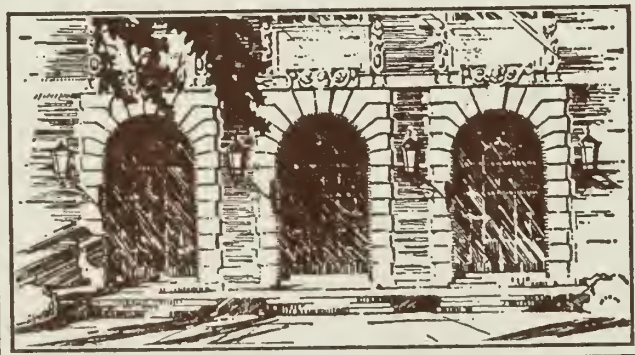


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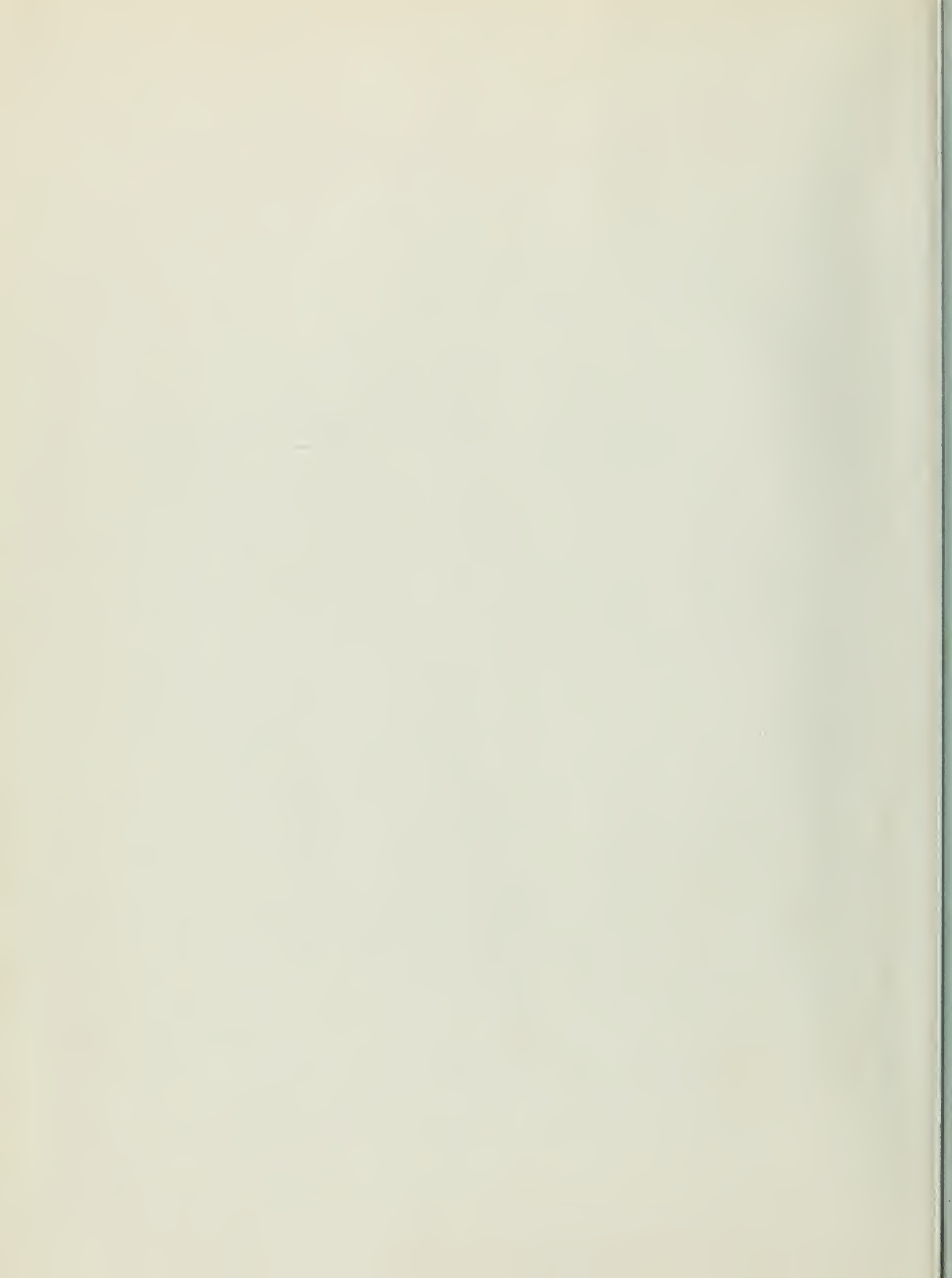
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ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

HOME ECONOMICS FOR THE SEVENTIES

ACCENT ON NUTRITION FOR CONSUMERS

by

Hazel Taylor Spitze and Members of the 1970 Summer Workshop

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HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

A publication of the Division of Home Economics Education,
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I N T R O D U C I N G . . .



Mrs. Mildred Griggs
our new staff member
in the
Division of Home Economics Education

Mrs. Griggs is in the final stages of her doctoral work at the University of Illinois where she received the master's degree in 1966. Her undergraduate work was at Arkansas AM&N College and she has taught at Jefferson Junior High School in Champaign, Illinois. During her graduate study at University of Illinois, she has worked as a graduate assistant in the Institute for Higher Education as well as in Home Economics Education. She will be teaching in our undergraduate program and sharing in the supervision of student teachers and in the editing of the *Illinois Teacher*. Her husband teaches in the Champaign public schools, and they have two young sons.

FOREWORD

What will the Seventies require of Home Economics? Will relevance take on new meaning? Every home economics teacher, supervisor, and teacher educator must be asking herself these questions and trying to predict answers. We shall not all find the same answers, but working together we can discover and create a selection of answers from which to choose in our own situations.

The ILLINOIS TEACHER would like to be a part of this seeking, this working together, this sharing in the creation of new solutions to old problems and innovations to meet the new problems.

We anticipate that home economists may make their greatest contribution as they join professionals in other fields in helping to improve the quality of living. This quality of living can involve the quality of the environment, particularly as consumers affect that quality, and it can involve the quality of human relationships, especially in the family. It can certainly involve health, both physical and mental.

We predict, and encourage, greater emphasis on nutrition in the junior high and high school curriculum as one way to improve the quality of living, and we begin this new volume with an issue devoted to this area. We welcome suggestions from readers for future issues on Home Economics for the Seventies.

Hazel Taylor Spitze
Editor for This Issue

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Food

THE NEW HOME ECONOMICS EMPHASIZES NUTRITION

Hazel Taylor Spitze

The White House Conference on Food, Nutrition and Health is one of many outstanding examples of the attention now being focused on nutrition. Hunger and malnutrition cause problems in health, motivation, learning, employment, mental development, human relationships--perhaps even mental health.

The causes of malnutrition are many, but conspicuous among these causes is ignorance of the principles of nutrition. No income group is immune to malnutrition nor to the ignorance which promotes it. Who is in a better position to combat this ignorance than the hundreds of home economics teachers across the nation? How can we make ourselves better ambassadors of optimum nutrition?

During four weeks of the 1970 Summer Session of the Division of Home Economics at the University of Illinois, sixteen teachers tackled this problem with Dr. Esther Brown and the author as co-leaders of the Workshop on the Teaching of Nutrition. This issue of the *Illinois Teacher* is an attempt to share the ideas and enthusiasm generated in that workshop.

