy-saving practices are managerial "tools" (short-cuts, lists, schedules, appointment calendars, delegated tasks, dovetailing). Do you try to save time for the sake of saving time or, do you try to save time in order to be: prompt in meeting responsibilities, able to perform competently, neatly groomed and socially poised, relaxed and good-natured in interpersonal relationships?

Agreement on whether "organization" IS management or a PART of the planning step (or a separate step) is less important than the fact that organization is essential to effective management. Organization requires DECISIVENESS (e.g., sorting, categorizing, keeping like things together in a definite place; marking a magazine when it arrives, clipping, filing; DECIDING what to keep and what to discard, what to take on a trip and what to leave behind). A "good" manager is well-organized; a well-organized person is a good manager.

Decisions are guided, even if unconsciously, by one's values and standards. Values and standards serve as decision criteria. When decisions are consistent with our values and standards (criteria) we have a sense of satisfaction with the decision and the action which follows. ("I don't iron sheets, but I do serve nutritious meals.") Standards tell us what we consider to be essential; they guide our compromises.

Management is "the administrative side of family living."¹ Business and industry distinguish between management and labor. In the home or in our personal lives, management and labor become so merged that management (deciding) gets over-shadowed or lost sight of by labor (the doing).

All of us manage. Would we manage better if we kept our goals in mind and if we remembered that management is a MEANS for bringing desired results rather than assuming our OBJECTIVE is good management?

¹Nickell, P. & Dorsey, J. M. *Management in Family Living*. New York: Wiley, 1967, p. 80.

TRADE SECRETS



"I wonder how she manages all she does!" is a statement which seems to occur with increasing frequency as women's roles continue to multiply. It may be prompted by honest curiosity, admiration, or inspiration--even a hint of envy. Whatever the motivation, it suggests a simple research problem: to discover the secrets behind this "woman power."

One need not look far these days to locate "organizers" on the distaff side who are functioning in many capacities. This became evident as soon as the *Illinois Teacher* staff decided to survey local offices and classrooms to question busy people concerning their "secrets of managing personal-home-work responsibilities." It was discovered that respondents were easy to find and eager to share their personalized "tools" of management. The responses that follow suggest that individuals (even home economists) vary in their concepts of management as well as in their styles of management.

Ona Harpestad, Faculty Wife - Mother of Four - Graduate Student -
Research Assistant

- Know your values. (Learn to say no. Do not waste time doing things that are unimportant to you and your family.)
- Know your limitations. (If George can do it better, let him. Do not spin your wheels trying to do jobs for which you are not qualified.)
- Be flexible. (Expect the unexpected. Plan alternative schedules and courses of action.)
- Don't worry. (Worry is a mixture of indecision and guilt feelings, both of which are time consuming and unproductive.)

Norma Bobbitt, Homemaker - New Mother - Research Assistant in Home Economics Education - Doctoral Candidate

- Lists, lists, lists and more lists is the attempt at management for me! Responsibilities for home-school-work are listed. Of course these lists develop into other lists. Often the more immediate tasks are "starred" or numbered to help with the organization for the day. For me the biggest task of all is to "muster up" enough energy to complete the other tasks so the lists, lists, lists can become shorter, shorter, shorter

Judy Flewelling, Clerk-Typist in Agriculture Education - Homemaker

- I believe that the biggest help in managing one's personal-home-work responsibilities is a *very* cooperative family--one that pitches in and helps do extra chores when necessary. *Planning ahead* and *writing down* menus, appointments, meetings, chores, etc., is a must! If it can be afforded, household help--cleaning woman, ironing woman, etc., is highly recommended. A sense of humor, maintained even though one's house is not spotlessly clean, is a real asset to the working wife!

Mary Mather, Home Economics Educator

- Keep like things together and always in the same place, easy to find.
- Use plenty of dividers or partition makers whether file folders, boxes, separate drawers, or shelves to classify materials.
- Have a wastebasket handy when you open mail (both home and office) so extraneous material is quickly eliminated and clutter is reduced.
- When a professional magazine arrives, open it and mark special articles to read later.

Ruth T. B. Jones, Faculty Wife - Instructor in Home Economics - Free Lance Editor

- I like to think I dovetail my routine tasks in a sort of syncopating way. The tempo and the theme may vary, but for instance: I usually organize my day's schedule while I'm getting breakfast and putting away the clean dishes from the dishwasher; I may plan several menus along with the shopping lists while I'm using the vacuum cleaner; it's likely that I will work on my household accounts while the washing machine and the dryer are in action; and there's nothing like the privacy of one's daily ablutions for planning and rehearsing aloud any imminent talks, speeches, introductions, and the like!

Ruth Gorrell, Supervisor, Stenographic Services

- After being organized and trying to organize everyone else for eight hours, unless I have demands on my time, I become disorganized at home and let things stack--but only so long. Then comes a day of reckoning and I do it all at once. But, the only answer is organization. I plan what I am going to do and do it; it is only when I have an opportunity to slump, that I do it. This year as a district chairman of an organization, I plan exactly when and what I must do, and I do it--no shilly shallying around.

Cindy Theiss, Wife - Mother - Home Economics Education Student

- Whenever I get new resource material which is unrelated to that I already have, I immediately put it in an inexpensive manilla folder and mark it appropriately. Then, when I need to locate the new material, I know exactly where it is, and it is not mixed up with something else.

Elizabeth Simpson, Professor of Vocational-Technical Education -
Travelling Consultant - Speaker - Researcher -
Author . . .

- Dress to lively music. This keeps you moving when you might prefer returning to bed. Floyd Cramer on the piano or organ works well for me.
- When you need to work late, eat lightly, make a huge pot of coffee, call a good friend for a visit (brief--this is to make you secure), take a hot bath, put on gown and robe, settle down with a good light, and discipline yourself to stay there for the necessary time.
- At one A.M., a bowl of cereal or fruit juice gives a bit of energy to keep going.
- Treat yourself to flowers for the table, new sheet music, or a new record when you begin to bog down.
- Time your ironing and mending and similar tasks that do not require full concentration to coincide with TV programs that you shouldn't miss--such as special news programs, plays, etc.
- A big time saver for me is a huge table (made from a door) placed by the bed. It holds record player, records, clock, books I am reading, cleaning tissues, etc.
- Spend some time thinking through the values that are operative in the alternatives for solving any problem situation. Recognize that any major decision involves some dissonance and determine to live with the dissonance as well as the harmony of your decisions.

- Delegate responsibilities to those with the special knowledge and ability that the task requires - and TRUST.
- Packing-for-travel ideas: If you travel a great deal, plan your wardrobe around "packables"--knits, crushable hat, flat purses. Unpack dresses and suits immediately when you reach your hotel room. Hang skirts from desk or table drawer--with bands caught in the drawer (especially good idea if your room is short on clothes hangers). Use lots of tissue paper in packing--to wrap shoes, place between dresses, etc. If a dress has a roll collar, place a length of crushed paper in the roll so it will hold its shape. Roll undergarments to conserve space in packing. Don't bother with a robe and slippers unless you will be holding a committee meeting in your room. If your home ec. committee meets late at night, you may want these "extras." Wrap hair spray and other potential "leakables" in tissue and a small hand towel. Don't travel so "light" that you never have the right garment.

Anna Jane Bretzlaff, Homemaker - Clerk Typist III in Counselor Education

- When making cookies, I make a double batch and put the raw batter in small containers (enough for one meal) and freeze. The morning of the day that I plan on serving them, I remove them from the freezer; and by dinner time they are thawed enough to make spoon drop cookies fresh for one meal.

Betty Mathis, Secretary - Homemaker

- In order to accomplish everything that needs to be done, I have to stick to a schedule as much as possible and not spend too much time on any one particular task. Sometimes at the office there doesn't seem to be enough time in the day to complete all the jobs I would like, but at home overtime eliminates this problem.

Hazel Spitze, Faculty Wife - Mother - Home Economics Educator - Author

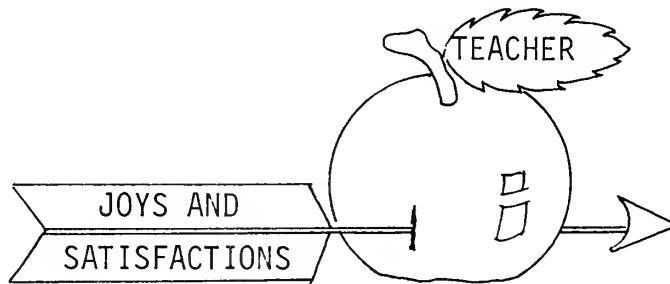
- The first requirement for a woman to be able to manage a home and a career is that she *want* to do so. She needs to have clear objectives, and she needs to *enjoy* both her home and her work. Flexibility in schedule, procedures, and attitude is essential.
- When a problem seems large and frustrating, I try to break it down into sub-problems of manageable scope. One of the sub-problems is the matter of efficiency in household operation. I don't iron sheets and I don't feel apologetic about it. But I do serve nutritious meals every day. What is *essential*? Sometimes, of course, it is essential to be inefficient in order to please a husband or child and then inefficiency is wisdom.

Joan Lorenz, Business Manager of *Illinois Teacher*

- A great aid to me in organizing my personal and business affairs is making lists. On Sunday I jot down the meetings I must attend and the phone calls and errands I must do during the week. This has helped eliminate last-minute confusion on many occasions.
- The second suggestion I have to offer is to keep physically fit. From my own personal experience, I find that if I feel well I will accomplish more. After jogging a mile on my noon hour, I am able to work more vigorously in the afternoon than in the morning.

Bessie Hackett, Teacher - Educator - Editor of *Illinois Teacher* -
Homemaker

- Every month I put a sum of money in pockets of an old robe hanging in my closet. Once a week I take out a specific amount. Admittedly, this "old sock" technique is risky in case of fire or theft, but it is a painless way of budgeting. It provides family members with ready cash for certain purchases, and it eliminates some of the bother of writing checks.
- I write myself notes and make *short* lists. When I can cross out all the items, I have a feeling of accomplishment. Then I add other tasks, one at a time.
- I have a desk next to my bed where I spread out papers. Since I don't enjoy sleeping under books and papers, things get picked up daily.



The wonderment of a teenage girl as she begins to understand her feelings and her development. My wonderment at their ever changing moods, ideas and interests. There is never a dull moment....The opportunity to praise a non-academic student for work well done and to give her sense of accomplishment....The delight in seeing great artistic potential begin to flourish and to have a chance to encourage this person in thinking of new career opportunities to utilize this ability in the home economics field....The frankness and open mindedness shown by the majority of the teenagers, as well as the sincerity, gives renewed faith in the teaching profession.

Miss S. Bigland
Dixon Grove Middle School
Weston, Ontario, Canada

USING INDEPENDENT STUDY IN HOME ECONOMICS

Fern M. Horn

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More secondary schools are experimenting with new ideas as well as making basic alterations in conventional practices. Although gains have been made, the search for greatly strengthened educational systems continues. "To date, few innovations have embodied changes in the kind of people employed, in the ways they are organized to work with students, in the instructional materials they use, in the times and places in which teachers teach, or in the responsibility placed upon students for their own learning. These are tests of effective curriculum change."¹ Therefore, I cannot emphasize strongly enough that all curriculum innovations to be effective must focus on the function of home economics, must utilize our understanding of how one learns, and must employ a concerted effort on the part of the teacher to make it meaningful to the student.

In a national seminar held at Ohio State University in August, 1967, Postlethwaite stated that "the current trend in education is to incorporate more and more of the subject matter into some kinds of communication media [Many] attempt to use one single medium to communicate all facets of a given subject."² Thus the concepts to be covered are often shortchanged and not always presented most effectively; whereas, a multiple approach may contribute to responsiveness in different individuals as well as to a more thorough understanding of the concept.

The opportunity to study one's teaching behavior, as developed by Flanders in the analysis of classroom interactions, makes one aware of the lack of student self-direction. This brings about the need for change in instructional techniques, such as, the use of inquiry training, as developed by Suchman, where students determine the direction of their search for solutions to problems. But, as Snygg points out, "the reason for including any particular subject in the curriculum is the fact that it can contribute opportunities for developing skills and experiences that will help the student to achieve the abilities, attitudes, and concepts of himself and the world The teacher must

¹L. S. Michael. The high school is changing tasks. *The Challenge of Curricular Change*. College Entrance Examination Board, 1966, p. 17.

²S. N. Postlewaite. The use of multi-media in science education. *Educational Media in Vocational and Technical Education*. Leadership Series No. 14, Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University, 1967, p. 101.

supply the situation and example that will promote the discovery and development of student concepts and skills."³

However, Frazier feels that "group standards can impede learning in the facts and skills department. Yet we must insist that other people are more often than not relevant and significant in learning; more than that, they are frequently essential."⁴ In other words, he is saying that while independent study is important for some aspects in learning, interaction with others is a vital base for the instructional program. It can be a significant factor in the transition from childhood to adulthood. Therefore, the question arises as to how these two methods of instruction can be coordinated into a meaningful experience utilizing the concepts of the discipline.

The practice of varying the size and composition of classes to fit specific methods of content and instruction has become more common. A variety of student groupings should provide for large group instruction, small group discussion, and independent study. Performance, not time, should be a criterion of student achievement. The desire to learn and the teaching of effective methods of inquiry are probably the most important accomplishments that students can gain from their school experiences.

Let us take a closer look at the use of independent study. One outstanding example, which has been in operation almost five years and has utilized research evaluation of its program, is at Valhalla High School in Valhalla, New York. Here the program is "directed" and incorporates three ingredients: student projects, student planning, and close staff guidance. Students apply for the opportunity to pursue independent study in a selected subject and develop a plan which is critically reviewed by a selection committee. Suggestions are made for improvement of the plan and then students go to work. The students are still responsible for class assignments and examinations.

In the evaluation of this program, achievement grades, critical thinking, study skills, research and library techniques, and originality were investigated. It was found that students in the independent study program did as well or better than the students in the control groups. Those students in the program for a second year showed impressive gains.

Many other schools across the country have independent study programs in operation. However, reports of evaluation of these programs are missing in the literature. One of the key factors to success in independent study programs is that students know how to study. In addition, various types of physical arrangements and materials are needed, i.e., carrel-type desks, audio-visual aids, paperbacks, magazines, reference books, programmed texts, and typewriters.

³D. Snygg. Cognitive field theory. *Influences in Curriculum Change*. ASCD, December, 1966, p. 27.

⁴A. Frazier. Personal powers vs individual differences. *Educational Leadership*. March, 1967, p. 484.

There are various types of activities which can take place:

- Practicing a skill
- Doing advanced work on a class project
- Getting remedial help
- Doing independent research
- Listening to audio-materials
- Viewing films and filmstrips
- Working on a programmed text
- Developing a special interest

The emphasis is on freedom of movement and choice with goals of self-direction and self-discipline. Certain ground rules are enforced. A teacher may require a student to work in a specialized study area. Those who have difficulty are closely scheduled; approximately 3% are in this category.

The report of one survey showed that the average student in independent study worked in four different study areas during the week; he spent more time in quiet study than in the "talking" commons; he used the English learning center more.⁵

There are a number of self-instructional science centers, such as Postlewaite's at Purdue where botany laboratory work is taught by an audio-tutorial system; and the science demonstration center at the University of Minnesota laboratory school where carrels are designed for self-instruction and include instruments, specimens, and materials needed and directions for their use. Some of these centers may be developed in home economics classrooms. The family kitchen or clothing work area is easily adapted to this.

I think we need to keep in mind, however, that no single teaching strategy will produce self-directed, self-realizing, creative individuals. As I read the article by Kapfer in the January *Phi Delta Kappan*,⁶ I became concerned that the learning packages he describes could be very sterile. His example of stereotyping could become very real if this is the only approach a student had to a concept. The value of interaction with peers is lost, and this is a vital part of maturing and holding a job.