Our objectives were:

- (1) to increase our knowledge (or cognition or wisdom!) about the science of nutrition;
- (2) to increase our interest in nutrition and our personal valuing of an adequate diet;
- (3) to increase our range of teaching techniques and our enthusiasm for teaching nutrition;
- (4) to increase our inventory of teaching aids and materials for nutrition;
- (5) to increase our understanding of students, especially those in greatest need of understanding;
- (6) to increase our understanding of ourselves and each other as teachers.

In addition to these common objectives, individuals had their own objectives, e.g., "to plan a new curriculum for Foods II in my school."

Our workshop group included a school lunch supervisor of a city school system, a home economist in business with an interest in educational materials, a junior college instructor in nutrition for dental hygienists, and home economics teachers from thirteen junior and senior high schools.

Workshoppers had the opportunity to observe a nutrition class for pregnant teenagers taught by a graduate assistant in our division,

Mrs. Peggy Haney, and to work with a small group of Neighborhood Youth Corps employees to try out ideas and get reactions.

Shelves of books and pamphlets on nutrition and teaching were made available to the workshoppers in the Resource Center, and each one chose what she wished to read. Some set for themselves a goal of a book a day!

The group decided against having any examinations; and evaluation (by self and instructors) was based on readings, class participation, and written evidence of growth toward the stated objectives. Some of the latter consisted of lesson plans, resource units, games, simulations, and other techniques for making the teaching of nutrition an adventure. We are sharing some of these in this issue.

We are deeply indebted to Dr. Esther Brown who served, without remuneration, as nutrition consultant to the Workshop and who consented to write the following section which gives us direction regarding the content for our nutrition teaching.

A selected bibliography on page 45 offers readers some suggestions for further study.

Readers are invited to share their own creations of teaching techniques by submitting them for inclusion in future issues of the *Illinois Teacher*. Accompanying photographs are often desirable.



The Workshoppers gathered at a pancake house for breakfast on the final day--in lieu of an exam!

NUTRITION CONTENT - THE BASIC CONCEPTUAL FRAMEWORK



Esther L. Brown
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The BASIC CONCEPTUAL FRAMEWORK OF NUTRITION reproduced below constituted the core content for the Workshop. This statement was developed by the Interagency Committee on Nutrition and was accepted by the White House Conference on Food Nutrition and Health as an adequate base for nutrition education.

Depending upon the group (age, socio-economic level, intellectual level, etc.) such statements can be useful within the framework of a given situation whether classroom, lunchroom, doctor's office, own home, or other. They can be developed and adapted to the situation. Opportunity is given to repeat ideas, each time perhaps a little more simply than the previous time, leading to relationships; or the same idea can be restated in a different situation.

The conceptual framework permits the flow of basic nutritional information in logical steps. It helps to set priorities on the information presented and upon the activities to be planned. It is useful in making nutrition teaching dynamic.

Conceptual teaching provides a base from which to start, a center around which to organize content and learning experiences. When persons become adept in conceptual teaching, they gain confidence in using facts (in this case, nutrition facts), for concepts are based on research. Teachers who use them can, as more knowledge becomes available, expand, revise, or change the emphasis. With more confidence and more facts, individuals become more interested in their own nutrition and are motivated to behavioral changes as far as their own food habits are concerned.

Concepts provide a measure for evaluation, a means of examining one's teaching to determine whether the basic information to be taught will provide students with the thoughts suggested by the concept. It may have to be paraphrased many times in different ways until it is understood and used.

Conceptual teaching is not "business as usual." It is an effort to meet the needs of all class members. It is an opportunity to learn actively about nutrition. In order to contribute to such teaching, one first must have a sound background knowledge of the subject matter. In the Workshop, several periods were spent in updating the nutrition information of the students and to be certain that what information they had was sound in accordance with current research facts. If lacks or gaps in knowledge are filled in, then sufficient basic information about nutrition can be taught and students become more knowledgeable and more questioning of statements heard or read. One major objective of the Workshop then was to challenge the students with different teaching methods and techniques to enable them to learn and use nutrition information, and to prepare them to do the same with their own classes during the next school year.

Workshoppers learned that they must be willing to experiment, innovate, make mistakes, then move forward. Enthusiasm, imagination, ingenuity, energy, and judgment were found necessary in developing methods that would encourage, challenge, and enthuse others to seek nutritional improvement in their own dietaries. If it is true that poor health, low morale, lack of self-confidence, and low levels of energy are partially due to poor nutrition and from them stem such problems as unemployment, school dropouts, delinquency and family breakdowns, accelerated nutritional programs with meaningful information must contribute to learning about nutrition and practicing it. The goals sought are behavioral change as far as one's own eating habits are concerned and ability to bring about such change in others.

BASIC CONCEPTUAL FRAMEWORK OF NUTRITION

1. Nutrition is the process by which food and the other substances eaten become you.
 - a) The food we eat enables us to live, to grow, to keep healthy and well, and to get energy for work and play.
2. Food is made up of certain chemical substances that work together and interact with body chemicals to serve the needs of the body.
 - a) Each nutrient has specific uses in the body.
 - b) For the healthful individual the nutrients needed by the body are usually available through food.
 - c) Many kinds and combinations of food can lead to a well-balanced diet.
 - d) No natural food, by itself, has all the nutrients needed for full growth and health.

3. All persons, throughout life, have need for about the same nutrients, but in varying amounts.
 - a) The amounts needed are influenced by age, sex, size, activity, specific conditions of growth, and state of health.
 - b) The amounts needed may be altered by environmental and disease conditions which produce various kinds of stress.
 - c) Suggestions for kinds and needed amounts of nutrients are made by scientists who continuously revise the suggestions in the light of the findings of new research.
 - d) A daily food guide is helpful in translating the technical information into terms of everyday foods suitable for individuals and families in such a way that the newer knowledge of nutrition can be applied simply and practically in accordance with the food preferences and economic conditions.
4. Food use relates to the cultural, social, and psychological domain as well as to the physiological.
 - a) Food selection is an individual act but it is usually influenced by social and cultural sanctions.
 - b) Appropriate selection of food to fulfill physiological needs can be made at the same time as social, cultural, and psychological needs and wants are satisfied.
 - c) Attitudes toward food are a culmination of many experiences, past and present.
5. The way a food is handled influences the amount of nutrients in the food, its safety, appearance, taste, and cost.
 - a) Handling means everything that happens to food while it is being grown, processed, stored, and prepared for eating.
6. The nutrients, singly and in combinations of chemical substances simulating natural foods, are available in the market and these may vary widely in usefulness, safety of use, and economy.
7. Food plays an important role in the physical and psychological health of a society or a nation just as it does for the individual and the family.
 - a) The maintenance of good nutrition for the larger units of society involves many matters of public concern, such as: peace; social and economic stability; healthful environment; food production, processing, and distribution; and education.
 - b) Nutrition knowledge and social consciousness enable citizens to participate intelligently in the adoption of public policy affecting the nutrition of people around the world.

LET'S SEE WHAT WE KNOW ABOUT NUTRITION!

The following items were used in the Workshop to stimulate discussion and increase understanding of nutrition. Scoring was optional. It was not a "test" and was not a part of the evaluation. The title suggests identification of needs and stimulates curiosity.

Selected items from this list, a few at a time, could be used effectively for the same purpose in a high school class, or for students of any level. They may need to be rewritten in simpler language. Students could be encouraged to look up answers and expand their knowledge beyond the given item by providing clues to sources. Our page numbers refer to Corinne H. Robinson's *BASIC NUTRITION AND DIET THERAPY*, 2nd ed., but any reliable reference on a suitable reading level could be utilized.

Correct answers are provided on page 16. It will be noted that most of the items are true. This is deliberate, so as to emphasize correct information, but enough false statements are included to keep students thinking.

Write T or F in the blank after (to right of) each number to indicate whether statement is true or false. Write 0 if you do not know. If statement is false, change it to make it true.

In blank at left of number, write a number to indicate your degree of certainty of your answer as follows:**

1. I'm not at all sure about this, but I'm not guessing.
2. I'm fairly sure of my answer, but I wouldn't bet much on it.
3. I'm somewhat sure.
4. I'm reasonably certain of the answer.
5. There is no doubt in my mind.

		Page No.*
_____	1. _____ Blindness can be caused by poor diet.	12
_____	2. _____ Every body tissue contains protein.	41
_____	3. _____ Every body fluid except bile and urine contains protein.	41
_____	4. _____ Essential amino acids cannot be manufactured by the body.	42

*Page numbers refer to Corinne H. Robinson, *Basic Nutrition and Diet Therapy*, 2nd ed., New York: Macmillan, 1970, and contain mention of the ideas in the test items.

**Score will be determined by adding the numbers in this left blank for those that are correct and subtracting the numbers for those that are wrong.

		Page No.
_____	5. _____ A complete protein contains the amino acids in the proportions and amounts needed by the body for tissue replacement and growth.	42
_____	6. _____ Some combinations of incomplete proteins serve as complete proteins.	42
_____	7. _____ If the diet does not contain sufficient calories from fat and carbohydrate, the proteins will be used for energy rather than for building or replacing tissue.	63 & 65
_____	8. _____ The amount of exercise an individual takes affects his need for protein.	46
_____	9. _____ In order for the body to build and repair tissue, all of the amino acids must be present in the blood circulation at the same time.	46
_____	10. _____ If half of the body's need for protein is met by complete protein the rest might be met satisfactorily by incomplete protein.	46
_____	11. _____ The consequence of a shortage of complete protein is more serious in children and in pregnant women than for the rest of the population.	46
_____	12. _____ Negative nitrogen balance exists in the body when a person does not eat enough protein or eats protein foods of poor quality.	47
_____	13. _____ Low protein diets reduce ability to resist infection.	47
_____	14. _____ Low protein diets reduce ability to withstand injury or surgery.	47
_____	15. _____ Carbohydrates and proteins in excess of body needs are changed into fatty tissue.	54
_____	16. _____ Fats have no function in the body except to provide energy.	54
_____	17. _____ Consumption of fat may be related to heart disease in some individuals.	55
_____	18. _____ Vitamins A, D, E, and K are soluble in water.	94
_____	19. _____ Fried foods are slow to digest.	55

_____	20.	_____	Mineral oil interferes with absorption of some vitamins.	55
_____	21.	_____	Enrichment is a legal term used by FDA to apply to addition of Vitamin A and calcium.	59
_____	22.	_____	Enriched bread is just as nutritious as whole grain.	61
_____	23.	_____	The form of sugar in the blood is glucose.	63
_____	24.	_____	The level of blood sugar affects the stimulation of the production of insulin.	63
_____	25.	_____	Insulin is a hormone.	63
_____	26.	_____	Insulin affects sugar metabolism.	63
_____	27.	_____	Brain and nerve tissue can use energy from protein.	63
_____	28.	_____	Carbohydrates furnish chemical elements to help the body produce some amino acids.	63
_____	29.	_____	Complete oxidation of fat in the body requires carbohydrate.	63
_____	30.	_____	Carbohydrates furnish heat and energy for the body.	63
_____	31.	_____	Basal metabolism accounts for more than half of the caloric requirements of most people.	67
_____	32.	_____	The thyroid gland regulates the rate of energy metabolism.	67
_____	33.	_____	Mental effort requires so few calories that it is hardly worth noticing.	69
_____	34.	_____	Fats provide the same number of calories per ounce as carbohydrate or protein.	71
_____	35.	_____	The method of cooking some foods affects their caloric yield.	71
_____	36.	_____	Calories from fatty foods promote weight gain more than calories from protein or carbohydrate foods.	71
_____	37.	_____	If a person eats the foods recommended in the Basic Four, he will have enough calories.	72
_____	38.	_____	For the adult the best guide to the caloric requirement is body weight.	73
_____	39.	_____	Fats, proteins, and carbohydrates are organic substances.	78

___ 40.	___ Minerals are inorganic.	78
___ 41.	___ Minerals provide body energy.	78
___ 42.	___ Minerals are found in all body tissues and body fluids.	78
___ 43.	___ Bone is made of protein into which minerals are deposited.	79
___ 44.	___ The blood can withdraw minerals from the bones to serve the needs of soft tissues and body fluids.	80
___ 45.	___ Every body cell contains iron and phosphorus.	80
___ 46.	___ Minerals regulate the transmission of nerve impulses.	80
___ 47.	___ Minerals regulate the contraction of muscles.	80
___ 48.	___ Calcium and potassium affect the work of the heart.	80-81
___ 49.	___ Minerals help maintain the normal pH of the blood.	80
___ 50.	___ The normal healthy person on an adequate diet will have normal pH without special attention in food selection.	81
___ 51.	___ Calcium affects the coagulation of the blood.	81
___ 52.	___ Vitamin D is essential for the efficient absorption of calcium in the body and for the normal deposition of calcium and phosphorus in the bones and teeth.	82
___ 53.	___ The presence of lactose improves the utilization of calcium in the body.	82
___ 54.	___ All forms of cow's milk are equally good sources of calcium.	82
___ 55.	___ Cream cheese and butter are good sources of calcium.	82
___ 56.	___ Copper is necessary for the synthesis of hemoglobin.	86
___ 57.	___ Vitamin C (ascorbic acid) improves the absorption of iron.	86
___ 58.	___ Men need more iron than women.	86
___ 59.	___ Diets that are adequate in other nutrients will be adequate in iron.	87

___ 60.	___	Anemic persons may have lowered resistance to infection.	87
___ 61.	___	Mental retardation can be caused by iodine deficiency before birth.	88
___ 62.	___	Fluorides reduce the incidence of tooth decay if applied while teeth are forming.	88
___ 63.	___	Vitamins provide energy for the body.	93
___ 64.	___	Vitamins affect the body's utilization of energy foods.	93
___ 65.	___	We cannot get too much of any vitamin.	94
___ 66.	___	The rapidly growing child needs proportionately more vitamins than the mature adult.	91
___ 67.	___	The diet that supplies sufficient thiamine, riboflavin and niacin will also furnish enough of the other B factors.	95
___ 68.	___	Milk that stands for an hour or two in the sun may lose much of its riboflavin.	96
___ 69.	___	Of all the vitamins, vitamin C and thiamine are the most easily destroyed by oxidation.	96
___ 70.	___	Wilted greens contain as much vitamin A as crisp ones.	96
___ 71.	___	In ordinary cooking procedures vitamin A is not subject to much loss.	96
___ 72.	___	Mashed potatoes made from potato flakes contain the same nutritive value as those made from fresh potatoes.	96 & 105
___ 73.	___	Mashed potatoes in TV dinners have less vitamin C than freshly prepared ones.	95 & 105
___ 74.	___	Raw cabbage has more vitamin C than cooked cabbage.	96
___ 75.	___	Vitamin A affects the structure of the bones and teeth.	96
___ 76.	___	Vitamin A helps maintain the skin.	96
___ 77.	___	Vitamin A affects whether the eyes are blue or brown.	96