Reichert, in discussing this problem, pointed out, "Some teachers might think independent study is a device to relieve some faculty of the obligation to pay attention to the student. On the contrary, independent study properly done increases the load of the teacher Teachers must help children ask provocative questions and learn to find answers themselves. This must be taught; it doesn't just happen"

⁵A. Glatthorn & J. Ferderbar. Independent study for all students. *Phi Delta Kappan*. March, 1966, pp. 379-382.

⁶P. G. Kapfer. An instructional management strategy for individualized learning. *Phi Delta Kappan*. January, 1968, pp. 260-263.

It is possible for too much independent study to be a narrowing experience"7

Alexander thinks that to "turn to independent study as the approach in education might be as fallacious as previous reliance on uniform textbooks, assignments, and homework. Properly conceived independent study appears to be a very promising way of individualizing a substantial portion of the learner's curriculum"8 Alexander identifies five patterns of independent study, all of which may be commonly used in schools:

1. Independent study privileges or option: This is a pattern in which independent study is optional, although encouraged and facilitated by scheduled time, for a large number of students, even the entire student population.
2. Individually programmed independent study: In this pattern each member of a designated group is guided individually in planning and conducting a program of independent study related to his particular learning needs. This pattern sometimes uses programmed materials.
3. Job-oriented independent study: This pattern focuses independent study on preparation for a particular job, vocation, or career. This preparation may range from a semiskilled occupation to graduate level research in an academic discipline.
4. Seminars based on independent study: In this pattern the seminar is more than a class by this name. It is a situation wherein students engaged in independent study can come together to share their reading, projects, or research findings.
5. "Quest-type" programs for development of special aptitudes: This pattern includes a variety of independent study activities for students who work almost completely on their own in the exploration, extension, and refinement of special talents, aptitudes, and interests not necessarily related to career choice.⁹

Individualized packets of experiences are illustrative of several types of independent study devices. Carefully developed and used, they could foster the process of inquiry, critical thinking, and research; they could contribute to the learning of study skills and library techniques and to the development of originality. From my work with students,

⁷E. C. Reichert. Some innovations in education with implications for teacher preparation. *Journal of Teacher Education*, 1967, 18(2):149-152.

⁸W. M. Alexander. Shaping curriculum: blueprint for a new school. *Influences in Curriculum Change*. ASCD, 1966, p. 46.

⁹*Ibid.*

I have found some to be aesthetically or scientifically or sociologically inclined, and these students prefer corresponding approaches in their packets of learning experiences. For example, let us examine the concept "effect of color" (included in Minnesota curriculum materials at the seventh grade level) using these three approaches.

The *scientific* approach might include these types of experiences:

1. Choose a favorite color. Using tempera or water color, paint a 3" square of white paper. Change the hue slightly with another color. Keep adding more of the color, painting another square each time. Then add white or another color.
2. Use a prism to show the breaking down of light into various colors.
3. Define hue, intensity, value, related or contrasting colors, warm or cool colors, tints, shades.
4. Arrange glasses of water in a series adding increasing amounts of black to water, thus showing change in value.
5. Group colors together that seem to be related and determine what makes them related.
6. Look at a bulletin board made for depicting moods through color. Identify differences in intensity.
7. Make scales similar to the black and white value scale, only this time use colors.
8. Describe a dress in warm colors for a thin figure and one in a receding color harmony for a large figure.
9. Formulate reasons as to why one has color preferences. What might cause these preferences to change?

The *aesthetic* approach might incorporate these experiences:

1. Determine the effects of various colors on eyes and skin of several girls.
2. Recall how color is associated with enhancement of the animal kingdom as well as with human beings. Recall the beauty of the "proud peacock."
3. Arrange color combinations from scraps of paper. Choose them emotionally--what you like. Analyze them to see if you have chosen related colors, contrasting, or both.
4. Have several large prints of pictures in a variety of hue, value, and intensity combinations. Compare them for light and dark effect, bright and dull, warm and cool.

5. Select two girls who represent opposite extremes in strength and contrast of coloring. Holding colors up to the girls, decide which intensities enhance each girl's coloring and which do not.
6. Formulate reasons as to why one has color preferences. What might cause these preferences to change?

The *sociological* approach could incorporate these types of experiences:

1. Tell a story in which the moods or conditions change. Then imagine the people and environment are colors, and "see" how they would change if conditions were varied.
2. Choose three or more colored papers and make a color scheme that seems expressive of a play or character in fiction. Include one happy, neutral, and tragic (circus, witch, etc.).
3. Determine what color combinations would be best for winter, spring, sports, summer.
4. Determine why certain occupations utilize colors in their uniforms.
5. Formulate reasons as to why one has color preferences. What might cause these preferences to change?

The reader has probably noticed that the last experience was identical for each group, as it is the one that calls forth the broad generalization sought. The examples are only a beginning in the development of varied approaches to color through learning packets.

There are a variety of ways in which such packets can make learning more meaningful. They do take time to develop. A workshop, such as was held in Clearwater, Florida (summer, 1968), speeds the process and provides an opportunity for sharing.

Following is a suggested format for independent study used at the workshop in Florida. It is similar to "UNIPAC" in design.

INDEPENDENT STUDY FORMAT EXAMPLE

LESSON 1: *Concept* - Influence of peer group on clothing (or could be on title page)

Interest Approach -

- Objectives -
- 1) The learner will become aware of the influence of one's friends upon the choice of clothing worn.
 - 2) The learner will be able to identify five ways in which her friends influence the clothing she selects to wear.

- Instructions*
- 1) Study in *Teen Guide to Homemaking*. . . .
 - 2) Use magazines on the shelf labeled to be used for clipping to find illustrative pictures.
 - 3) (Select the following experiences)

- Materials* -
- 1) (List references, periodicals, programmed texts, pamphlets.)
 - 2) Media (films, filmstrips, tape recording, etc.)
 - 3) Methods (research in learning center, conferences, observation, etc.)
 - 4) Equipment

Problem or Experiences -

- 1) Arrange a bulletin board of pictures of appropriate dress for the type of activities in which you participate.
- 2) Write a short paper on how fads are short-lived because they meet a need for a novelty for a short time and are distinguished for the attention-getting effect and not for their beauty or quality.
- 3) List ways in which dress of you and your friends differs from that of another age group.
- 4) List dress characteristics of students of your age group. Identify similarities and differences with other groups.

Self-evaluation - (This is an activity, experiment, exercise, or questions to be answered. Can be combined for several lessons.)

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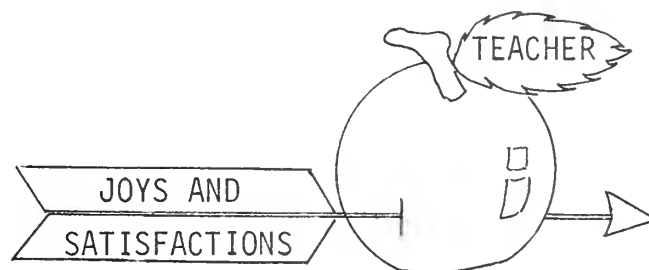
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A Teen Nutrition Program met with surface success. Meetings followed on schedule, speakers arrived on time to present excellent topics, the teenagers responded appropriately at the appropriate times, no mishaps or accidents occurred. Yet, what was the lasting effect?

About three years later I had a chance meeting with one of the 160 teenagers who had participated. She reported that the lives of two individuals were directly affected by that program. Both had chosen home economics as a career and were enrolled in college programs majoring in nutrition. From the program, she learned that home economics and home economists can be more than cooking classes.

I don't know about the other 158 participants--certainly they didn't all enter home economics. But, perhaps, each also has a greater respect for the depth and value of home economics. I like to think so.

Mrs. Mary Ann Krug
State Supervisor
Home Economics Occupations
Chicago, Illinois

DEVELOPMENT OF SINGLE-CONCEPT FILMS

Gayle Gilbert Strader
Laboratory School
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Charleston, Illinois

Less than one year ago the phrase "single-concept film" held little meaning for me. This fact is astounding to me (and to my colleagues who hear me rave about them) when I realize what an integral and exciting facet of my teaching single-concept films have become.

"My" films came about as a result of reading and research done in connection with an independent study. The concern of this study was the need for more up-to-date and efficient methods of teaching clothing construction. It is believed that self-instructional methods of teaching clothing construction will help alleviate numerous problem situations.

My goal has been to prepare, try out, and evaluate self-instructional materials which meet some of the objectives I had previously developed. As was intended, these materials appear to be as effective at junior high, high school, and adult levels as they are at the college level. While my written objectives deal with cognitive and psychomotor domains of learning, I feel I have discovered ways of making the affective domain self-instructional also. These will be discussed further in the evaluation section of this report.

There are, of course, many means of self-instruction. I chose to involve single-concept films in this particular project because they were new, interesting, and one of my colleagues in instructional materials wanted me to try making some films with him. It was most helpful to have a person with technical background (although he had never made single-concept films previously), but who had no home economics background. When a step was unclear to him, we assumed it would also be unclear for a student and I restated the direction. While we had the equipment set up, we made 2" x 2" slides covering the same processes.

I was able to make nine films and direct a ninth grade student in developing steps and photographing her own sequence.

The films themselves last about three minutes and, just as their name indicates, deal with a single concept. They can be made with any movie camera; however, we used color, Super 8mm. After they were developed, we put them into a cartridge which allows them to run over and over with no rewinding involved. Sometimes these are called film loops. The total cost of film, developing, and placing in the cartridge is about \$6.00. Copying a film can be done at less expense. Commercial films in cartridges cost about \$20.00 and, as well as being in short

supply, may not handle a process in the same manner as an individual teacher.

The projector is a special compact one which is easily operated. The operation is so simple that my own five-year-old changes films and turns the projector off and on "to see Mommy's hands." The screen can be as simple as a piece of paper or one of any number of special screens. My personal favorite is a rear-view screen because no special lighting effects are necessary. Ideally, these projectors and screens, along with the films, would be placed on moveable carts which would be within arm's reach of the potential user.



A student studies one of the film loops made by Mrs. Strader. Manipulating the projector herself, she is encouraged to set her own pace for learning.

The processes involved in developing these films are very educational for the maker. First of all, one must decide on a single concept and then attempt to break this concept into logical, sequential steps which can be understood by the novice. These steps must then be typed onto title cards which fit the camera. Many times this means a step must be rewritten to allow for spacing. Materials are prepared next and equipment set up for photographing. Experimenting with various colors and textures is helpful in determining their effectiveness. Timing the process is an important step since the films last a limited number of minutes. Trying a "dry run" while carefully watching the clock is one method of timing. The other method we tried was to video tape the process before actual filming. The video tape also points up other problems such as lighting, focus, and hands or equipment blocking the view. Actual filming comes next and, while the finished film is short, "shooting" the film takes considerable time depending on the process and the problems encountered. The lights used are extremely hot and rest breaks may be needed. Developing usually takes less than a week. When the film returns, it must be gone over to determine if any retakes or splices are necessary. When these are accomplished, the film is put into a cartridge and is ready for use.

I have been able to try the films in a number of situations. Since junior high is the level at which I usually teach, more opportunities have been available at this level. Not only have we used the movie films, but also the 2" x 2" slides which were made at the same time as the movies. However, students are much less receptive to using the slides. They prefer the movement and the ease of operating the single-concept film projector. The film loops are also more fascinating since they are a new learning aid for students.

Seventh grade boys as well as girls learned readily from viewing the films. Most of them were able to wind a bobbin and thread the machine after two viewings, and the most that anyone required was three viewings. However, they have enjoyed them so much that even though we finished sewing several weeks ago, they wait outside my door in the morning so that they can see them just for fun. (Affective learning? I think so!)

My eighth graders are currently using the films. All ten films have been more than a welcome addition to this class. With two film stations in the classroom, I can meet individual needs almost as effectively as three teachers. The order in which to see the films is posted. The girls can "ask" the films some of their questions and consequently they are progressing at a faster pace with less frustration than if they had to wait for me to answer each individual question. In fact, they act disappointed when I must use the "live" demonstration method to explain a process. Even in small groups, students find it more difficult to see a process "live" than when it is filmed at close-range.

The high school, college, and adult persons with whom I tried the films had had no previous sewing experience. Each of them was provided with the necessary equipment, and each was instructed to view the films

and follow the instructions. The following sequence for viewing the films was posted:

Winding the Bobbin 414
Threading the Bobbin
Threading the Slant Needle Machine
Marking Darts with Tracing Paper
Staystitching
Pinning Darts
Stitching Darts
Pressing Darts

While they worked, I was in and out of the room and answered an occasional question. Accomplishing all of the processes required between one and one-half and two hours in all three cases.

The high schooler viewed each film twice until she got to the set on staystitching and darts; those she needed to see only once each. The college girl saw each film through once and then went back and stopped the film when necessary to complete the step as she saw it the second time. The adult preferred seeing a film through, watching it again as she did a process, and then seeing it once more to check herself. It appears that people grow more cautious with age! However, each of them was able to follow the instructions and to enjoy the entire experiment.

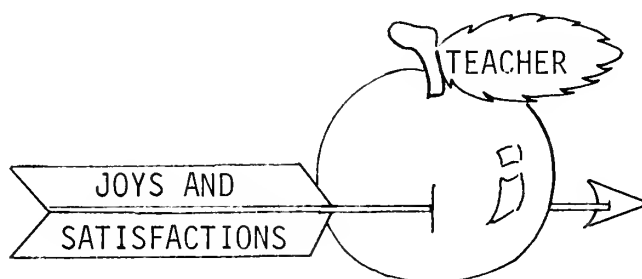
These films are a "fun" way to learn and an exciting way to teach. Because the films show a process from the position a student will be performing, they are better than live demonstrations. Now I know why students do things wrong-side-out and backwards; during live demonstrations, they face us and stand on both sides! Another distinct advantage of having the films is that when a student is absent, she can easily get caught up by seeing the films. Perhaps the most enjoyable part of the films from the teacher's viewpoint is that they allow for more time to offer words of encouragement and to give help with specialized problems.

My plans for the future include trying to design sequences for other areas of home economics and acquiring more projectors and screens so that I can use the films I have to their fullest potential.

Making these films has given me more insight into the learning process, particularly sequencing. Of course, my own appreciation of technical production of visual aids has also grown. To any person who is earnestly interested in discovering ways cognitive, psychomotor, and affective learning can be achieved, I recommend producing a film loop of his very own.

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Excerpts from a former student's letter to Mrs. Betty Volland, Franklin, Indiana.

As I was making out my menu for Thanksgiving tonight it took me back to the many days I spent in Home Ec. at Puter Grove H.S., Greenwood, Ind. . . . I have wanted so many times to say "thanks" for all we learned. Everything I do can be traced right back to those hours. They were enjoyable.