78.	Vitamin A affects the membranes that line the respiratory tract, the gastrointestinal tract, the genito-urinary tract, the eyes, and some of the glands.	96
79.	Vitamin A affects the ability of the eye to adapt to dim light.	96
80.	Vitamin A affects the body's resistance to respiratory infections.	96
81.	Vitamin A deficiency can cause blindness.	96
82.	Vitamin A can be stored in the body and hence may not be required in each day's diet.	96
83.	Too much vitamin A can interfere with growth and appetite.	97
84.	Too much vitamin A can cause pain in the joints and enlargement of the liver.	97
85.	Adult women may have rickets if vitamin D and minerals are deficient and pregnancy has "drained" their bones of needed minerals.	98
86.	Too much vitamin D can lead to hardening of soft tissue.	99
87.	Vitamin K affects clotting of blood.	100
88.	Vitamin E protects vitamin A.	100
89.	Vitamin C serves body cells as mortar serves bricks.	103
90.	Vitamin C affects firmness of tissues.	103
91.	Vitamin C affects metabolism of some protein.	103
92.	Vitamin C protects against infection.	103
93.	Vitamin C promotes healing of wounds.	103
94.	Extreme tenderness and easy bruising of the skin are symptoms of vitamin C deficiency.	103
95.	Pasteurized cow's milk contains no appreciable vitamin C.	103
96.	Human milk from a healthy mother on a good diet supplies enough vitamin C for the very young infant.	104

97.	Vitamin C deficiency in adults may result in loss of teeth.	103
98.	Whole grain cereals are rich in vitamin C.	104
99.	Vitamin B ₁ , or thiamine, affects the nerves and mental outlook.	105
100.	Vitamin B ₁ , or thiamine, affects appetite and digestion.	105
101.	Deficiency of vitamin B ₁ may result in irritability or fatigue.	105
102.	Deficiency of vitamin B ₁ may result in constipation and numbness in the legs.	105
103.	Deficiency of vitamin B ₁ may result in heart disease.	106
104.	Alcoholics usually suffer from malnutrition.	106
105.	Vitamin B ₂ , or riboflavin, is essential for healthy skin and for good vision in bright light.	107
106.	Deficiency of vitamin B ₂ leads to cracking at the corners of the mouth and scaliness of the skin around ears and nose.	107
107.	Deficiency of vitamin B ₂ may result in burning and itching of eyes and extreme sensitivity to strong light.	107
108.	Several of the B vitamins affect the metabolism of carbohydrates.	108
109.	Niacin deficiency affects the nervous system.	108
110.	Niacin deficiency affects the skin.	108
111.	Niacin deficiency affects the function of the gastrointestinal system.	108
112.	Niacin deficiency may result in mouth soreness, tongue swelling, and diarrhea.	108
113.	Niacin deficiency can cause death.	108
114.	One of the amino acids can be changed to niacin in the body.	108
115.	Vitamin B ₆ (pyridoxine) is involved in protein metabolism.	108

116.	High protein diets require more vitamin B ₆ than low protein diets.	108
117.	Vitamin B ₆ deficiency may result in loss of appetite, nausea and vomiting.	108
118.	Vitamin B ₆ deficiency may result in dermatitis and soreness of lips and tongue.	108
119.	Vitamin B ₆ deficiency may result in irritability and anemia.	108
120.	Vitamin B ₆ deficiency in infants can retard growth and cause convulsions.	108
121.	Diets that include the Basic Four will meet the requirements for vitamin B ₆ .	108
122.	Vitamin B ₁₂ affects the production of red blood cells, the metabolism of nerve tissue and the mental processes.	109 & 110
123.	Malabsorption of vitamin B ₁₂ causes pernicious anemia.	109
124.	Vitamin B ₁₂ is required for the production of amino acids in the body.	109
125.	Vitamin B ₁₂ deficiency may result in poor coordination in walking and other malfunctions of the nervous system.	109
126.	Plant foods supply practically no vitamin B ₁₂ .	110
127.	Extra folacin is needed during pregnancy since the fetus has a high requirement.	110
128.	Pantothenic acid is involved in the metabolism of carbohydrates and fats and in the synthesis of cholesterol and steroid hormones.	110
129.	Vitamin A and C deficiency may reduce resistance to colds and other infections.	112
130.	Vitamins from food sources are more fully utilized by the body than those from pills.	112
131.	No vitamin pill has all the vitamins the body needs.	112
132.	Constipation may result from failing to drink sufficient liquids.	125
133.	A history of poor dietary habits may adversely affect a person even if present habits provide adequate nutrition.	

_____	134.	_____	Level of nutritional status in the years before pregnancy begins can affect the chances of a pregnancy without complications, a healthy baby, and the ability to nurse the baby.	126
_____	135.	_____	Pregnancy increases the importance but not necessarily the amount of all nutrients needed, especially calcium, iron, and vitamin D.	127
_____	136.	_____	Iron deficiency anemia during pregnancy increases the likelihood of premature birth and of anemia in the infant.	128
_____	137.	_____	A child develops 90% of its adult brain by the age of 4 years.	131
_____	138.	_____	Malnutrition during the first few years of life can result in irreversible brain damage.	131
_____	139.	_____	The American Medical Association, the American Dietetic Association, and the National Congress of PTA oppose the sale of candy and soft drinks in school.	141
_____	140.	_____	Teenagers generally have poorer food habits than other age groups.	142
_____	141.	_____	Young children have more taste buds than older people.	146
_____	142.	_____	Lean beef, lamb, pork, veal, poultry, and fish are similar in nutritive value.	170
_____	143.	_____	The round purple stamp of the U.S. Meat Inspection Board indicates safety and grade of meat.	171
_____	144.	_____	Prime meat has higher nutritive value than choice.	171
_____	145.	_____	Butter and enriched margarine are of equal nutritive value.	172
_____	146.	_____	Canned foods stored in a cool place lose less vitamins than in warmer locations.	173
_____	147.	_____	Thorough cooking guarantees that all food is safe.	180
_____	148.	_____	Leftovers generally have little or no vitamin C.	183
_____	149.	_____	Illness affects the body's ability to use nutrients.	189
_____	150.	_____	Ulcer patients have particular need of proteins and vitamin C.	209

_____ 151.	_____	Overweight people are more prone to heart disease and are greater risks in surgery and pregnancy.	218
_____ 152.	_____	If a person at a steady weight (i.e., not gaining or losing) maintained his present diet and increased his exercise by walking 5 miles a day, he would lose about a pound a week.	219
_____ 153.	_____	One pound of fat is equal to about 3500 calories.	219
_____ 154.	_____	Reducing candies and pills may cause diarrhea, kidney problems, overactivity of the thyroid, increase in heart rate, and increase in metabolism.	222
_____ 155.	_____	Losing weight by taking such preparations as Metrecal does not retrain the individual to a pattern of eating which will maintain the desired weight.	232
_____ 156.	_____	Meals can be teaching aids for nutrition.	232
_____ 157.	_____	Phenylketonuria is a birth defect which will result in mental retardation unless treated with a special diet.	246
_____ 158.	_____	The absorption of carotene from vegetables is reduced when fat intake is low or flow of bile is not normal.	250
_____ 159.	_____	Salt substitutes may be harmful to persons with damaged kidneys.	266
_____ 160.	_____	Iron deficiency causes goiter.	91