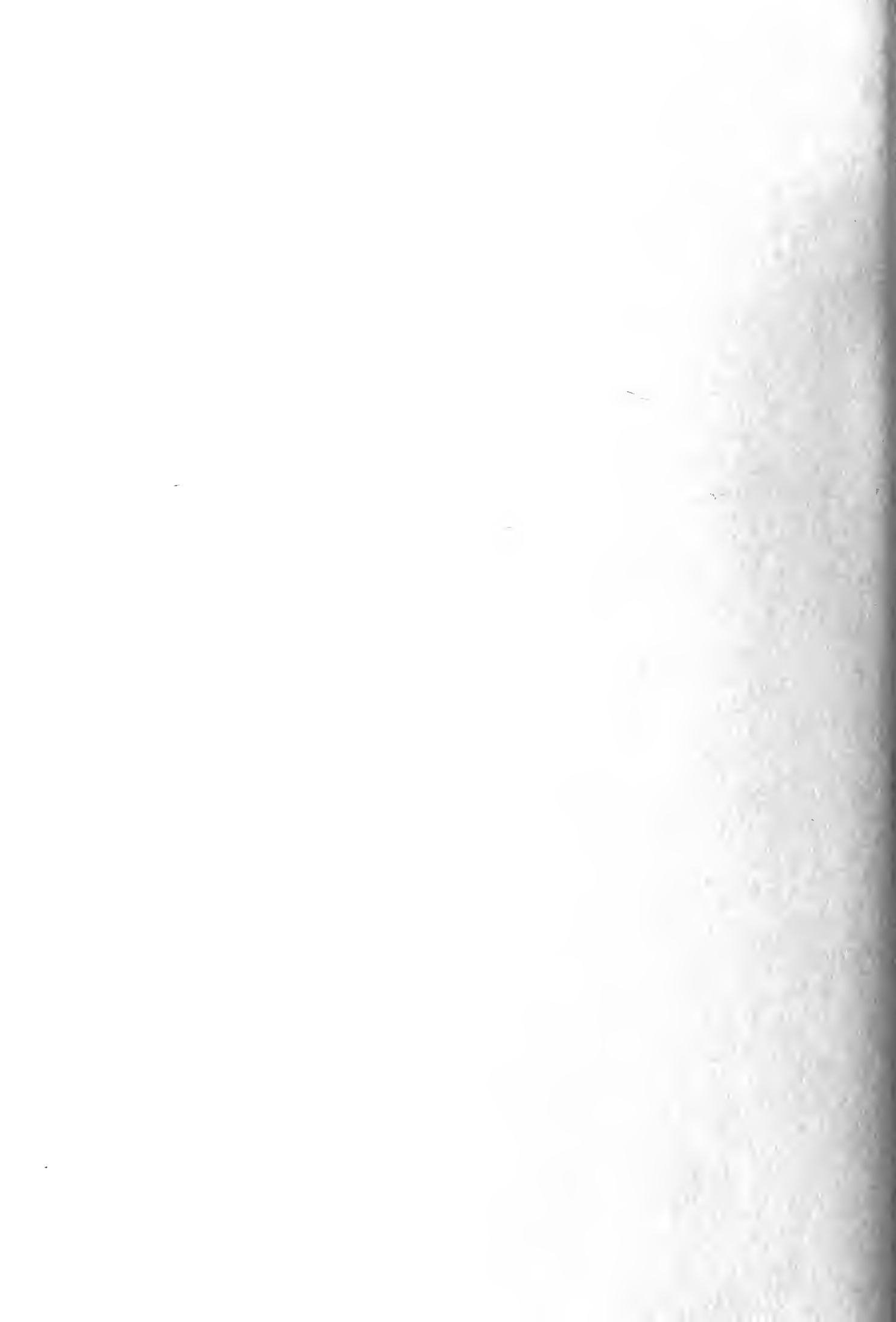
I had company last week for spaghetti and I remembered all the spaghetti we cooked then. You would have thought we were all from Italy, the way we ate it!

.

If your students ever ask you if they'll ever have to use all that information, you can tell them "yes" a dozen times a day!

I just wanted to drop you this note to let you know your efforts are worthwhile, and certainly are appreciated! I don't know how often a teacher is told that but I imagine the thought runs through all our minds quite often. I just wish my three daughters could have you in school. If they can't I'll just have to pass on what you've taught me.

.



Home Ec

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ACTION AND INNOVATION

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FOREWORD

An innovative home economics teacher with an eye for action and a flair for drama is likely to discover some fascinating uses for video taping equipment in the first article by Mary Mather. Besides offering numerous possibilities for improvement of instructional skills, taped teaching sessions are often found to produce therapeutic side effects as a result of the "self-confrontation" which occurs. Dr. Mather developed her video expertise through concentrated independent study and extensive practical experience which included assembling and operating equipment.

An innovative teacher educator with a yen for action in curriculum reconstruction and a limited time schedule may find assistance in the employment course description featured in this issue. The ready-made plans, already used in an experimental undergraduate course at the University of Illinois, are published as a convenience offering. Hopefully, they may be sampled, borrowed, adapted, or revised to meet needs of preparing teachers for new occupational programs. Also included are devices for assessing knowledge and attitudes in the area of employment education. Feedback concerning materials used will be sincerely appreciated by the authors.

--Bessie Hackett
Editor

THE VIDEO TAPE RECORDER--A VERSATILE TOOL
IN HOME ECONOMICS EDUCATION

Mary E. Mather
Chairman
Home Economics Education
College of Education
University of Illinois
Urbana, Illinois



Dr. Mather focuses students' attention
on one aspect of teaching behavior.

Home economists in tune with the times are aware of social changes affecting families and their members. Mass media, city and suburban living, scientific research and technology are creating new life styles at a whirlwind pace. Likewise, new media and tools are making new styles of teacher education a possibility.

Television equipment has been used by many schools as an aid in teaching for several years. A few of the major ways have been by taking advantage of special broadcasts, focusing cameras on demonstrations to give each student a front-row seat via the TV screen, and extending the effect of a master teacher to larger groups or remote classrooms. The discussion in this article, however, deals with a different aspect of television equipment and use, namely the video recorder.

A few years ago a portable video tape recorder, suitable for classroom use, was considered a probable product of the future. Now such equipment is commonly found in major teacher education institutions and in many local public schools. Three essential pieces--video camera, tape recorder, and television monitor--working as a unit can vitalize teacher education courses, give opportunity for laboratory experiences in teaching prior to student teaching, help a neophyte teacher be more self-directive, an experienced teacher be more analytical or experimental, and change the role of supervisors of teachers.

"To See Ourselves as Others See Us".--How often this expression is used when one is wondering what impression may be created in a given situation. Video recording gives that opportunity. The young teacher education student may wonder what it is like to try to teach something and how she comes across, whether or not she will feel comfortable in the role of a teacher. Practicing, and recording for viewing and analysis, a variety of teaching skills prior to actual classroom teaching helps to answer the question of potential student teachers, "What am I supposed to do if I'm not to lecture all the time?"

If one of the primary goals of education is to help youngsters learn to think, and to act independently, then is this not an equally important goal for students at any level, and for teachers? As teachers learn to teach, or wish to improve their teaching, each needs to develop her own style and to reflect on the results of her efforts on her students. Video cameras and recorders help with this job. Identification of specific teaching skills, often referred to as "micro-teaching skills" to be practiced one at a time, and research about teaching behavior have given us tools for analysis, while the video recorder collects evidence for the analysis.

VIDEO TAPING AND MICRO-TEACHING

The use of a video recorder is not essential to micro-teaching, but it is a very beneficial addition. Micro-teaching is a scaled-down version of a real teaching situation: a short time, a few students, and practice with a specific teaching skill without the complexity of a total class situation. It is a preliminary experience to give practice in certain teaching behaviors. Teach, critique, reteach, and critique again is the typical cycle for these short episodes. The student trainee gets immediate feedback from evaluative ratings made by his "pupils" and from his supervisor.

When a video recording of the practice session is made, instant

replay recreates the lesson on the monitor rather than from the individual minds of student and supervisor. Both have the same frame of reference, the same evidence to examine. Objectivity is increased. The student may react less defensively when the criticism is directed to the image on the screen rather than at her person.



Instant replay provides the student teacher and her instructor with an immediate view of recorded activity.

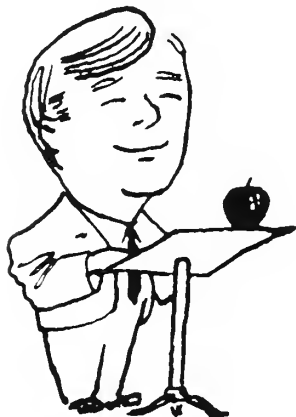
A second benefit from the use of the video recording is that the student can supervise herself, i.e., analyze her own performance in terms of her strengths and weaknesses. Students see many things themselves that the supervisor does not need to mention. However, if a student gets too concerned about superficial details, the supervisor may need to steer her into other channels. To encourage students to diagnose their own difficulties and to plan alternative actions, the trainees can be given an opportunity to view own recordings privately, plan the reteaching (being specific about changes to be made), reteach, critique own lesson again, then later meet with the supervisor to compare analyses. The supervisor would have also seen the taped lessons, and the tapes would be available for any clarification needed during the conference. Time-consuming? Yes. But self-analysis is important if trainees are to continue to develop professionally when on their own.

Video tapes are as erasable and reusable as audio tapes. The idea that beginning efforts are not "canned" for posterity often appeals to the neophyte teacher trainee. Yet an opportunity to see oneself at different stages in one's development as a teacher by reviewing some of the older episodes may give clear evidence of growth (or lack of growth) in certain areas and point to needs for new efforts.

Micro-Teaching Skills

Researchers at Stanford University identified certain teaching skills as part of their micro-teaching technique clinics in the mid-60's.¹ Decisions will always have to be made for any program as to which teaching skills will be the most useful. Although many are of significance to all teachers, some will differ according to the subject field, grade level, or other variable. The selection of the skills to be developed also depends on the objectives of a given teacher education program. If certain teaching skills seem to be of little use to the teacher in terms of payoff in the classroom, one should question spending time on their development.

Teaching skills identified for development by the Votec Micro-teaching Project at the University of Illinois at Urbana-Champaign, adapted from those earlier listed by Allen at Stanford, are as follows:²

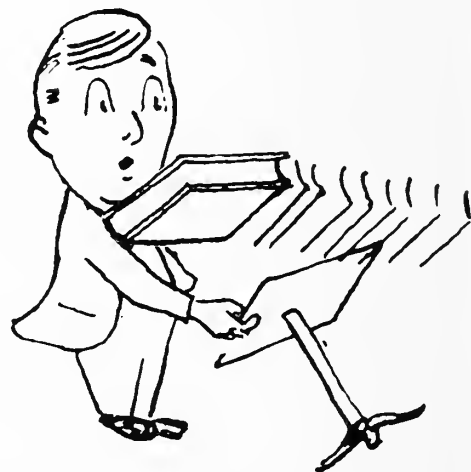


ESTABLISHING SET

Set provides the motivation for immediate student involvement; it tells what is to be covered and indicates the structure. If the teacher is able to achieve immediate involvement at the beginning of the lesson, the likelihood of interactions throughout the lesson is much greater. The effectiveness of the total lesson will be determined in large measure by the students knowing where they are, where they are going, and what is expected of them.

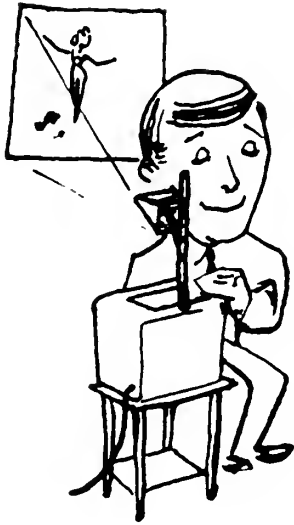
RECOGNIZING BEHAVIOR

Awareness of student behavior is an important part of the teaching process. If visual cues indicate lack of interest, confusion or boredom, variation of the teaching skill by appealing to other sensory channels can obtain the desired student behavior. A good teacher uses visual cues to evaluate the lesson and provide the environment for maximum learning.



¹D. W. Allen. *Micro-Teaching: A Description*. Stanford, California: Stanford University, School of Education, 1967. See also D. W. Allen and K. Ryan. *Microteaching*. Reading, Mass.: Addison-Wesley, 1969.

²H. J. Sredl and R. L. Nelson. *Developing Teaching Skills Through Microteaching*. Urbana, Illinois: Vocational & Technical Education Department, College of Education, University of Illinois, 1969. Art work by Dr. Robert A. Tinkham, University of Illinois.



VARYING THE STIMULUS

It has long been known that attention spans vary with individuals and that boredom serves as a deterrent to the learning process. This emphasizes the importance of varying the stimulus to maintain student attention. Maintaining student attention can be achieved by varying interaction styles, appealing to different sensory channels, and re-focusing student attention.

QUESTIONING TECHNIQUES

How effectively the teacher uses questions will determine student involvement in the lesson. Questions should require students to USE IDEAS rather than just REMEMBER IDEAS. The teacher should go beyond the first question, asking higher order questions that cannot be answered by a simple "yes" or "no." Higher order questions should cause the student to think about the problem and explore different solutions to it.

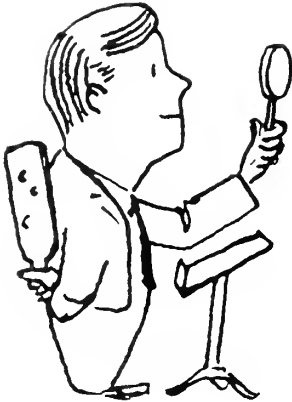


FRAMES OF REFERENCE

A single frame of reference limits the student's understanding by exploring only one point of view related to the lesson. Several frames of reference will deepen and broaden the student's understanding and relate new knowledge to old knowledge. This allows the student to view the lesson from numerous points of view.

For example, in learning about the world of work, if the teacher uses only one reference--that of organized labor --the learning experience would be very limited. However, if we look at the world of work from the viewpoints of management, organized labor and non-union labor, the student's total understanding would be much greater.

REINFORCEMENT



Behavior, whether it be positive or negative, is caused by positive or negative conditioning and reinforcement of that conditioning. The use of reward or punishment to reinforce the desired pupil behavior is an important part of the teacher's role. To obtain desired pupil behavior, negative conditioning must be replaced with positive reinforcement. The development and effective employment of this ability are of prime importance in the classroom setting.

ACHIEVING CLOSURE

Closure is more than a quick summary at the end of a lesson. It can be used in the middle of a lesson to pull together the major points and again at the end of that lesson to reinforce what the student has learned. Closure should provide a feeling of achievement and relate the lesson to the course objective.



Five of these skills--establishing set, frames of reference, reinforcement, questioning, and achieving closure--were selected by Bell as most pertinent to instruction procedures in teaching vocational homemaking.³

In the Bell experiment with video recorders and micro-teaching skills, she found that the addition of micro-teaching training to the regular program for preparing student teachers was a relatively more powerful treatment in contributing to teaching effectiveness than the usual form of preparation provided by preservice experiences. She also suggests that students could participate in self-evaluation more effectively when engaged in micro-teaching.

A study at Ohio State was made to test the use of video recorders for the improvement of student teacher self-evaluation (micro-teaching

³C. G. Bell. *A Report of an Investigation of Microteaching in the Development of Teaching Performance in Home Economics Education at Texas Technological College*. Lubbock, Texas: School of Home Economics, 1968.

skills as such were not involved, however). In this study,⁴ it was hypothesized that:

- student teachers would become more aware of more factors concerning their lessons when viewing video tapes of their lessons than when analyzing them without tapes; and
- with successive lessons student teachers would note more factors relating to teaching behaviors suggested on the supervisor evaluation form than were noted previously.

Student teachers participating in this study did make more evaluation comments concerning their lessons when viewing video tapes than without the tapes. Although they tended to make fewer evaluation comments with each lesson, they did note more factors of teaching behavior which were suggested on the supervisor evaluation form. The video tape recorder also tended to make them more aware of their mannerisms, grammar, skill in handling teaching techniques, appropriateness of questions, student discipline, and clearness of speech.

Model Tapes and Micro-Teaching Skills

Knowledge about the skill to be developed is necessary before practice can begin. The components could be described in a lecture, perhaps using visuals as part of the presentation; the students could read material about the skill, but seeing it demonstrated is more worthwhile. The ubiquitous video tape plays a role here. It is far easier to make video recordings of experienced teachers demonstrating the specific skill than to plan for movies showing teachers in action. Several episodes could be recorded to show the skill in different settings.

Class discussion to identify the behaviors which make up the skill is desirable after viewing the model tape. The instructor may wish to present ideas for comparison, then have the class view the tape a second time in light of the discussions. Individual practice and recording would follow.