SCORING KEY

1. T	35. T	69. T	103. T	137. T
2. T	36. F	70. F	104. T	138. T
3. T	37. F	71. T	105. T	139. T
4. T	38. T	72. F	106. T	140. T
5. T	39. T	73. T	107. T	141. T
6. T	40. T	74. T	108. T	142. T
7. T	41. F	75. T	109. T	143. F
8. F	42. T	76. T	110. T	144. F
9. T	43. T	77. F	111. T	145. T
10. T	44. T	78. T	112. T	146. T
11. T	45. T	79. T	113. T	147. F
12. T	46. T	80. T	114. T	148. T
13. T	47. T	81. T	115. T	149. T
14. T	48. T	82. T	116. T	150. T
15. T	49. T'	83. T	117. T	151. T
16. F	50. T	84. T	118. T	152. T
17. T	51. T	85. T	119. T	153. T
18. F	52. T	86. T	120. T	154. T
19. T	53. T	87. T	121. T	155. T
20. T	54. T	88. T	122. T	156. T
21. F	55. F	89. T	123. T	157. T
22. T	56. T	90. T	124. T	158. T
23. T	57. T	91. T	125. T	159. T
24. T	58. F	92. T	126. T	160. F
25. T	59. F	93. T	127. T	
26. T	60. T	94. T	128. T	
27. F	61. T	95. T	129. T	
28. T	62. T	96. T	130. T	
29. T	63. F	97. T	131. T	
30. T	64. T	98. F	132. T	
31. T	65. F	99. T	133. T	
32. T	66. T	100. T	134. T	
33. T	67. T	101. T	135. T	
34. F	68. T	102. T	136. T	

EXCITING NEW TECHNIQUES FOR TEACHING NUTRITION

TEACHING THE MOST BASIC IDEA: DIET AFFECTS HEALTH

The simplest, most basic idea or concept in nutrition, i.e., that *diet affects health*, is probably the most difficult to teach. Some workshopers preferred to state it as

Food intake affects well-being, or

What we eat affects how we feel and what we can do.

This idea that "we are what we eat" can be confusing, however, especially to slow learners. The following poem states this confusion whimsically:

SOMEONE TOLD ME I AM WHAT I EAT

I am what I eat!
Now isn't that neat?
But can it be
That meat is me?
Are beans my legs,
My kneecaps, eggs?
Is my plasma made of milk,
My skin from something soft as silk?
Potatoes cannot make an ear
Or any part of me, I fear.
Can someone solve this mystery
Of how my food turns into me?

One of the best resources to explain this relationship is the film, "How Hamburger Turns into You," from the National Dairy Council. It explains graphically in color how the constituent parts of a plant or animal protein can be rearranged to form the kinds of protein we need for muscle, skin, etc., and it is suitable for all ages.

Another excellent film of a very different kind is "Hungry Angels" from Association Films, LaGrange, Illinois. It tells a true story of some young children who were severely malnourished and shows how food brought them back to health. The University of Illinois Bureau of Visual Aids has ordered a copy for its rental library.

Rat demonstrations can be effective in teaching the relation between food intake and well being also. The National Dairy Council has an excellent bulletin explaining how to do such demonstrations and where to get the rats.

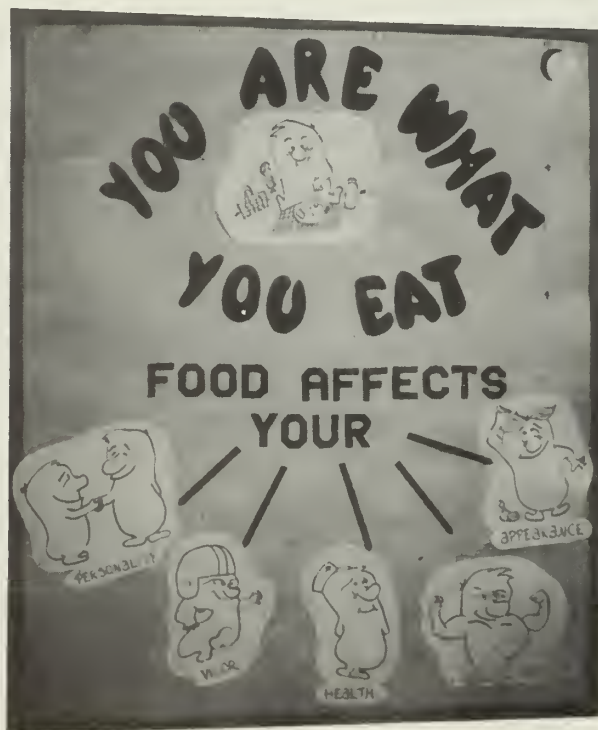
Slides showing the results of various kinds of deficiencies in animals and human beings were also used in the Workshop to help establish the basic relationship. One set, showing results of animal experiments, is available from the U.S. Department of Agriculture, Office of Information, Photography Division, Washington, D.C. 20250. We ordered numbers 10015-D to 10024-D. Another set, showing parts of the human body, can be obtained from Nutrition Today, 1140 Connecticut Avenue NW, Washington, D.C. 20036.

We also used pantomime and added some humor to our learning. Each small group of workshoppers was responsible for learning, and then showing in pantomime, the results to be expected from dietary deficiencies of a given nutrient, and the "audience" guessed what was being demonstrated.

Fatigue, lack of appetite, bloated abdomen (with a pillow for a prop!), nervousness, irritability, blindness, skin problems, and the like, were aptly demonstrated. When one group ended their pantomime with a mad dash off stage and a roll of toilet paper in hand, it was obvious to the hilarious onlookers that diarrhea could be a problem of poor diet! This class session was video taped for use in future nutrition classes.

Of course, the very best technique for teaching that diet affects various aspects of appearance and health is to work on the real problems of the students. If some of them change their eating habits, e.g., decide to start eating breakfast or stop consuming candy and pop and then experience a desired change in the way they feel or look, their testimonials will carry more weight than all the slides and simulations.

Two workshoppers created bulletin boards and displays which call attention to this most basic concept as shown below.



by Carol Johnson,
Black Hawk Junior High



by Marian Kessler,
Champaign Central
High

TEACHING THE SECOND BASIC IDEA: FOODS VARY IN NUTRIENT VALUE

Once a person becomes convinced that what he eats makes a difference, he begins to ask what foods are best for him, and we can then teach that *foods vary in their nutrient values*. This concept is easy and fun to teach, approachable through an amazing variety of games and simulations.

If this study is begun by having each student volunteer to become "expert" on one nutrient (and to work in a small group with the others who are experts in the same nutrient), then the expertise can be utilized throughout the study as questions arise, games are played, visual aids prepared, etc. Time and suitable references are necessary to develop the expertness, and interviews with appropriate people may be arranged. The experts may be assigned to share their expertise in ways of their own choosing. This sharing may extend beyond the class if hall displays are prepared, photographs and stories written for the school paper, handouts are distributed in the cafeteria line, etc. Some cafeteria managers or food service directors are eager to be a part of the nutrition education program and would gladly cooperate.

Probably the easiest sub-concept to understand in regard to the varying nutrient value of foods is that foods vary in *caloric* value. Everyone has heard of calories and most people are interested in their weight; so a game, led by the experts on fats perhaps, might be a good introduction.

Any of the following, or an original game by the teacher or a student, could be used.

Calorie Order

The class is divided into three or more teams, and members, in turn, draw two to five (depending upon the degree of difficulty the group can handle) food models without looking to see what is drawn. (Cardboard models are available from National Dairy Council, but slips of paper with names of foods and amounts, could be used along with charts of caloric values.)

The player then arranges the foods in order of decreasing caloric value, and a correct order scores 1 point for his team. If any food is out of place, score is 0.

Food models are returned to the basket for the next player's turn.

Calorie Balance

This game is a bit more difficult. Teams are arranged as before, but team membership changes with each game to facilitate greater interaction in the class.

Players, in turn, draw 5 food models (or any agreed upon number) and arrange them on each side of a center so that the caloric value of one side balances that on the other. A margin of perhaps 25 or 50 calories would have to be allowed since exact balances would likely be impossible. A simulated see-saw or balance scale on which to place the foods would add atmosphere and emphasize the concept.

A correct balance scores a point for that team, and models are returned to the basket for the next turn.

Teacher-led discussion as class views the balance could add to the learning, e.g., a piece of cake balanced by an apple, an orange, and a glass of milk could suggest improvements in snack habits.

The Calories Are Right

This game is still more difficult and exact knowledge of caloric values is of definite benefit to the players. Two or more teams are formed and each sends a player to the front of the room.

The game is patterned after the TV show, *The Price is Right*, and requires players to guess the caloric value of a food drawn by the moderator. Each team's contestant, in turn, "bids" on the food and the one who bids closest to the exact value, *without going above it*, wins a point for his team. Any player who bids higher than the actual value is out of the game.

Then each team sends forth another contestant and another food is drawn. If time allows, play can continue until every team member has had a turn.

If the teacher is particularly desirous of the students' learning the caloric values of certain foods about which misunderstanding is common, only these foods can be placed in the basket for drawing.

#

As the calorie games are played, the teacher can draw attention to vitamin, mineral, and protein values by asking repeatedly: What do we get with our calories in this food? The question can be answered by looking at the National Dairy Council Comparison Card for that food (which could well be on display in the room) or by examining the charts in *Illinois Teacher*, vol. XIII, No. 5, which are designed to supplement these cards.

Then the study can move to other nutrients. A game suggested by one of the workshoppers would be a reasonable transition.



Food Power
Game suggested by
Catherine Lagacy

In this game the food models are set up as a cafeteria and students go through the line with trays to select a breakfast. Then, using information on the backs of the food models or from Comparison Cards or charts, each student moves a counter up each column on his Food Power Chart (see photo above) according to the value of his chosen foods.

The Food Power charts have a percentage scale on the left, which goes to 100%, and a column for each of the nutrients being studied, preferably color keyed to the NDC Comparison Cards. The chart on page 44 may assist in the preparation of these charts.

When computations are complete for the breakfast foods, the student records the foods for reference and proceeds to the "cafeteria" for lunch.

The process of calculation and location of counters on the columns of the Food Power chart is repeated, and the student goes back for his evening meal. Snacks may be allowed if desired.

When all calculations are finished, scores are allowed as follows for each nutrient:

		Score
85-100%	Excellent	3
70-84%	Good	2
55-69%	Fair	1
40-54%	Poor	0
Below 39%	Very poor	-1

If teams were formed, all members' scores are totaled to ascertain team winner.

During the course of the game, the teacher can circulate, comment, ask questions, and do some one-to-one teaching. At the end (which may be two or three days from the beginning) she can lead a summary discussion, call attention to the food combinations that scored highest, and teach the content desired.

#

In an earlier *Illinois Teacher* we suggested a nutrition Tic Tac Toe game. Another version (shown below) is played on a large "frame" on the floor. Each student draws 10 food models, and teams, assigned different nutrients, compete. If a player has a food rich in his team's nutrient, but not rich in the opponent's nutrient, he places it in a square. If not, he shows his foods and explains why he has to pass. The first team to have 3 in a row wins.



Nutrition Dominoes

Paula Conder

This game requires a set of large cardboard dominoes having names of foods on each end instead of the usual dots. The number in the set can vary with the number of players. The idea of the game is to cause each student to find out what nutrients are in what foods and in what amounts. NDC Comparison Cards should be displayed in the room, or each player may be given a copy of the charts on pages 229-240 of the *Illinois Teacher*, vol. XIII, No. 5. An explanation of the charts should be given before the game begins. There can be several different sets of dominoes and the students can play in groups rather than all together. The competition can be between players in one group or between teams which each send one player to each table.

Any number can play. It could even be played as solitaire with a rule like "Play all seven dominoes without going to the boneyard and you beat sol." Thus it could be used for independent study or to occupy the time of those who complete some other activity earlier than others.

A rack for holding the dominoes can be made by folding a piece of paper thus:



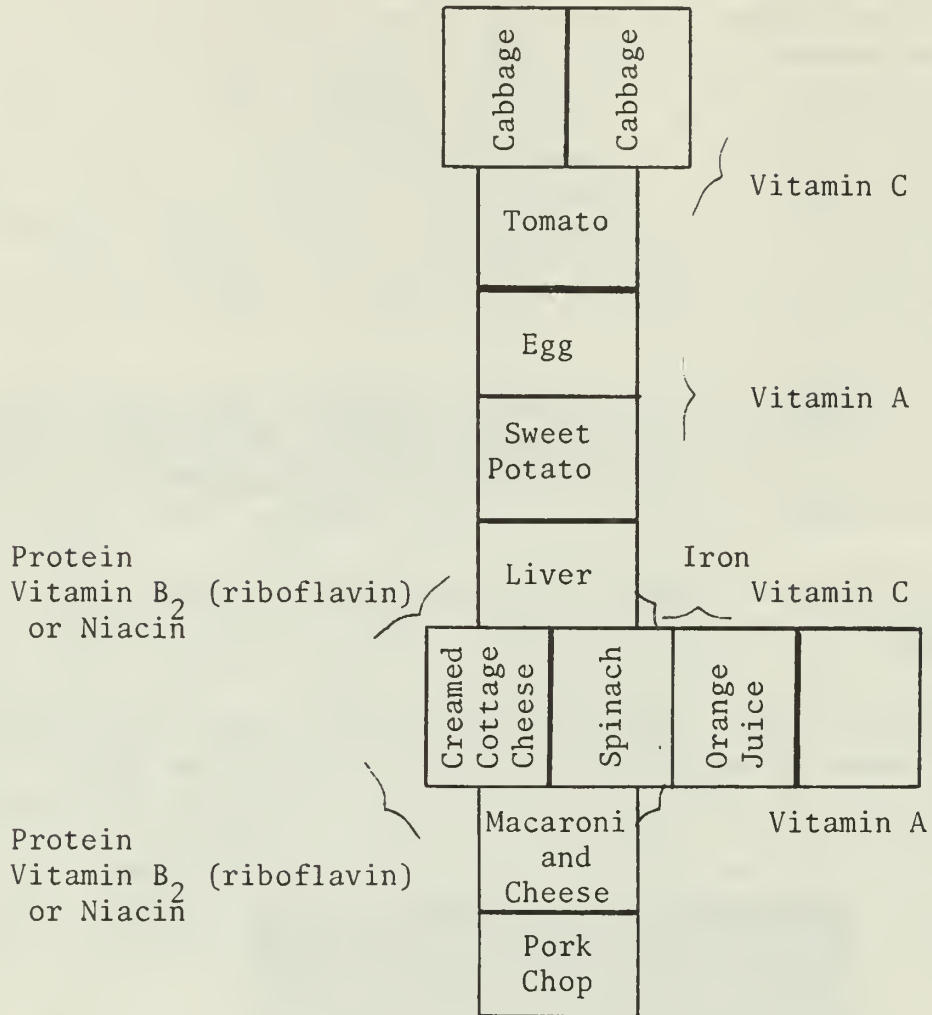
Instructions for play: Turn all dominoes face down. Each player takes seven (or fewer if many players) dominoes and arrange them so that only he can see them. The dominoes remaining will make up the "boneyard." The person who has a double will start the game by putting it face down on the table. If two or more players have doubles, the player whose foods start with a letter nearest the beginning of the alphabet will start. A double is a domino that has the same word written on each end of it. Example:



The play then goes clockwise around the table if more than two are playing. If no one has a double, each person will draw from the boneyard, one at a time, until a double is drawn.