The use of model tapes could also be handled in an auto-tutorial manner if appropriate monitoring stations could be arranged. Supplementary audio recordings, or voice override on the video tape, for instructor's comments might then be necessary. Having a chance to compare one's performance to the "model" helps in adapting one's behavior better than never having seen a model, but viewing one's own performance with the supervisor providing some discrimination training based on salient clues in the modeled performance has been shown to be

⁴A. S. Riegel. *Experimentation with the Videotape Recorder for Self-Evaluation of Student Teachers in Home Economics*. Unpublished Master's Thesis. The Ohio State University, 1968.

even more effective.⁵

One would expect that a teaching skill useful in many subject fields could be satisfactorily demonstrated by an experienced teacher in any field. Although the demonstration may be very satisfactory, its service as a model to students in diverse fields may be limited. Each field may need to develop its own models. Having one teacher in a given field demonstrate all techniques may seem like an overdose if a single model, yet some students have reacted to seeing different teachers show different skills by saying, "You expect me, as one person, to learn how to do all those things?"

As well as being used in relation to practicing a skill, model tapes could be used with teacher education students prior to observation in a classroom, or observations of filmed or taped classroom situations. Familiarity with these specific skills would enable students to see them in action in a wide variety of situations. In addition, this experience could serve as an exercise in focusing their observations. Training in observation skills may be as necessary as training in teaching skills.

THE VIDEO TAPE RECORDER AND STUDENT TEACHING

In this section "student teaching" refers only to that one part of students' professional laboratory experiences typically off-campus in public school settings. Practically all experiences with the video tape recorder (described earlier) could be part of students' professional laboratory experiences prior to student teaching. At the University of Illinois, Urbana-Champaign, opportunity is given to work with teacher education students during sophomore and junior years as well as in the "professional semester" of the senior year. Some ideas gained from experiences in this program will be shared in the remainder of this article.

Micro-teaching experiences in the Teaching Techniques Laboratory⁶ start in the sophomore year. This gives the student a chance to try herself out as a teacher; to get used to the television equipment, to the idea of self-confrontation (or curiosity about how she looks), to being critiqued; and to start on the habit of self-analysis. What she teaches is not so important at this point as how she teaches it. The

⁵Orme (1966) and Young (1968) as quoted in D. B. Young, The modification of teacher behavior using audio video-taped models in a micro-teaching sequence. *Educational Leadership*, 1969, 26, pp. 399, 401.

⁶The Teaching Techniques Laboratory at the University of Illinois is under the direction of the Office of Student Teaching. Several small rooms are available for micro-teaching practice sessions with high school students or university freshmen. Graduate assistants aid in the critiquing of video recordings.

Teaching Techniques Laboratory can be a non-threatening situation; she is not being "on-stage" as in student teaching, and the critiquing is done by someone who is not her teacher. The fact that this person is outside her field may help to keep the focus on teaching behavior rather than on content. This in itself may be less of a threat to the neophyte teacher than criticism of both together.⁷

During the junior year the dimension of curriculum content is added to the experiences of teachers in preparation. Tryout lessons here are concerned with "what" as well as "how." Continued practice with new skills and practice in self-analysis are desirable. Much could be taped and viewed individually with an occasional comparison to an analysis made by the instructor. Structured rating devices, each for a specific teaching skill, can aid students in diagnosing their needs as well as giving useful data for comparison purposes to see progress made.



A potential student teacher tries out an idea in using visual materials to create a color wheel.

⁷J. E. Erickson. On the development of school supervisory personnel: a case in point. *Journal of Teacher Education*, 1969, 20, p. 68.

Seniors in methods class may practice skills individually, viewing their own lessons, being critiqued, and doing self-analysis; but they also profit from group discussion following two or three recordings during a class period. They pick up ideas from each other, grow in their analytical ability as well as in their ability to give and take criticism. Both types of experiences are desirable--individual self-analysis of own teaching compared to a supervisor's interpretation, and sharing in learning from each other. Some students, of course, need more practice in one than the other. Whenever possible, and when group and individual feelings warrant it, all personnel who will be participating in the supervision of the student teachers in the class are invited to come to these group sessions.

When college instructors have been video taped and there has been play-back and analysis (with or without students present), instructors are more likely to understand any reluctance of students to go through the experience, while students are more likely to feel willing to do it. The taping and analysis of one's own lesson can be another demonstration of "actions speaking louder than words." In addition, this experience gives students more practice in analysis and can demonstrate that the instructor is willing to take risks and is concerned about her own continuing development as a professional person.

TV Equipment in the Student Teaching Center

When a student had been accustomed to taping her lessons, getting feedback from the replay, and having accurate evidence as a common basis for analysis with her supervisor, using video taping equipment during student teaching seems logical. Mobile equipment can "pay a visit" if the local school does not have its own equipment. A thorough knowledge of the media and intensive practice in its use when on the campus facilitates effective use during the student teaching period. Many of the tensions inherent in student teaching can be eased. The student teacher arrives equipped not only with theory, but with practical experience in teaching, thus enhancing her status as far as the cooperating teacher and students are concerned. Having been exposed to critiques by supervisors and students she will be more open to suggestions and may request critiques of certain aspects of her instruction to maximize the student teaching opportunity. However, if the student is still having trouble with self-confrontation she may prefer not to be taped, and she may rationalize the cooperating teacher's interpretation of her work as not being accurate.

If equipment is not trouble free under mobile conditions, if skill in assembling and operating is meager (assuming no technician on hand), or if time is at a premium when a student teacher walks into the assigned classroom, the equipment, with all its advantages, may seem a burden. The cooperating teacher's ability to manage the technical aspects of the equipment can be of great assistance. Training and practice in use of the video tape recorder is desirable for all personnel in the teacher education program.

When a student teaching center has its own video taping equipment, compatible with equipment back on the campus so that recordings may be viewed on either set, some of the problems discussed will be eliminated. If the use of recordings is limited to student teacher and cooperating teacher, the situation is simplified. But when, or if, one objective of using the equipment is to extend the opportunities for consultation with the college supervisor, additional problems arise.

Planning for Video Recording and Viewing

Timing is always a problem. When equipment is shared, schedules can be complicated, but they must be honored. Decisions must be made as to how long a given student teacher may use the equipment at any one time, as well as how frequently and when she may have the opportunity. Twice during a six- or eight-week student teaching period would seem to be a minimum frequency, yet this could depend on the amount and type of prior experience with the equipment. Also, when equipment is shared, each student teacher might not have it at the optimum time for her own sequence of experiences.

What is most profitable to tape for feedback and analysis, and how much of a lesson to tape are other decisions that need to be made. When using equipment for the first time, there is a tendency to tape everything forgetting the replication of time necessary for the viewing. (Also, the novelty of the equipment may not have worn off.)

Student teachers and supervisors need help about being selective in what to tape. Decisions based on goals of the feedback and analysis sessions are probably the most valid. With what does the student teacher want and need help? With what kind of situations does she need improvement, and thus more opportunity for reflection and analysis? Or, does she need reinforcement for some success experiences? Selective rather than global taping is to be desired. Mutually agreed upon plans for taping (or not taping) seem most satisfactory. The video camera is not a spy!

Since a major advantage of the video tape recorder is direct feedback to the person involved, viewing the parts of an experience selected for analysis before planning steps for subsequent teaching is desirable. This is not always easy to schedule. Student teachers and cooperating teachers usually view the evidence together during a conference. If schedules allow, the student teacher can view the tape alone, then come to the conference and mutual viewing with observations and questions already noted. This technique might be useful if the student teacher has been leaning too heavily on the suggestions of the cooperating teacher. The supervisor in the situation may also wish to prepare for her role in the conference by looking at the tape prior to the conference, if time permits.

Supervisors and the Critiquing of Video Tape Recordings

Without the use of a video tape recorder (or audio recording), supervisors have typically given feedback to the student teacher about her performance by using some system of notes and/or recall in an effort to help the student teacher analyze her strengths and weaknesses. Fresh impressions are often lost before conference time. When, or if, student teachers do not like what they hear or read, they may rationalize by thinking that the cooperating teacher was not paying close attention, or that she had misinterpreted what was said. The latter is quite likely, since no matter how objective one tries to be, one's personal biases do enter in. Supervisor and student teacher have a more objective base on which to discuss the teaching activity when using video tape recordings.

Confrontation by irrefutable evidence of how one performed and what happened as a result can be a traumatic experience. However, when students have had experience in receiving feedback from previous video recordings in micro-teaching practices, "shock" about how they look during student teaching recording is less likely. The sensitive supervisor would, of course, want to do critiquing in terms of the way the student views herself and the way she tends to operate. For example, is she scared? shy? dependent? defensive? confident? overconfident? dogmatic? open to suggestion? Awareness of possible changes in a student's basic manner is also necessary.

Selective viewing and critiquing.--There may be a temptation to do too much commenting since the camera catches so much. A wealth of evidence may be there. Better supervisory techniques demand paying attention to fewer points at one time and getting improvement on these before moving to other ideas.

Viewing the tape in a global fashion is not of much help in improving teacher practices of the learner. When time permits, however, supervisors may find it useful to run through all parts of the recorded material before deciding in a diagnostic way which parts of the situation need attention. Then one or two points can be selected for review, analysis, and discussion. This technique can be particularly useful to one learning to use video recordings as a basis for critiquing; it may help to deter any tendency to be "picky."

Non-directive techniques.--Using video recordings gives good opportunity to be non-directive in one's approach to supervision. The teacher, as a learner, can reflect on her own performance to a greater extent than when dependent on someone else's interpretation of what has happened. When student teachers have had practice in self-appraisal of their video recordings in micro-teaching sessions prior to student teaching, they are probably ready to carry on in planning for improvements without undue prompts by the supervisor. Some students, not as experienced in self-appraisal, or some personality types may need more help from the supervisor in order to utilize the recordings effectively.

"Teaching is not telling" is just as true in this teaching situation as in any other. Admonitions and reminders may fall on deaf ears. What is of significance to the supervisor may not be meaningful to the student or of immediate concern. Using video recordings can change the role and responsibility of the supervisor from that of bringing a list of problems to the conference to which the student teacher is expected to respond, to that of responding to the student teacher who has identified her own problems. This relationship can set a pattern for on-going improvement and future relationships with other supervisory personnel.

Viewing lessons taught by cooperating teacher.--Some student teachers need more training in observation than others. Some may occupy themselves so much with other activity or thoughts when in the classroom they do not "see" what is being demonstrated for them by the cooperating teacher. Critiquing one's own recorded lessons with the student teacher also viewing can then be of value, even though she has observed the lesson "live." The regular teacher can provide desirable "prompts" at appropriate points in the form of questions or comments to help the neophyte become more perceptive.

Training supervisors by using video tape recorders.--Teaching behavior of the cooperating teacher and supervisor in the supervisory conference is of as much significance as teaching behavior in the classroom. There is evidence⁸ that practicing what is expoused as desirable teaching is not followed to the extent that it could be. Improvements in the use of the conference as an effective teaching activity can be sought just as much as improvements in classroom teaching. Again the video tape recorder can help by having recorded incidents for analysis, followed by setting of goals for improvement, "reteaching," and critiquing again.

A second possible benefit from video recordings could be practice in making judgments in the evaluation of student teachers' lessons. A systematic procedure for preparing supervisors could be developed through analytical evaluation of recorded lessons using common rating devices. Practice in observation and analysis followed by a comparison of evaluations made by a number of supervisors could result in more effective observations and consistent gains in supervisory effectiveness.

VIDEO RECORDERS AND COLLEGE SUPERVISORS OF STUDENT TEACHING

Several ways have been tried at the University of Illinois to extend the consultative service of the college supervisor during the two years that portable video taping equipment has been taken to student teaching centers. In addition to using this portable video recording equipment in selected student teaching centers, some student teachers

⁸M. Lindsey. Supervision as teaching. Speech presented at Association for Supervision and Curriculum Development Annual Conference, Chicago, 1969.

used equipment belonging to the local school in which they were teaching. They then mailed recorded tapes back to the university. Fortunately, all equipment used was compatible. Although it is evident that college personnel can receive much information about the student teacher in action from the tapes, the prime purpose is not for "inspection," but for analysis and help. Observations about the various ways video recordings have been used follow.

Equipment Used Concurrently with Supervisory Visit

Advantages

1. Conferences based on recordings are likely to be more objective than those based on recall of lesson.
2. By using equipment, college supervisor can reinforce belief in its value.
3. Supervisor can serve as resource person to clarify how to use equipment to best advantage.

Some Limitations

1. Presence of both college supervisor and recording equipment may be too threatening to some.
2. Supervisor may be too busy being primarily a technician and camera man to accomplish much else.

Equipment Used Separately from Supervisor's Visit with Tapes Sent Back to the College

Advantages

1. Supervisor can see a broader range of teacher's performance than on "live" visits alone.
2. Supervisor can observe at more stages in student teacher's development, perhaps be in a better position to give help as needed.
3. Time and money costs of supervisory visits can be cut when tapes do the traveling.

Some Limitations

1. There may be a time lag between actual recorded lesson and opportunity for supervisor viewing and telephone conferencing.
2. It may be difficult to schedule for previewing tapes at time equipment is available.
3. There may be problems in scheduling of conference:
 - a) at time mutually convenient to all parties concerned,
 - b) allowing for needed privacy and telephone connections at student teaching center,
 - c) when TV equipment is available in home office.

When a local school has its own television recording equipment, it

is easier to arrange a combination of mailed tapes, plus recordings and viewing when the supervisor visits, than when mobile equipment has to be shared. However, if shared equipment has to be scheduled in several schools, it may be necessary to have a combination use of recording equipment when the college supervisor is present and when not present. Since a first visit to a student teaching center is often for the clarification of plans and expectations, it would seem that a relatively early visit of the equipment at a time when the supervisor was present would aid its effective use. This would vary, however, depending on the degree of sophistication already attained by the cooperating teacher and student teacher in use of the equipment.

Problems listed in the above analyses are not insurmountable, but need to be recognized as a first step in solving them. Duplicate equipment, one set always available at home in the office, helps a great deal. As programs grow, however, it is conceivable that more than one supervisor may need to use equipment at the same time to prepare for or hold conferences.

Telephone conferences.--Speaker phones installed at appropriate locations in student teaching centers and college offices aid in maintaining an atmosphere conducive to a conference, as well as contributing to ease of communication between all parties and mutual listening to recorded material. A regularly scheduled time for a weekly conference can be established as part of the total student teaching schedule rather than attempting to find convenient times later.

Conference aids.--Student teachers and cooperating teachers can make an audio recording simultaneously as the video recording is done. This can be reviewed as a refresher about the lesson immediately prior to the telephone conference. A second aid would be to have the student teacher view her recorded video material before mailing it, note the parts about which she would like reaction or help, mail these with the tape to the college supervisor, keeping carbon copies for reference during the conference.

Recording equipment as too much novelty or threat.--A thorough knowledge of how to use the equipment by all parties concerned, plenty of time to get used to it, as well as extensive practice in its use (both in the technical aspects and in its role of feedback), helps to lessen the other problems listed previously.

CLASSROOM TEACHERS AND VIDEO TAPE RECORDERS

Frequent mention has been made of the opportunity for self-analysis of recorded teaching by student teachers. The same opportunity can be used by teachers who are not in the student teacher category. One hopes that every teacher is always a student of teaching. Planned in-service programs of teacher improvement are possible with some of the techniques discussed earlier--in combination with supervisory consultants from the school system, by a type of independent study on one's own or in cooperation with colleagues.

An innovative in-service education program of "mini-courses" has been developed by the Far West Laboratory for Education Research and Development in Berkeley, California. Teachers work in their own schools, often quite remote from the Laboratory, with self-instructional materials sent to them. Materials are in the form of handbooks, films, evaluative checklists, and video tapes.

Mini-course I, designed to help teachers with effective questioning in classroom discussion is outlined as follows:⁹

- I. OBJECTIVE: To change teacher behaviors that will increase the pupil's readiness to respond to discussion questions.

Specific behaviors to be developed:

- A. Ask question, pause 5 seconds, then call on pupil.
- B. Deal with incorrect answers in an accepting, nonpunitive manner.
- C. Call on both volunteers and non-volunteers in order to keep all pupils alert and distribute participation.

- II. OBJECTIVE: To change teacher behavior so as to decrease teacher participation and raise the level of pupil responses.