The second player finds one of his dominoes which has a food rich in a nutrient common to the food on the domino already played. ("Rich" is defined as "one serving has ten percent or more of the RDDA for that nutrient.") He announces the common nutrient and joins his domino to the first. If he makes an error, he loses his next turn. From the double, plays can go any of four directions. In other plays the dominoes will go end to end. If a domino has foods, *both* of which can relate to a domino already played, it can be placed crosswise to the one previously played. The next player must then match *both* of these foods with his food or change direction and attach to one end. See example in diagram.

If one cannot play, he must draw from the boneyard until he can play. The player who gets rid of all his dominoes first scores one point for each domino still held by the other players.



SOME POSSIBLE PLAYS FOR NUTRITION DOMINOES WITH POSSIBLE REASONS

United Nutrients Hold a Press Conference

Simulation Suggested by *Jan McKee*

One way in which the class "experts" could share their knowledge of the various nutrients is to have a United Nations-type meeting in which the representatives of various nutrients are seated in a semi-circle in the front of the room, with placards in front of each to denote who they are and perhaps some food models to show foods particularly rich in that nutrient. The rest of the class are members of the Press Corps and the class period simulates a press conference with the press directing questions to the United Nutrients representatives. The term *united* here can suggest that nutrients work together in the body, that they unite to keep us healthy. Perhaps a moderator could make this point in an introduction and then recognize the questioners in turn.

Members of the Press Corps may represent specific magazines, newspapers, television stations, etc., if desired. This could show the wide variety of people and institutions interested in nutrition. For example, when the *Vogue* representative asks a question, the point could be made that fashions look better on healthy models who are well nourished and have their weight under control. Or, someone from a labor journal could note that well-nourished employees have good safety records and low absentee rates.

The questions asked should be formulated by the questioner and should be matters of genuine interest to him. The teacher can be a questioner, too, if desired.

If a class enjoys fantasizing, the nutrients can represent the Country of Protein, the Island of Fat, the Republic of Iron, etc., and a map can be produced to show how all make up the "World of Food."

If questions are asked which cannot be answered, the experts may explain that they will be covered in the next press conference, and time should be allowed later to hear the answers.

Each member of the press may be required to submit his written record of the press conference, i.e., his "story" for his publication, and each expert a brief resume of the importance of his nutrient. Or, everyone could write, as a summary for the day, a response to these two items:

- (1) The most important thing about nutrition which I learned today was _____.
- (2) Some general conclusions I could draw from attending this session are _____.

Or, each student could write a letter (to a friend or an editor or Ann Landers) pointing out some important ideas of nutrition that everyone should know.

Will the Real Vitamin A Please Stand Up?

This adaptation of the television program was suggested by a 1970 University of Illinois student teacher, Helen Abell, and refined in the Workshop.

One student is selected to be Vitamin A and two others to be "imposters" who really represent other nutrients. All will announce themselves as Vitamin A. Each student is backed by an "advisor" in case he needs help in answering a question. The teacher can serve as advisor to the advisors.

The rest of the class is divided into 3 or more teams. After Vitamin A and the imposters introduce themselves (see possible introduction below), team members take turns asking questions answerable by Yes or No, directed to *one* of the panel.

Unlike the TV program, all answers must be truthful and accurate. Each person answers in terms of the nutrient he really is.

After an agreed upon time period has elapsed, each person votes separately on a ballot such as:

I think Vitamin A is No. ____.
I think No. ____ is ____.
I think No. ____ is ____.
Team ____

The real Vitamin A stands up, the other panel members identify themselves, ballots are counted, and each team scores the total of all its members' scores, with one point being allowed for each correct identification.

Material such as the following should be prepared ahead of time by teacher or by the panel with her consultation (if there is assurance that no one will tell!). Note that the "imposters" confuse the audience by telling things about themselves that are also true of Vitamin A or that may lead the audience astray.

No. 1 says: (No. 1 is really riboflavin or Vitamin B₂)

I am Vitamin A.
I am found in whole milk.
Too little of me may cause skin problems.
I am destroyed by sunlight.
Liver has lots of me.
I am yellow.

No. 2 says: (No. 2 is really iron)

I am Vitamin A.
I am not present in skim milk.
Turnip greens have a lot of me.
I help people keep from being tired.
Babies need me.
Some foods are enriched with me.

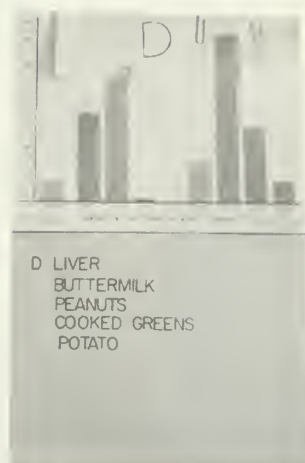
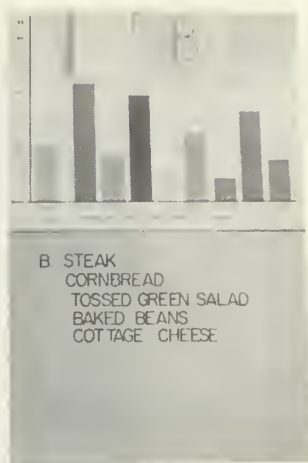
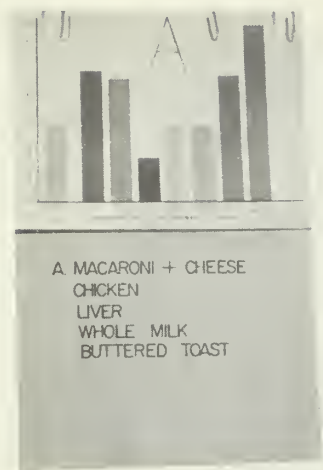
No. 3 says: (No. 3 is really Vitamin A)

I am Vitamin A.
I am found in some fats.
I help people see better.
I affect the development of teeth.
Vitamin E protects me.
I help the body fight off colds.

#

A good many interesting things can be done with the NDC Comparison Cards by covering the name of the food graphed on the card. Curiosity is aroused when displays such as those below are placed on view. They can be used either for teaching or for evaluating.

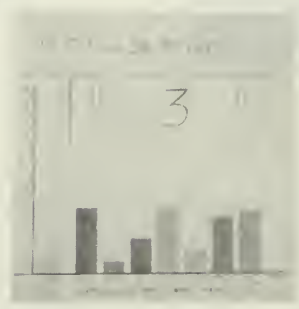
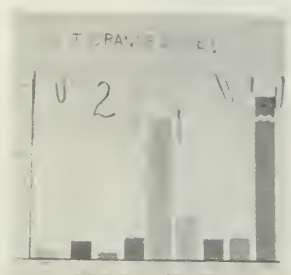
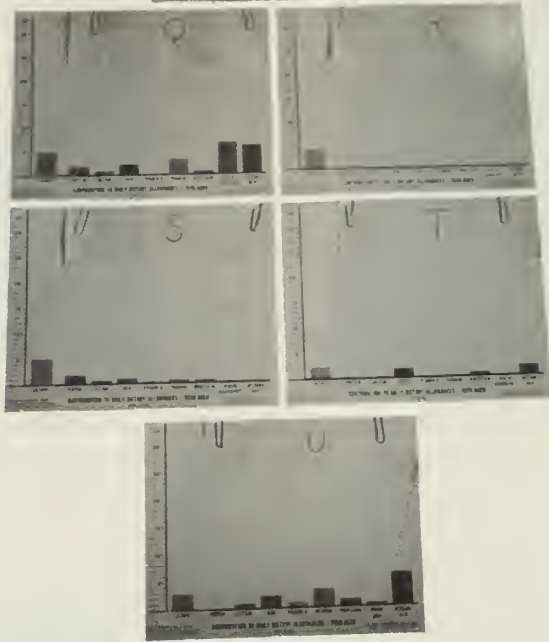
Which of the named foods is represented by the graph?