Specific behaviors to be developed:

- A. Redirection - directing the same question to several pupils.
- B. Framing questions that call for longer pupil responses.
 1. Ask for sets or groups of information when framing information level questions.
 2. Avoid yes-no type replies.
- C. Framing questions that require the pupil to use higher cognitive processes.

- III. OBJECTIVE: To increase the teacher's use of probing behaviors in order to guide the pupil to more complete and thoughtful responses.

Specific behaviors to be developed:

- A. Prompting.
- B. Seeking further clarification and pupil insight - This is a combination of two probing behaviors treated separately in the preliminary field test form of the course. Seeking further clarification and seeking to increase pupil awareness differ largely in terms of the quality of the pupil's initial reply.
- C. Refocusing the pupil's response.

⁹W. Borg. Paper read at American Education Research Association, annual meeting, 1968.

- IV. OBJECTIVE: To reduce teacher behaviors that interfere with the flow of the discussion.

Specific behaviors to be developed:

- A. Refrain from repeating own questions.
- B. Refrain from answering own questions.
- C. Refrain from repeating student answers.

The instructional package includes an introductory film which explains the rationale of the program, the material involved, and an assignment for a practice lesson. After the teacher carries through on this practice lesson, getting used to the procedures and equipment, there are four regular instructional sequences (one for each objective) which follow this pattern:

FIRST DAY

1. Teacher views instructional film (or tape) for the objective. Specific behaviors to be developed are illustrated with actual classroom scenes.
2. Teacher views another model tape (or film) where a similar lesson is taught; attention is focused on key points via the comments of a narrator, or by other prompts.
3. Teacher is asked to prepare a 10-minute lesson (one that fits current class work) to apply new skills he has seen.

SECOND DAY

1. Tries his first micro-teaching lesson in a small room with a few of his own students. Records lesson on video tape.
2. Teacher replays tape after students leave-- a first viewing for a general impression, a second viewing to be analytical about skills using an evaluative checklist.
3. Replans lesson based on evaluation.

THIRD DAY

1. Reteaches lesson, using a different small group of students, and records lesson on video tape.
2. Teacher views tape as before--once for a general impression, then a second time to evaluate specific performance skills.
3. After school, with another teacher who may be involved in the same mini-course, views tape the third time for mutual discussion and further feedback and suggestions for improvement. The teacher may prefer to do this viewing alone or to ask some other person to help in suggestions.
4. Assignment of readings in handbook.

The same basic sequence is followed for each of the objectives previously outlined. About 10 percent of the instruction involves telling the teacher, about 20 percent involves showing the teacher, and the remaining 70 percent of the time is spent by the teacher trying his own skill and watching his own performance to evaluate progress, eliminate bad habits, and more firmly establish the new techniques he is learning.

A research team, using the materials and methods sketched above was able to show distinct improvement in teachers' skill in effective questioning. An analysis was made of video taped lessons of 48 teachers both before and after they had taken Mini-course I. The following results were reported about specific behaviors which were sought:

| | <i>Before</i> | <i>After</i> |
|-----------------------------------|---------------|--------------|
| Average amount of teacher talk | 52% | 28% |
| Fact questions reduced | 63% | 48% |
| Higher cognitive questions raised | 37% | 52% |
| Average of student response | 6 words | 12 words |

In addition, one-word student replies were significantly reduced, as were three negative teacher behaviors: repeating the question, repeating the student's answer, and answering one's own question.¹⁰

Any classroom teacher who has access to video taping equipment (and is willing to be self-analytical) could set her own goals for improvement after having an opportunity to see and analyze some of her recorded teaching. With subsequent taping she would have a basis for checking on her improvement. Or a teacher might adapt the micro-teaching technique (small group, few minutes: teach, record, critique, replan, reteach, record, critique) for the specific behavior she wishes to develop.

Many teachers may have used audio recordings of their lessons as a basis for analysis. Having a visual image of both students and teacher to observe non-verbal behaviors adds a significant dimension for analysis. The expense of video cameras and recorders at the present time is recognized, but such equipment will probably continue to become more readily available just as audio recorders have. Research is continuing on various ways to get the best use from these tools. Cost is surely relative if the quality of education is greatly improved.

Using Video Recordings as Teaching Tools in the Classroom

As well as using tapes for self-analysis or as demonstration models

¹⁰F. S. Rosenau. How to cut teacher talk in half. *Educational Leadership*, 1968, 26, p. 95.

in teacher education, creative teachers will find many ways to have their classes benefit from recordings. The novelty of being recorded will soon wear off, but allowance does have to be made for the novelty factor. Beneficial results will not be immediate in every case. A few suggestions follow.

Laboratory classes.--In these situations, depending upon the goal for the analysis, video recording without any audio portion accompanying may be even more meaningful. One may not need all the sounds of a foods laboratory, but on the other hand, the amount of noise may be the problem under study. The behavior at issue or the habit that needs to be changed can be identified and a recording made. Students then can be confronted with "seeing themselves as others see them," and goals may be set for improvement. The camera may carry the message far more convincingly than reminders from the teacher. Some examples of where this silent feedback can help:

Food preparation classes when students resist wearing any band or net to control hair because they "don't ever touch it."

Some students just standing around, letting others do more than their share.

Unsafe use of knives or other equipment, or unsafe practices such as leaving doors and drawers open.

Unnecessary traffic from work station to work station.

Video recordings may be helpful in foods classes in other ways, too, especially when trying to develop efficient methods of work for quantity food production and service, or for any job where efficiency, speed, or analysis of a skill are important.

Role-practice and role-playing.--Typically in situations involving these techniques teachers ask such questions as: "What happened in the situation?" or "What did you see when . . .?" One naturally wants the class group alert and watching, but many a time a rerun to be sure of observations would be helpful. For some situations, such as in role-practice, it may be just as important for the student to see himself as to have his actions evaluated by his peers.

Some examples follow:

- practicing for a job interview.
- meeting a new person or a new "public."
- social introductions.
- conversation skills.
- practice as a "teacher" prior to laboratory or job experiences in child development.

The author observed television recording equipment related to the last example used as follows: On one day the students role-played as children, demonstrating many different typical behaviors they thought children might have. The prime purpose of this was to get the high school juniors and seniors thinking like children. The role-playing situations were all recorded on video tape. At a later day the subject under scrutiny was how teachers, or other adults, might act in giving guidance in different situations. Some of the recorded situations were viewed on the television screen. After each the question was raised "If you were the 'teacher' and you observed this, what would you do, IF you felt something needed to be done?" Discussion and some more role-playing for practice with guidance techniques followed.

Evaluation of special occasions.--Special performances, such as programs for school assemblies or parents' night, could be recorded. If, or when, one expects an evaluation session to follow, it is often difficult to get students to re-live the experience; they tend to be glad it is over. But if one wishes to reinforce the idea that we profit from past experiences best when next steps are an outgrowth of evaluation of previous experience, the TV recording can help. Some teachers might prefer using such a recording immediately; others might wish to use it prior to the next planning experience, or at both times. Evaluation sessions for special meals (or those not so special) can also be handled by similar means. Recordings are particularly helpful if evaluation sessions have to be somewhat separated in time from the actual performance.

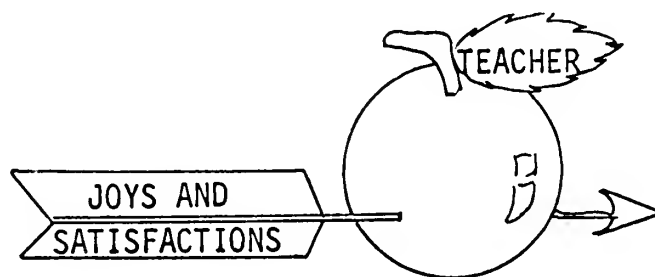
A FINAL WORD

Equipment for video tape recording is not inexpensive at this time, but greater demand and technological improvements are likely to increase availability, flexibility, and general usefulness. The video tape recorder should not be merely another gadget used with insufficient understanding of its potential for effective improvement of teaching. Many studies are being made about its use. Certain conclusions seem to be emerging. More research is needed to confirm conclusions, as well as to explore new uses, so that research can provide practitioners with intelligent direction.

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To touch a life...a student...to know them well...to have an influence upon their character and personality development...to watch them grow...to be able to awaken a dormant element and see a person develop...this is teaching! More than ever I believe that teaching is a way of developing a whole individual and subject matter is only a tool. The real test of teaching comes later when values are evidenced. Often a student will not remember the facts and lessons, but the climate of the classroom and the feelings in a "caught" moment.

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AN UNDERGRADUATE COURSE IN EMPLOYMENT EDUCATION:
PLANS FOR INSTRUCTION

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Encouraged by state and federal support, the employment aspect of home economics has become an important and vital area at the secondary level. The establishment of occupational programs throughout the country provides evidence that the role of the home economics teacher in public schools is changing rapidly and that more and more teachers will need to be prepared to take on responsibilities of these expanded vocational programs.

Following the passage of the Vocational Education Act of 1963, personnel at various colleges and universities hastily planned and conducted workshops to help experienced teachers start new occupational programs. Graduate courses for in-service teacher education followed. In addition, there were workshops, training sessions, and advanced graduate classes to equip professionals at the college level to prepare secondary and post-secondary teachers for their new duties. It appears that because of the pressures of more immediate concerns, the undergraduate student was somewhat neglected. In many instances she was given an overview of the wage-earning aspect of her field but little practical help in establishing a coordinated program. Now college home economics educators are being urged by state departments to include special courses in their undergraduate curriculums to prepare future teachers to plan, implement, and conduct programs in employment education.

Staff members in the Division of Home Economics Education at the University of Illinois recognized the need for specialized study of employment education at the undergraduate level, and it was decided to offer an experimental course during the 1968-69 school term. It was felt that the knowledges and skills involved in managing a wage-earning program were too complex to be learned in a brief unit of a methods' course. Wage-earning programs differ radically in their organization from traditional home economics programs. They call for new instructional methods and techniques. They demand a whole new area of vocational subject matter. They require a broadened philosophy of home economics as it relates to the total field of vocational education.

Colleges have tended to lag in adjusting their curriculums to the requirements of new secondary vocational programs. Undergraduate courses designed to prepare teachers of occupational classes in home economics are conspicuously absent from catalogs. Hopefully, the detailed plans which follow will suggest course content and will help

home economics education staff members in other institutions in up-dating the preparation of home economics teachers.

Plans developed for the occupational course include (1) a list of major objectives, (2) a topical outline, (3) a block plan indicating concepts to be explored in each of three weekly class sessions during the course of a semester, and (4) detailed unit plans.

The unit plans are broken down into daily sessions, corresponding to the block plan. These may or may not coincide with an approved schedule, but they are sufficiently flexible so that they may be changed or combined to accommodate different time plans. They represent "resource units" rather than "learning units" in that the learning experiences would need to be selected due to time restrictions. Teaching aids and resources are listed separately following the unit plans. (See p. 351.)

MAJOR OBJECTIVES

Objectives are stated in terms of student behaviors desired at the completion of the course.

1. Has formulated a personal philosophy of occupational education which is workable, realistic, and consistent with social needs.
2. Understands the bases for the development of occupationally-oriented programs in home economics.
3. Appreciates the responsibility of the home economics profession for promoting programs at all levels which provide people with marketable skills and which help them to manage a dual role.
4. Is aware of federal involvement in the support of vocational programs.
5. Understands how vocational education is organized and supervised at the state level and knows requirements for reimbursement of local programs.
6. Is able to document the need for an occupational program in a community.
7. Is able to proceed in an orderly manner in planning and initiating a wage-earning program.
8. Is able to plan and coordinate on-the-job work experience and related class instruction.
9. Is familiar with aids, resources, and facilities for various areas and types of occupational instruction.
10. Appreciates the importance of maintaining positive relationships with school personnel, parents, employers, and community members in operating a wage-earning program.

11. Is aware that both students and teachers can benefit from the cooperative efforts of all vocational instructors.
12. Understands methods of evaluating offerings to assess attainment of objectives and to discover ways of improving a program.

EMPLOYMENT COURSE OUTLINE

- I. Development of occupational education
 - A. Major bases for establishing vocational programs
 - B. Socio-economic conditions affecting employment
 - C. Characteristics of women workers
 - D. Problems of managing a dual role
 - E. Trends and projections in family living and in employment
 - F. Values of wage-earning preparation
 - G. Implications for home economics education
- II. Federal involvement in vocational education
 - A. Provisions of legislation related to vocational education
 1. Smith-Hughes Act - 1917
 2. George-Barden Act - 1946
 3. Vocational Education Act - 1963
 4. Nurse Training Act - 1964
 5. Manpower Development and Training Act - 1962
 6. Economic Opportunity Act - 1964
 7. Amendments to the Vocational Education Act ('63) - 1968
 - B. Problems and issues in the politics of education
 - C. Promotion of vocational education by professional and special interest groups
- III. State plans for vocational education
 - A. Meaning and intent
 - B. Organization, supervisory personnel
 - C. Vocabulary of employment education
 - D. Levels of training
 - E. Types of vocational programs
 - F. Types of home economics occupational programs
 - G. State guidelines for establishing programs
 - H. Qualifications for teacher certification
 - I. Reimbursement of programs

- J. Procedures for obtaining approval
 - K. Services provided by state agencies
- IV. Local vocational programs
- A. Financial support and administration of various types of programs - public and private
 - B. Vocational offerings of various levels
 - 1. Pre-vocational
 - 2. High school
 - 3. Post-secondary
 - 4. Adult
 - C. Local situations which affect vocational offerings
 - 1. Economic conditions
 - 2. Needs of business and industry
 - 3. Employment opportunities
 - 4. Needs of special groups
 - 5. Availability of personnel, facilities, and resources for developing programs
 - 6. Public attitudes
 - 7. Special problems
 - D. Descriptions of local programs
- V. Steps in initiating programs
- A. Consulting with administration, vocational coordinators, supervisors
 - B. Determining current state guidelines
 - C. Establishing local administrative policies and procedures
 - D. Documenting need
 - E. Identifying student characteristics
 - F. Organizing an advisory committee
 - G. Planning program offerings
 - H. Locating training stations
 - I. Providing facilities, equipment, teaching resources
 - J. Introducing the program to prospective students
- VI. Procedures for coordinating occupational programs
- A. Conferring with advisory committee, administrators, vocational personnel
 - B. Establishing policies, regulations
 - C. Determining procedures for student participation in the program
 - D. Selecting and/or devising forms, instructional aids

- E. Keeping records
 - F. Planning and teaching a work-related class (explored in detail in Unit VII)
 - G. Conferring with students; placing them in training stations
 - H. Supervising students on the job; evaluating their performance
 - I. Cooperating in instruction
 - 1. Sharing materials
 - 2. Team teaching
 - 3. Utilizing knowledges and skills of other vocational teachers, subject-matter specialists, guidance staff, librarians, outside resource persons
 - 4. Providing for communication among areas
 - J. Communicating with school personnel, parents, and employers
 - K. Interpreting the program through various media to prospective students, school personnel, parents, employers, other citizens
 - L. Organizing an occupational club and extra-curricular activities (if considered desirable)
 - M. Providing for job placement and follow-up of students who have completed their training
 - N. Evaluating the program
 - 1. Determining who shall conduct the evaluation
 - 2. Reviewing goals for the program
 - 3. Establishing criteria for evaluation
 - 4. Obtaining and analyzing data
 - 5. Formulating a judgment
 - 6. Making recommendations for improvement
- VII. Developing learning units for a work-related class (emphasizing knowledges and skills needed for all occupations)
- A. Outlining basic concepts to be developed
 - B. Determining objectives
 - 1. Criteria for selection
 - 2. Behavioral statements of objectives
 - C. Selecting content and formulating generalizations (possible units are listed in detail because the content element is unique to the employment aspect of home economics)
 - 1. Concepts of work, values and benefits of work
 - 2. Personal qualities for job success
 - 3. Clusters of occupations related to home economics
 - 4. Worker requirements, restrictions
 - 5. Appraisal of working conditions
 - 6. Occupational outlook
 - 7. Vocational decision making
 - 8. Educational planning
 - 9. Personal credentials

10. Entrance into an occupation
11. Legal aspects of work
12. Management of money
13. Social security, other benefits
14. Income tax
15. Management of time and energy, work simplification on the job
16. Relationships on the job
17. Business ethics
18. Health protection for self and others
19. Safety at work
20. Workers' organizations (unions, etc.)
21. Provisions for transportation
22. Living arrangements away from home
23. Friendships in a strange community
24. Management of home, personal, occupational life
25. Specialized home economics subject matter
26. Others

D. Providing learning experiences

1. Criteria for selection
2. Organization and sequence

E. Locating instructional resources

1. Types of resources appropriate for employment programs
2. Sources of materials and aids related to employment
3. Location of resource persons and community services

F. Providing for on-going student and teacher evaluation

1. Evidences of growth, attainment of class objectives
2. Implications from appraisal for relating class work to realistic requirements of the job work experience

VIII. Planning for specialized courses

A. Determining need for workers in specialized areas of home economics at sub-professional levels

B. Identifying occupational clusters

C. Conducting job analyses

D. Writing job descriptions

E. Establishing competences to be developed for job clusters

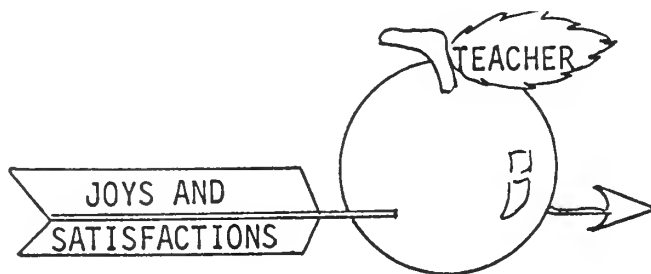
F. Appraising teacher qualifications

G. Developing various aspects of curriculum plans (treated earlier in detail)

1. Behavioral objectives (based on competencies)
2. Content (generalizations in specialized area)
3. Learning activities (geared to unique knowledge and skills)
4. Teaching resources, aids, facilities, equipment, and supplies
5. Evaluation of knowledges, attitudes, and skills

IX. Planning programs for individuals with special needs

- A. Identifying problems characteristic to groups
 - 1. Physically and emotionally handicapped
 - 2. Academically limited, disinterested, potential dropouts
 - 3. Pregnant girls, teenage mothers
 - 4. Minority groups
 - 5. Disadvantaged adults
- B. Establishing the need for specialized instruction
- C. Exploring ways of helping special students to become employable
- D. Developing a curriculum geared to students' needs
- E. Assisting with job placement and follow-up



It is with humility that I stand before a class. Am I prepared to make every minute of their valuable time a worthwhile and rewarding experience? In this day and age of educational explosion--have I kept pace with the changing times to give my students the most up-to-date information by the best known method?

It is with this challenge that I find teaching a great reward. After I have prepared myself--then I watch the students grow. . . . And greater yet are the joys of having them come back in future years to tell how much they appreciate the use of knowledge and skills learned in my classes.

.....

Perhaps my satisfactions can be summed by the following quote:

"There is a destiny which makes us brothers.
None goes his way alone.
All that you send into the lives of others
comes back into that of your own."

(Author Unknown)

Elizabeth Mohr Jones
Home Economist
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BLOCK PLAN FOR SEMESTER

| Week | Class Sessions | | |
|------|---|---|--|
| 1. | I. DEVELOPMENT OF OCCUPATIONAL EDUCATION Overview of Course | | |
| | A) Bases for establishing vocational programs | B) Socio-economic condition affecting employment | C) Characteristics of women workers D) Problems in managing a dual role |
| | | | E) Trends and projections in family living and employment F) Values in wage-earning preparation G) Implications for home economics education |
| 2. | II. FEDERAL INVOLVEMENT IN VOCATIONAL EDUCATION | | |
| | A) Provisions of legislation related to vocational education | B) Problems and issues in the politics of education | C) Promotion of vocational education by professional and special interest groups |
| 3. | III. STATE PLANS FOR VOCATIONAL EDUCATION | | |
| | A) Meaning and intent | B) Organization, supervisory personnel | C) Vocabulary of employment education |
| | | D) Levels of training | E) Types of vocational programs |
| | | F) Types of home economics occupational programs | G) Illinois Guidelines for establishing programs H) Qualification for teacher certification I) Reimbursement J) Procedures for obtaining approval K) Services provided by state agencies |
| 4. | IV. LOCAL VOCATIONAL PROGRAMS | | |
| | A) Financial support and administration of various types of programs - public and private | B) Vocational offerings at various levels | C) Local situations which affect vocational offerings |
| | | | D) Descriptions of local programs |
| 5. | V. STEPS IN INITIATING PROGRAMS | | |
| | A) Consulting with administration, vocational coordinators, supervisors | B) Determining current state guidelines | C) Establishing local administrative policies and procedures |
| | | | D. Documenting need |

6. E) Identifying student characteristics F) Organizing an advisory committee G) Planning program offerings
7. H) Locating training stations I) Providing facilities, equipment, teaching resources J) Introducing the program to prospective students
8. VI. PROCEDURES FOR COORDINATING OCCUPATIONAL PROGRAMS
- A) Conferring D) Selecting and/or devising forms, instructional aids F) Planning and teaching a work-related class
- B) Establishing policies, regulations
- C) Determining procedures E) Keeping records
9. G) Conferring with students, placing students on the job I) Cooperating in instruction J) Communicating with school personnel, parents, employers
- H) Supervising students on the job; evaluating their performance K) Interpreting the program through various media
10. L) Organizing an occupational club, related activities M) Providing for job placement and follow-up N) Evaluating the program
11. VII. DEVELOPING LEARNING UNITS FOR A WORK-RELATED CLASS
- A) Outlining concepts
- B) Determining objectives
- C) Selecting content and → formulating generalizations in various areas
12. D) Providing classroom learning experiences E) Locating instructional resources F) Providing for on-going student and teacher evaluation
13. VIII. PLANNING FOR SPECIALIZED COURSES
- A) Determining need for workers in specialized areas C) Conducting job analyses D) Writing job descriptions
- B) Identifying occupational clusters
14. E) Establishing competences to be developed for job clusters F) Appraising teacher qualifications G) Developing various aspects of curriculum plans
15. IX. PLANNING PROGRAMS FOR INDIVIDUALS WITH SPECIAL NEEDS
- A) Identifying problems characteristic to groups C) Exploring ways of helping students become employable E) Assisting with job placement and follow-up
- B) Establishing the need for specialized instruction D) Developing a curriculum geared to students' needs
16. FINAL EXAMINATION

UNIT I - DEVELOPMENT OF OCCUPATIONAL EDUCATION

GENERAL OBJECTIVES:

1. Understands why the purposes of home economics education have changed.
2. Is aware of directions of change in the roles and responsibilities of family members.
3. Believes in the need for vocational education.

SPECIFIC OBJECTIVES:

Knows the bases upon which occupational programs are established.

Comprehends how socio-economic conditions have affected employment.

CONTENT:

Major bases for curriculum decisions include: social conditions, student needs, local needs, content of field, educational developments and philosophy.

Interrelated socio-economic conditions have changed patterns of family living, promoted employment of women, altered job requirements, and created complex problems of adjustment.

LEARNING EXPERIENCES:

Take an objective pre-test on knowledge of employment of women.

Listen to explanation of transparencies - bases for vocational education.

Examine list of socio-economic conditions. Discuss how they affect employment of men and women, old and young.

Knows characteristics of women workers.

Is aware of problems involved in managing a dual role.

Characteristics of women workers which have significance for vocational educators include: ages, numbers, work patterns at different stages of life cycle, family composition, earnings, types of occupations, etc.

When homemakers work outside the home, various problems arise requiring adjustments in family living.

Read references on status of women. Identify and list significant facts concerning their employment. Compare these with responses to pre-test.

Listen to panel of employed persons discuss problems of managing a dual role.

Knows trends in family living and in employment and their implications for home economics.

Appreciates the value of wage-earning preparation.

As roles of family members become less clearly defined, both sexes can profit from preparation for homemaking.

As more homemakers enter the labor force, the need for skill in managing a dual role increases.

One's economic security is directly related to his marketable skills. Wage-earning preparation helps to break the poverty cycle among the disadvantaged and benefits all society.

Discuss the following questions:

1. What are trends in employment of women?
2. What do trends imply for home economics?
3. Why do youth need to be prepared for wage earning in high school?
4. What suggestions are made to improve the curriculum and make young people employable?

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EVALUATION:

Check pre-tests to determine knowledge of women workers.

Note contributions on status of women.

Listen for clues about attitudes toward occupational education.

UNIT II - FEDERAL INVOLVEMENT IN VOCATIONAL EDUCATION

GENERAL OBJECTIVES:

1. Is aware of the increasing commitment of the federal government to prepare citizens for employment.
2. Recognizes that home economics educators today have a professional responsibility to participate in making decisions concerning vocational education.

SPECIFIC OBJECTIVES:

Knows major provisions of acts: Smith-Hughes, George-Barden, Vocational Education 1963, Nurse Training, MDTA, Economic Opportunity, '68 Amendments.

Is aware of current problems and issues in the politics of education.

Knows how special interest groups influence legislation.

Is aware that home economists can influence support of their programs.

CONTENT:

Trends in vocational legislation are toward: expanded programs, increased federal support, focus on people rather than programs, consumer problems, recognition of special needs, increased research.

When one becomes informed about problems and issues in education, he is better able to contribute to the resolution of conflicts.

Organized interest groups have replaced local and sectional forces to become a prime source of political influence in the nation.

When home economists involve themselves in politics, they are more likely to have their contributions recognized by law-makers.

The federal government provides for occupational training through many departments and agencies.

LEARNING EXPERIENCES:

Contribute to diagramming on blackboard the "evolution of vocational legislation," using references to supply facts.

Brainstorm to identify issues in education.
Debate critical issues.

Check professional journals for indications of political concern.

Determine for the acts: the focus, kind and amount of support, agencies involved, innovations, etc.

Listen to resource person tell how a professional organization (AVA, AHEA) influenced decisions on legislation.

EVALUATION:

Check for awareness of implications of federal involvement.

Note concern shown toward solving educational problems.

Explore ways to communicate with legislators.

Identify and discuss problems and issues of home economics at the state level.

Observe degree of commitment to professional responsibilities as expressed in discussions.

UNIT III - STATE PLANS FOR VOCATIONAL EDUCATION

GENERAL OBJECTIVES:

1. Knows the nature of state support for vocational education.
2. Understands the functions of the state home economics area.

SPECIFIC OBJECTIVES:

Is aware of state plans for vocational education.

Understands the organization of the state department.

Knows the meaning of terms peculiar to vocational education.

CONTENT:

When states formulate acceptable plans for administering vocational programs, they qualify for federal funds.

An understanding of the state vocational program aids educators in conducting local programs and in utilizing resources.

A knowledge of meanings of terms reduces semantic problems and facilitates communication.

Is aware of various types of vocational programs offered at different levels.

Various types of vocational programs are encouraged by state financial aid.

Reimbursed programs vary among the states.

Knows state guidelines for establishing programs: qualifications for teachers, financial support, procedures.

Is aware of ancillary services provided by various state agencies.

A knowledge of state guidelines helps to plan a program which will be approved. Standards concern class and work hours, teacher qualifications, rate of reimbursement, etc.

Ancillary services include supervision and administration, research, teacher training, and vocational guidance.

LEARNING EXPERIENCES:

Locate information about state plans. Report findings.

Examine transparency depicting organization of state department. Note names of areas, supervisory personnel, and their duties.

Define terms listed on handout sheet. Discuss differences in interpretation.

EVALUATION:

Note acquaintance with state departments and ability to use terms.

Summarize pertinent information contained in state annual reports.

Identify types of programs supported by state funds.

Compare expenditures and enrollments within home economics and among vocational fields.

Take notes on current requirements for occupational programs.

Listen to resource person describe a vocational research project or discuss vocational guidance.

Summarize related vocational services. Discuss how these might serve local teachers.

Quiz (optional) on development of vocational education, federal and state programs.

UNIT IV - LOCAL VOCATIONAL PROGRAMS

GENERAL OBJECTIVES:

1. Is aware of variations in vocational offerings at the local level.
2. Understands how local problems and needs affect vocational programs.

SPECIFIC OBJECTIVES:

Is aware of types and levels of vocational programs and the terms by which they are identified.

Is able to interpret local conditions in terms of vocational offerings needed.

Is familiar with a variety of local vocational programs.

CONTENT:

The local community assumes the major responsibility in determining the types of vocational programs to be offered.

Local vocational offerings are influenced by economic conditions; needs of business and industry, job opportunities; needs of special groups; availability of personnel, facilities, resources; public attitudes; special problems.

There are wide differences in local vocational programs, since they are planned according to community needs, preferences, and resources.

There are programs - private and public - geared to various levels of training.

LEARNING EXPERIENCES:

Classify on board, according to level, different types of vocational programs.

Determine opportunities within a 50-mile radius. (This may be developed into a directory or map for a bulletin board.)

EVALUATION:

Rate students on contributions in investigating programs.

Participate in buzz groups to study case examples of local problem situations. Report recommendations for vocational programs. Include suggestions for home economics.

Note ability to relate program offerings to local needs.

Visit local program. Describe for class the organization, offerings, and special features. and/or Have local resource persons explain their programs to class.

Assess students' awareness of special features of programs.

UNIT V - STEPS IN INITIATING PROGRAMS

GENERAL OBJECTIVES:

1. Understands the sequence of steps involved in initiating an occupational program in home economics at the secondary level.
2. Is able to perform the separate tasks required to establish an occupational program.
3. Appreciates the need for planning and organizing efforts in launching a successful program.

SPECIFIC OBJECTIVES:

Is able to plan conferences concerning the feasibility of a program.

Knows how to go about contacting state personnel.

Is aware of the need for establishing positive relationships and securing support.

Understands the kinds of decisions which must be made in determining policies and procedures.

Knows types of surveys, procedures for conducting, and information to be obtained.

Is able to document the need for a wage-earning program by collecting and interpreting objective data.

CONTENT:

The manner in which a teacher approaches administrators and supervisors for guidance influences the support which will be given.

Since there are individual differences among schools, there will be variations in policies and procedures.

Surveys are used to document the need for programs. There are many types of surveys and a variety of procedures for conducting them.

LEARNING EXPERIENCES:

Set up individual filing systems to serve as resource kits for establishing a program.

Brainstorm points to consider in preliminary conferences with administrators.

Role play conferences with individuals who exhibit both positive and negative attitudes.

Identify justifications which might be used to "sell" a program.

EVALUATION:

Observe for clues to ability to establish good relationships.

SPECIFIC OBJECTIVES:

Knows the kinds of information about students that have bearing on offerings.

Is able to obtain information on characteristics of prospective students by various methods.

CONTENT:

Characteristics of potential students which affect offerings include: grade, age, aspirations, aptitude, etc.

The success of an occupational program is determined largely by how well it meets students' needs.

Report on readings or interviews with vocational educators concerning policies for operating a program.

Identify conflicting viewpoints and philosophies and debate issues.

Note understanding of factors influencing policy decisions.

Knows how to go about organizing an advisory committee.

Understands the function of an advisory committee.

Recognizes the contribution which citizens can make in promoting a program.

Factors to consider in forming advisory committees are: qualifications of members, size, organization, functions.

Although functions may vary, advisory committees tend to promote and support programs and provide a link with the community.

Identify from readings the different types of surveys.

Locate, examine, and compare different forms used in making surveys and tabulating data.

Listen to experiences of a person who has made a survey.

Plan and conduct a limited survey (if time permits). Analyze data, formulate recommendations.

Appraise contributions on surveys. Check ability to use findings.

Knows the factors involved in the operation of an occupational program.

Is able to formulate a plan for a program based on an analysis of a particular local situation.

The operation of a program is facilitated when consideration is given to: the nature of classroom instruction, types of work experience, etc.

The quality of a program plan is directly related to accurate assessment of the local situation.

LEARNING EXPERIENCES:

Invite a guidance counselor to speak on gathering information about students.

Examine and discuss vocational interest tests.

Listen to recording on assessing student characteristics. Summarize information which is relevant for program planning. Determine how one might obtain information.

EVALUATION:

Assess ability to identify and obtain pertinent information about students.

Discuss the following questions about advisory committees:
How are members selected?
How many?
What are the functions?
Who leads meetings?
What are the operational procedures?
What are the advantages?
Role play an organizational session.

Note responses to questions for clues to understanding of advisory committees.

List factors which must be considered in planning an occupational program.

Read local case situations and formulate plans for occupational programs geared to each.

Check ability to plan offerings suited to individual situations.

SPECIFIC OBJECTIVES:

Is familiar with criteria for the selection of training stations.

Knows how training stations are located.

Knows how to contact and interview an employer.

CONTENT:

When criteria are used to evaluate and select work stations, the job experience is likely to be meaningful.

Locating training stations is facilitated when a coordinator is informed about procedures.

Is familiar with different kinds of facilities, equipment, and teaching resources used for occupational instruction.

Occupational programs differ as to facilities and equipment provided and resources used.

When a program planner is familiar with a variety of facilities and aids, he tends to be able to choose those which fit his needs.

Is aware of strategy used to introduce a new program to prospective students.

The manner in which a new program is presented will affect its acceptance.

LEARNING EXPERIENCES:

Examine and discuss criteria used in selecting work stations.

Interview coordinators to find out how they located training stations, problems encountered.

Have an employer explain his views about the work experience.

EVALUATION:

Assess knowledge of training stations from reported interviews.

Visit local programs in operation. Focus on facilities, equipment, and resources used. Report findings.

Identify and compile a list of useful resources.

View films related to vocational preparation.

Check observation reports. Note contributions to resource lists.

Have a panel of vocational students tell how they became interested in the occupations program. Question them on ways to introduce a new program.

Quiz on steps in initiating programs.

UNIT VI - PROCEDURES FOR COORDINATING OCCUPATIONAL PROGRAMS

GENERAL OBJECTIVES:

1. Understands the procedures involved in coordinating an occupational program.
2. Is able to perform the separate tasks required of a coordinator.
3. Exhibits interest in teaching in an occupational program.

SPECIFIC OBJECTIVES:

Is aware of the importance of communication among personnel.

Understands purposes of policies and regulations.

Is able to plan procedures for conducting a program.

Knows types of forms used in work programs.

Is able to locate or devise forms and instructional aids.

Recognizes the need for keeping records, understands methods used.

Understands the nature and function of a work-related class.

CONTENT:

Conferences with school personnel enable coordinators to clarify policies and procedures.

Establishing policies and procedures before school begins provides for consistency and tends to eliminate confusion.

Coordination of occupational programs is facilitated when appropriate forms and aids are available and when procedures for record keeping are clearly understood.

A work-related class is oriented toward development of knowledges and skills to aid students' performance on the job.

LEARNING EXPERIENCES:

Discuss purposes of organizational conferences.

List items to be considered in establishing policies.

Compare policies of various programs.

Determine different procedures used to coordinate class and work experience.

EVALUATION:

Observe attitudes toward establishing policies.

Examine, criticize, and classify forms and aids according to type.

Determine how records are kept by coordinators.

Discuss purposes of and tips for record keeping.

Visit a work-related class. Focus on how it is related to the students' job. Submit a report.

Note ability to judge quality of forms.

Grade students' reports.

SPECIFIC OBJECTIVES:

Understands problems involved in job placement, supervision, and evaluation. Knows procedures commonly used.

Believes that cooperative efforts among vocational educators can enhance offerings.

Is aware of ways in which teachers can pool their efforts.

Recognizes the importance of maintaining avenues of communication among school personnel, parents, employers, and students.

Is able to publicize programs through various media.

CONTENT:

Placing students on the job is a task which requires patience and skill.

There is a trend in vocational education toward cooperation among the various fields.

When one is familiar with various means of supervision and evaluation, he is likely to select methods suitable to his needs.

Cooperation in instruction and coordination may lead to enrichment of programs.

The functioning of a program is affected by communications.

Interpreting the program to the community leads to understanding and support.

LEARNING EXPERIENCES:

Listen to a coordinator discuss procedures for placing students in training stations, supervising work experience, and evaluating performance.

Arrange a panel of persons from different vocational fields. Discuss cooperative efforts (team teaching, etc.).

Read and compare descriptions of cooperative vocational programs.

List persons with whom a coordinator must communicate.

Cite examples of faulty communications and consequences which could result.

Choose an evaluation form and rate a worker on his observed performance.

Write a radio-TV script or news story describing a program.

| | | |
|---|--|--|
| <p>EVALUATION:</p> <p>Check evaluation forms completed by students.</p> | <p>Note the extent of students' awareness of cooperative teaching.</p> | <p>Collect clippings and construct a bulletin board on "interpreting programs."</p> <p>Observe attitudes toward communications. Evaluate written program description.</p> |
| <p>SPECIFIC OBJECTIVES:</p> <p>Is aware of extra-curricular activities related to occupational programs.</p> <p>CONTENT:</p> <p>Many vocational fields have club activities in conjunction with occupational programs.</p> <p>LEARNING EXPERIENCES:</p> <p>Inquire of vocational students about organizations related to their particular programs. Determine activities. Report on banquets and special programs related to occupational courses.</p> <p>EVALUATION:</p> <p>Note reports of inquiries and attitudes toward activities.</p> | <p>Recognizes that job placement and follow-up are increasingly incorporated into vocational programs.</p> <p>Is aware that youth need help in securing and keeping jobs.</p> <p>The unemployment situation demands that vocational programs make provisions for job placement and follow-up.</p> <p>Interview personnel in employment agencies regarding employment of youth.</p> <p>Locate statistics on unemployment of young people.</p> <p>Discuss social problems connected with jobless youth.</p> <p>Determine awareness of employment problems and insight into implications.</p> | <p>Knows procedures for conducting an evaluation of a program.</p> <p>The extent to which objectives are achieved is determined through evaluation.</p> <p>Evaluation provides clues for improvement.</p> <p>Listen to a report of a project designed to evaluate a course or program.</p> <p>Brainstorm ways in which a program might be evaluated.</p> <p>Assess knowledge of methods of evaluation.</p> <p>Quiz on procedures for coordinating an occupational program.</p> |

UNIT VII - DEVELOPING LEARNING UNITS FOR A WORK-RELATED CLASS

GENERAL OBJECTIVES:

1. Is aware of the scope of content that may be studied in a work-related class.
2. Understands criteria used to select various elements of curriculum plans.
3. Develops a short unit plan for a work-related class.

SPECIFIC OBJECTIVES:

Knows the various concepts which are appropriate to study in a work-related class.

Is able to outline a unit of study.

CONTENT:

There are certain unique knowledges which are appropriate for work-related classes. (Included in the course outline.)

LEARNING EXPERIENCES:

Examine course outlines in curriculum guides for work-related classes.

List possible topics and select one as a project for the development of a unit plan.

EVALUATION:

Watch to be sure that a wide range of topics are identified. Check as outlines are developed to provide help.

Is able to state clear objectives in behavioral terms.

Objectives are likely to be meaningful when they are validated and stated according to established criteria.

Discuss criteria for selecting and stating objectives.

Use these as guidelines for writing unit objectives.

Continue to search for references which will be useful in developing plans.

Examine objectives to locate problems students have in writing.

Formulates valid generalizations for topics outlined.

Transfer of learning is enhanced when students are able to draw warranted generalizations.

Using criteria as guidelines helps in selecting and stating generalizations.

Review bases for the development of generalizations and principles for stating them.

Write generalizations related to topics following criteria which have been studied.

Check generalizations and offer tips for improvement.

SPECIFIC OBJECTIVES:

Develops a variety of learning experiences in keeping with objectives.

Locates or devises resources appropriate for instruction.

Plans on-going means of evaluation for both students and teacher.

CONTENT:

A variety of experiences geared to students' needs and interests promotes attainment of objectives.

Enrichment of learning occurs when resources are relevant for subject matter and are suited to students' interests and needs.

Continuous evaluation indicates whether or not learning is taking place.

There are many evaluation techniques, both objective and subjective.

LEARNING EXPERIENCES:

Review criteria for selection of learning experiences.

Discuss how to locate useful bibliographies for wage-earning courses.

Review evaluation techniques.

Plan learning experiences for unit. Consult curriculum guides for ideas.

Examine curriculum guides for references.

Plan various evaluation procedures for unit. Devise a quiz.

Compile a list of teaching aids and references.

EVALUATION:

Check progress in developing learning experiences and make suggestions.

Note students who have difficulty in locating resources and help discover useful materials.

Examine and grade unit plans according to pre-determined rating form.

UNIT VIII - PLANNING FOR SPECIALIZED COURSES

GENERAL OBJECTIVES:

1. Is aware of job opportunities for trained workers in specialized areas of home economics.
2. Knows how to investigate an occupation.
3. Knows how to proceed in planning a course for a cluster of home economics-related occupations.

SPECIFIC OBJECTIVES:

Is aware of a variety of occupations in all areas of home economics.

Knows the procedures for conducting a job analysis.

Is able to write a job description.

Is aware of job opportunities for workers in these occupations.

CONTENT:

Areas of occupational training in home economics include:

child care and guidance
clothing management, production, and services
food management, production, and services
home furnishings, equipment, and services
institution and home management, and supporting services

There are occupations at all levels of training in each of the occupational areas.

LEARNING EXPERIENCES:

Listen to an illustrated lecture on home economics occupations.

Discuss the "cluster concept." Identify levels of occupations within a cluster.

Locate current information on the availability of jobs.

EVALUATION:

Observe extent of knowledge about home economics occupations.

Job analysis is a technique for establishing an orderly procedure in vocational instruction.

When jobs are broken down into elements or tasks, methods and materials may be developed for a course of study.

Discuss readings on procedures for conducting a job analysis, purposes of making analyses.

Analyze a job related to home economics. (A worker might be observed or interviewed.)

Note understanding of purposes of conducting job analyses.

Job descriptions may result from job analyses. They identify the nature of the occupation, worker requirements, location of jobs, etc.

Read job descriptions in the DOT. Note what is included.

Discuss coding systems, purposes, problems in using them.

Explore ways to give dignity to menial occupations.

Write description of job analyzed.

Check written job descriptions.

SPECIFIC OBJECTIVES:

Is aware that job competences represent objectives for occupational training.

Knows requirements for teachers of specialized courses.

Knows how to locate resources for developing specialized occupational courses.

CONTENT:

When one is competent for a job, he possesses knowledges and skills to meet minimum standards of performance.

Work experience in areas of instruction promotes understanding of job requirements.

Plans for a wide variety of occupational courses are available in curriculum guides which may or may not be available to the classroom teacher.

Job competences serve as specific objectives for specialized occupations courses.

LEARNING EXPERIENCES:

Listen to recording of discussion of job competences.

Develop a simple check sheet for determining degrees of skill in rating a worker.

EVALUATION:

Examine check sheets to note awareness of successful job performance.

Share occupational experiences of class members. Discuss opportunities for expanding.

Check state standards for teacher qualifications in home economics. Compare with other vocational fields.

Note attitudes toward acquiring job experience.

Investigate and report on what is included in special courses.

Discuss facilities and equipment needed.

Identify resources which could be of help in developing courses.

Observe students' know-how and confidence in pursuing a job in special course instruction.

UNIT IX - PLANNING PROGRAMS FOR INDIVIDUALS WITH SPECIAL NEEDS

GENERAL OBJECTIVES:

1. Is aware of ways in which home economists can help persons with special needs prepare for employment.
2. Is able to empathize with disadvantaged persons.

SPECIFIC OBJECTIVES:

Is aware of groups with special problems.

Is aware of vocational programs for special groups.

Is aware of problems in finding jobs for disadvantaged groups.

CONTENT:

Groups requiring special courses are:
physically and emotionally handicapped
academically limited,
disinterested, potential dropouts
pregnant girls, teenage mothers
minority groups
disadvantaged adults

Special vocational training enables many individuals, who may otherwise become public charges, to become economically independent and emotionally secure.

Disadvantaged persons require help in locating employment.

LEARNING EXPERIENCES:

Identify groups with special needs. Locate information pertaining to their needs and problems.

Discuss ways in which home economics training might help prepare these people for work.

EVALUATION:

Note extent of concern for needs of special groups.

Visit a vocational program which is designed to meet the needs of a specific group.

Observe attitudes toward disadvantaged and expressed desires to work with groups.

Identify jobs related to home economics to which disadvantaged persons might aspire.

Discuss problems involved in locating employment, safety factors, etc.

Check students' resource kits.

Administer final examination.

TEACHING AIDS AND RESOURCES

Books, Articles and Pamphlets

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- Wenck, D. *The Employed Homemaker*. University of California Agricultural Extension Service in Orange County, 1964.
- Wenck, D. Employed and nonemployed homemakers--how they manage. *Journal of Home Economics*, November, 1967, 59 (9), 737-738.

Recording

- Granberg, G. *Autotutorial Kit to Help Teachers Identify Steps in Planning for Occupations: Programs in Home Economics, 1967*. Seattle: University of Washington.

Resource Persons

Coordinators or administrators of vocational programs.
Employer of student trainees.
Guidance counselor.
High school students in wage-earning programs.
Personnel of employment agencies.
Persons involved in evaluative research.
University students or faculty from different vocational areas.
University student or faculty member in guidance and counseling.

Other Instructional Aids

Clippings of local programs.
Collected examples of local case situations.
Criteria for selecting training stations.
List of terms used in vocational education.
List of socio-economic conditions.
Observation report forms.
Pre-test on employment of women.
Quiz on development of federal and state programs.
Quiz on steps in initiating programs.
Transparency on bases for vocational education.
Transparency showing organization of state department.

PROCEDURES FOR EVALUATION OF THE UNDERGRADUATE COURSE
IN EMPLOYMENT EDUCATION

Norma Bobbitt
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As part of a larger research project¹ oriented toward clarifying the goals of teacher preparation, an evaluation is being undertaken to determine whether the undergraduate employment course (previously described) is helping students: (1) to obtain significant knowledge about the occupationally oriented programs in home economics, (2) to make a significant change in attitudes toward the occupational aspect, and (3) to desire to become teachers in occupationally oriented programs. Two instruments have been developed to measure students' knowledge of and attitudes toward the employment aspect of home economics education. Because of the limited scope of certain items, the knowledge test is not presented in its entirety. However, the opinionnaire is published in its original form.

SELECTED KNOWLEDGE TEST ITEMS²

1. Students for an occupational program should be selected on the basis of their
 - a. grade averages.
 - b. need for financial assistance.
 - c. desire to work on a job.
 - *d. need for developing a marketable skill.

2. The initial step in establishing a home economics occupations program is to
 - a. organize an advisory council.
 - *b. conduct a community survey.
 - c. have students apply for the program.
 - d. sell the school guidance counselor on the program.

¹N. Bobbitt. A comparative study of undergraduates, homemaking teachers and occupational teachers to ascertain attitudes, knowledges, and plans in relation to an employment emphasis in high school home economics. Doctoral dissertation in progress. University of Illinois.

²Items which apply only to Illinois programs have been omitted from the original instrument.

3. The function of an advisory committee is to
 - a. make decisions for administration and instructional staff.
 - *b. advise and counsel administrative and instructional staff.
 - c. advise and counsel administration on hiring and firing employees.
 - d. advise and counsel students concerning work experience.

4. Ideally, a home economics occupations advisory committee should be composed of
 - a. parents of vocational education students.
 - b. all teachers of local vocational education programs.
 - *c. all major trade or occupational groups of employers and employees.
 - d. all of the above.

5. Ideally, advisory committee meetings are led by the
 - a. local home economics teacher-coordinator.
 - *b. advisory committee chairman.
 - c. local superintendent of schools.
 - d. vocational supervisors.

6. Ideally, a teacher-coordinator should make a supervisory visit to each student's training station
 - *a. once a week.
 - b. once each grading period.
 - c. once a month.
 - d. once during a six-week period.

7. A follow-up survey of the home economics occupations program should seek to identify the opinions about the program from
 - a. parents of graduates of the program.
 - b. employers of cooperative student graduates.
 - c. graduates of the program.
 - *d. all of the above.

8. The initial funding at the federal level for training in Home Economics was appropriated by the enactment of
 - a. George-Barden Act, 1946.
 - *b. Smith-Hughes Act, 1917.
 - c. Smith-Lever Act, 1914.
 - d. George-Deen Act, 1936.

9. The 1963 Vocational Education Act authorized federal grants to states to assist
 - a. solely with development of new programs of vocational education.
 - b. only with improvement of existing programs of vocational education.
 - c. support of youth organizations of new programs of vocational education.
 - *d. with development of new programs and improvement of existing programs of vocational education.

10. The trend of employment education in home economics was given impetus by enactment of
 - a. Manpower Development Training Act of 1962.
 - b. National Defense Education Act of 1958.
 - *c. Vocational Education Act of 1963.
 - d. Area Redevelopment.

11. The 1963 Vocational Education Act made funds available for vocational education for
 - a. the underemployed.
 - b. the unemployed.
 - c. the academic, socio-economic or other disadvantaged persons.
 - *d. all of the above categories of people.

12. A document that provides for employment of student-learners at wages lower than the legal minimum wage is a
 - a. worker's permit.
 - b. training agreement.
 - c. student agreement.
 - *d. student-learner's permit.

13. A health permit is issued to students who successfully complete
 - *a. a specified physical examination.
 - b. a community health and sanitation course.
 - c. the President's physical fitness program.
 - d. a specified personal health course.

14. A health permit is required by the State Health Department for
 - a. all students who become employed.
 - *b. students employed in jobs that involve handling of foods.
 - c. only those students who have had serious health problems such as tuberculosis.
 - d. none of the above situations.

15. A document signed by the student and the instructor outlining the experiences the student is to receive on the job is called a
 - *a. student agreement.
 - b. training agreement.
 - c. worker's permit.
 - d. student-learner's permit.

16. A document that defines the responsibility of the parent, instructor, student and the cooperating employer is called a
 - a. student agreement.
 - *b. training agreement.
 - c. worker's permit.
 - d. student-learner's permit.

17. A document that defines the responsibility of the student to the program and to the employer is called a
- *a. student agreement.
 - b. training agreement.
 - c. worker's permit.
 - d. student-learner's permit.
18. Student-learner permits are issued for a period not to exceed
- a. six weeks.
 - b. one semester.
 - *c. a school year.
 - d. a calendar year.
19. A brief which identifies the nature of an occupation, worker requirements, location of jobs, etc., is referred to as
- *a. job description.
 - b. job analysis.
 - c. trainee evaluation form.
 - d. appraisal of training center form.
20. Unless specifically exempted, employees must be paid at least _____ per hour as of February 1, 1968.
- a. \$1.25
 - b. \$1.40
 - *c. \$1.60
 - d. \$1.80
21. By federal regulations in order to be eligible for a student-learner's permit, a student must be aged
- a. 14 years.
 - *b. 16 years.
 - c. 18 years.
 - d. 21 years.
22. A student-learner may work in a hazardous occupation, exempt from federal regulations if
- a. he is enrolled in a course of study in a state approved vocational training program.
 - b. he is employed under a written agreement which provides that hazardous work is incidental to his training and such work is closely supervised.
 - c. safety instructions are given by the school and correlated by the employer in the on-the-job training.
 - *d. all of the above conditions are met.
23. The minimum age as set by the Secretary of Labor for a person in any occupation (except certain agriculture occupations) which would be declared hazardous is
- a. 14 years.
 - b. 16 years.
 - *c. 18 years.
 - d. 21 years.

24. If the establishment is not involved in interstate commerce an employer may pay less than the legal minimum wage if
- a. the establishment has a gross income of less than one million dollars.
 - b. the establishment employs five persons or less.
 - c. the cooperative teacher obtains a waiver for the student from the State Department of Labor.
 - *d. if any of the above are true.

True-False Items

25. The Vocational Education Act of 1963 specifies that 10% of Smith-Hughes and George-Barden funds be spent on occupationally oriented programs. (T)
26. The 1963 Vocational Education Act makes use of advisory committees mandatory for vocational programs at the local level. (F)
27. The Vocational Education Act of 1963 and the Perkins Act of 1963 were separate enactments which authorized federal grants to states for use in furthering vocational education. (F)
28. The Equal Pay Act of 1963 prohibits employers from discriminating on the basis of sex in the payment of wages for equal work. (T)
29. Certification requirements for teachers of occupational programs are essentially the same for all states. (F)
30. Child labor laws differ from state to state. (T)
31. Where both federal and state child labor laws apply, the higher standard must be observed. (T)
32. For a student-learner, the total school and work week should not exceed 40 hours. (T)
33. The wage rate for a student learner shall not be less than 75% of the actual minimum wage. (T)
34. The employment of a student-learner must not have the effect of displacing a worker presently employed in the establishment. (T)
35. As an apprentice or student-learner, a person may be exempted from federal regulations of hazardous occupations. (T)
36. The work permit is issued by the local school superintendent or someone appointed by the superintendent. (T)
37. A student-learner's permit provides for employment of the student at wages lower than the minimum wage. (T)

38. Education for wage-earning occupations is the traditional purpose of home economics at the secondary level. (F)
39. There are two separate and distinct home economics programs at the secondary level; one is homemaking education and one is occupational preparation. (F)
40. The on-the-job supervisor should not assist the teacher-coordinator in deciding what should be taught in the related class. (F)
41. An interrelated vocational education program integrates the course content of two or more of the vocational disciplines, as distributive education and home economics education. (T)
42. Student-learner should be accepted by employers as a "learner for a specific job" and not as a "learner for employment." (F)
43. The home economics occupations program is a program primarily designed to prevent high school dropouts or to encourage dropouts to return to school. (F)
44. The work-study program and the cooperative education program have had the same objectives and thus are essentially the same. (F)

OPINIONNAIRE: BELIEFS ABOUT EMPLOYMENT EMPHASIS IN HOME ECONOMICS³

The following series of statements concern your perception of the occupational home economics program. There are no right or wrong answers. This is simply a survey of beliefs.

After each statement, please indicate your thinking by CIRCLING ONE OF THE FIVE POSSIBLE ANSWERS. Please do not put what you think you ought to feel, but what you do feel.

SA: if you *strongly agree* with the statement

A: if on the whole you tend to *agree*

U: if you are *undecided*

D: if on the whole you tend to *disagree*

SD: if you *strongly disagree* with the statement

³A "cooperative home economics program" refers to an occupational course in which a student receives classroom instruction in addition to on-the-job training.

1. Participation in the cooperative home economics program interferes with other school work and activities of the student. SA A U D SD
2. Employers frequently fail to realize what the cooperative home economics program is and what it can do. SA A U D SD
3. The student trainee should have the details of her job or jobs explained to her thoroughly. SA A U D SD
4. Student trainees are often placed in any part-time job available with little regard to career objectives or training opportunities provided. SA A U D SD
5. As a usual thing, job assignments are not correlated with the student trainee's aptitudes, interests and abilities. SA A U D SD
6. The student trainee is often put to work and is not given added instruction from time to time. SA A U D SD
7. The cooperating employer and delegated staff members should give direct supervision to the student trainee. SA A U D SD
8. The student trainee should be given an opportunity to observe experienced personnel and discuss problems before she tries out her own techniques. SA A U D SD
9. Frequently cooperating employers do not encourage leadership and initiative in keeping with the student trainee's ability. SA A U D SD
10. Participation in the cooperative home economics program does not interfere with school club activities of pupils that occur after school. SA A U D SD
11. The cooperative home economics program requires too much time for on-the-job work experience. SA A U D SD
12. Classroom instruction is closely related to experiences on the job. SA A U D SD
13. The wages received during the work experience period usually are adequate for the work that is performed. SA A U D SD
14. All home economics instructors ought to be conducting cooperative home economics programs. SA A U D SD
15. The cooperative home economics program attracts the more academically able students. SA A U D SD

16. The cooperative home economics program is not held in high esteem among other faculty members in the high school. SA A U D SD
17. Student trainees are often placed in jobs that are routine and repetitive. SA A U D SD
18. Participation in the cooperative home economics program lowers the pupils' chance of attending college. SA A U D SD
19. The cooperative home economics program requires too much of the home economics instructor's time. SA A U D SD
20. The cooperative home economics program develops a closer relationship between the school and business community. SA A U D SD
21. The cooperative home economics program does not promote good pupil attitudes toward work. SA A U D SD
22. Cooperating employers do not cooperate in developing and following training plans. SA A U D SD
23. Education for employment in home economics will interfere with the purposes of education in homemaking. SA A U D SD
24. The inclusion of home economics courses in employment preparation will reduce the enrollment in homemaking courses. SA A U D SD
25. Employment preparation in secondary home economics will likely reduce the high school drop-out rate. SA A U D SD
26. Many students who have the ability to continue their education beyond high school will elect courses at the high school level which prepare for employment. SA A U D SD
27. Employment education is primarily for the slow learner. SA A U D SD
28. A solid background for developing a worthwhile education program in home economics-related businesses is provided by classroom instruction in home economics occupations. SA A U D SD
29. There are too many legal barriers to overcome in designing an employment education program in home economics. SA A U D SD

- | | | | | | | |
|-----|--|----|---|---|---|----|
| 30. | The employment education program promotes good pupil attitudes toward work. | SA | A | U | D | SD |
| 31. | Work experience develops in the trainee an appreciation for the responsibilities of management. | SA | A | U | D | SD |
| 32. | The trainee is told as much about the business as possible, thus becoming better informed. | SA | A | U | D | SD |
| 33. | Participation in the cooperative home economics program causes students to get lower grades in other classes in high school. | SA | A | U | D | SD |
| 34. | The trainee is able to develop valuable skills by participating in the cooperative home economics program. | SA | A | U | D | SD |
| 35. | The cooperative home economics program should be encouraged without major change. | SA | A | U | D | SD |
| 36. | Preparation for employment in home economics courses will make girls more readily employable. | SA | A | U | D | SD |
| 37. | Education for employment will revitalize the entire home economics curriculum. | SA | A | U | D | SD |
| 38. | Most employers would welcome employees who have had some preparation for the skills needed on the job. | SA | A | U | D | SD |
| 39. | Many jobs in home economics occupations do not require knowledges and skills in home economics subjects. | SA | A | U | D | SD |
| 40. | Experiences obtained by students in home economics-related businesses are so specific that they have little application to other home economics occupations. | SA | A | U | D | SD |

ATTITUDES OF ADOLESCENT GIRLS AND THEIR MOTHERS
CONCERNING HOME ECONOMICS

Doris Walters

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During her graduate studies at Colorado State University in 1967-1968, Mrs. Walters conducted her study of attitudes toward home economics.

The purpose of this study was to determine the attitudes regarding home economics of home economics students, non-home economics students, and mothers of both of these groups.

The random sampling of selected students was secured from the two senior high schools, Meritt Hutton and Northglenn, in School District #12, Adams County, Colorado. A questionnaire and attitudinal scale were administered to 66 girls who were enrolled in home economics, 18 girls who had no home economics in the seventh through the twelfth grades, and 30 girls who had only one semester in the eighth grade. Since there was little difference in attitudes regarding home economics of the girls who had no home economics and those who had only one semester in the eighth grade, these two groups were combined for the study. Of the questionnaires and attitudinal scales sent to the mothers of these girls, 89 or 76% were completed and returned. The questionnaire solicited information regarding the amount of home economics each girl had in the junior and senior high school. The attitudinal scale was comprised of 24 statements pertaining to attitudes toward home economics.

The data secured in this study indicated that the attitudes regarding home economics of home economics students and their mothers were more favorable toward home economics than the non-home economics students and their mothers. Although the attitudes of the mothers of home economics students were closely related to the attitudes of their daughters, there was evidence that their attitudes were not as favorable toward home economics as their daughters. The mothers of non-home economics students tended to be somewhat more favorable than their daughters toward home economics.

Results of this study indicated: some students felt that the home economics program was not meeting their needs; there was too much repetition in home economics courses; more challenge to the student was needed in the presentation of subject matter; there was a lack of understanding of what was offered in the home economics curriculum.

Examination of evidence obtained in this study led to two recommendations: the home economics instructors and counselors need to communicate the purposes of home economics to the students, parents, and the community; they also need to plan a detailed scope and sequence for each home economics course offered at both the junior and senior high school levels to eliminate excessive repetition.

THE INSTRUMENT

The attitude scale consisted of the following items which were rated according to level of agreement along a five-point continuum (from strongly disagree to strongly agree).

1. English, Mathematics, Science, Social Studies, and other such subjects should receive more credit toward graduation than home economics.
2. More than one year of Home Economics should be taken in order for girls to attain the knowledge and skills needed as homemakers and as family members.
3. Education for Home Economics is not as important for those students who make A and B grades in school as it is for those students who usually make C, D, and F grades.
4. The benefits received from the Home Economics program justify the cost to the taxpayer of the equipment and maintaining the department.
5. Home Economics should be an important part of the basic education of boys.
6. At least one course in Home Economics should be taken by boys in high school, whether or not they are going to college.

7. Students enrolled in the college preparatory course in high school have so many required subjects they are not given any time to take courses in Home Economics.
8. At least one course in Home Economics should be taken by girls in high school, whether or not they are going to college.
9. Home Economics stresses a wide range of subject matter.
10. Home Economics helps students to understand, guide, and care for young children.
11. Home Economics helps the student to look at his abilities, attitudes, goals, and to understand how these influence him now and in the future.
12. The subject matter taught in Home Economics places emphasis on skills, attitudes, values, and knowledge needed in meeting and solving problems of everyday living.
13. Home Economics encourages students to think.
14. Courses such as Mathematics, Science, Social Studies, or English require students to work harder than in Home Economics.
15. Home Economics courses help the student develop better relationships within the family.
16. Home Economics courses are too easy and present no challenge to the student.
17. Home Economics courses repeat the knowledge, skills, and understandings which have already been taught in the home.
18. The preparation for employment, included in specific Home Economics courses, enables the student to become readily employable.
19. Students are likely to learn the frilly, unnecessary things in Home Economics rather than practical things.
20. Home Economics courses help the student appreciate the factors involved in spending personal and family income.
21. Girls are able to manage their time and energy more effectively as a result of studying Home Economics.
22. There is too much repetition of subject matter in the different Home Economics courses.
23. The subject matter covered in Home Economics does not keep up with the changes of our time.
24. Students in Home Economics learn to identify their basic, personal values and how these influence their pattern of living.

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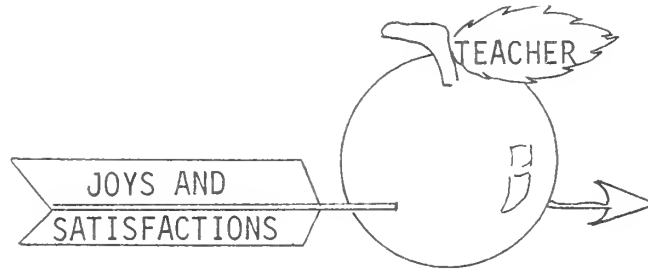
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Excerpts from former students' letters to Mrs. Dorcas A. Carter,
Division of Home Economics, Cheyney State College, Cheyney, Penn.

Just a little note to let you know that I am traveling again
into a new and exciting area of Home Economics. I am follow-
ing in your wonderful footsteps

. . . I really appreciated those words of encouragement that
you extended

I just want to thank you for seeing me through the year.





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