A reverse version can also be used, as in the example on the next page asking: Which one is potato chips?

Other versions can ask simply: What is it? (this is the most difficult), or give two alternatives to choose from, or ask a Yes or No question about a single food. See examples next page.

WHICH ONE IS POTATO LINES?



Stories as Teaching Aids

Stories can set the stage for teaching important concepts. They can lead to emotional involvement or discussion of personal problems in an impersonal way. They can, if written in very simple language, be a welcome change from textbook reading for the slower learners. They may actually be able to *read* and to feel success where they usually experience failure.

This was the purpose in the story which follows. It deals with a problem that is very important to a few young people in every school.

Skinny Ginny Gains More Than a Friend

Nancy Bell

Ginny was unhappy. She was underweight, or skinny, as she called herself. Secretly, she envied her plump friends. They always vowed to go on a diet, but at least they had a figure. Ginny didn't want to wear a swim suit. Someone might call her bean pole.

Then Diane moved into town. Things began to happen.

Diane had belonged to the Nutrition Club at her other high school. Its members were interested in scientific information about nutrition. At first Ginny could not understand. Why would anyone want to belong to such a club? She didn't say this to Diane. She didn't want to hurt her feelings.

Diane told her more about the club. "We learned a lot," she said. "Some of us changed our ways of eating. Some gained weight and others lost weight. Each one had a goal he had set for himself. The club adviser was a county nutrition expert. She helped us tremendously."

"This will really surprise you," said Diane. "Eight boys on the football team were active members of the Nutrition Club."

"Wow," said Ginny. She *was* surprised.

Diane had some nutrition leaflets from the club. She gave them to Ginny when she learned that Ginny wanted to gain weight.

Ginny found these suggestions in the leaflets:

See your doctor first. Find out why you are underweight. Maybe it is the kinds of foods you eat or when you eat. Maybe it is how much exercise you take. It can be a lot of things.

You'll need to start eating more. Do you feel hungry? How can you feel more hungry? There are ways to stimulate your appetite. Get plenty of rest. Relax and enjoy eating.

Eat more often. Have a glass of milk or a milkshake between meals. Drink juice when you get thirsty.

Fats have more than twice as many calories as proteins and carbohydrates. They help you gain weight.

But fat foods make you feel full. They digest more slowly and stay in your stomach longer. Your plump friends will envy you. They'll wish they could eat lots of French fries, butter, and salad dressing.

Sugar is high in calories but it takes away your appetite. You'll probably want to eat only a little sugar. Weight gainers want to be healthy. They will want to be sure they eat body building foods and foods that help their blood. They will want foods with vitamins, too.

Ginny read on and on. These ideas made sense to her. She still wondered what kinds of foods to eat. What kind of plan could she follow?

Ginny and Diane studied the calorie charts. They made a list of high-calorie foods and low-calorie foods. They found out which ones had empty calories. That means calories but nothing else.

Ginny planned a way to start gaining weight.

"Don't be discouraged," said Diane. "Don't expect to gain too fast. If you gain one *ounce* a day, you'll gain nearly 23 *pounds* in a year."

"That would be enough," said Ginny. "After that I'd need a *losing* diet."

Both girls laughed as they went out for a milkshake.

OTHER TEACHING IDEAS

Mini-lessons

One Friday during the Workshop, members were given the weekend assignment to "teach someone something about why nutrition is important to him and report your experience on a single page." Interesting things happened! Husbands, children, grandmothers, house guests, roommates, and hairdressers got mini-lessons in nutrition, and the reports showed learning on the part of the teachers as well as those taught.

This assignment could be equally valuable for high school, junior high, or adult classes.

Eye Openers

Another feature of the Workshop which could be used in other classes was the "Eye-Openers," an idea borrowed from the AHEA convention's eye opener sessions. Each workshopper was responsible, on different days,

for reporting, in *two* minutes, some fact or bit of news or experience which to her was "eye opening" in regard to nutrition. Ours were all oral, but eye opening bulletin boards or displays could be effective, too.

Nutrition Password

Deana Haywood suggested to the Workshop that the "Password" game be adapted for nutrition. The class is divided into groups of 5, including a moderator, 2 students to give clues, and 2 to guess. Those giving clues receive a word from the moderator and try to lead the others to guess it by providing *one word* clues *related to nutrition*.

A time limit, perhaps 5 seconds, is agreed upon, and no references are used.

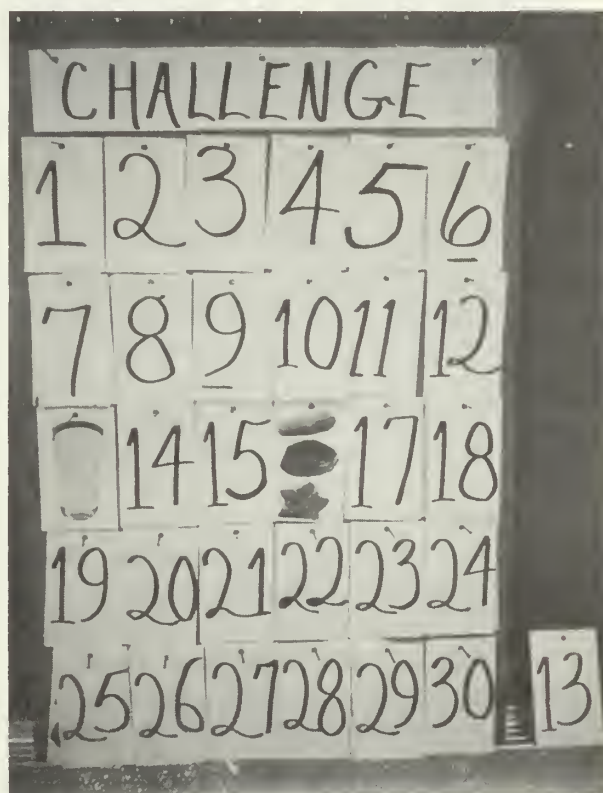
After each game conclusions are drawn about the word so as to emphasize relational learning. This may be done by each student in writing, by groups, or in a general discussion.

The range of words to be guessed will depend upon the educational objectives. They may include any nutritional term or be limited to foods, nutrients, body processes, nutritional recommendations, or some other less general aspect of nutrition.

Challenge

Sister Suzanne Sabetti built a board fashioned after the television Concentration game and called it Challenge. Numbered cards were hung on hooks as shown, each touching the next, and behind them another card with a picture or a word pertaining to nutrition.

Players, alternating by teams, choose 2 numbers and cards are removed. If the player can state a nutritional relationship between the items on the cards beneath, he scores a point for his team, and these cards are removed from the board revealing still other cards which contain part of a nutrition cryptogram to be guessed at any time a player thinks he knows. Wrong guesses are penalized with negative scores of 2, and a right answer gives a bonus score of 5.



If a player cannot state a relationship when his chosen numbers are removed, the numbers are replaced. No pencils are allowed! It is an advantage, of course, if a player can remember what is behind several numbers.

One person may serve as moderator, time- and scorekeeper and as leader of a summarizing discussion at the end.

#

Election to the Board of Health

This simulation technique was suggested by Carol Johnson and modified a bit by the instructors.

Three nutrition members are to be elected to the Board of Health. Each student chooses (or draws from a hat) a nutrient to run for this office. At a meeting sponsored by the League of Women Voters, each delivers a campaign speech to convince all voters that he is the most important nutrient for good health. Speeches should be limited to about 3 minutes. After all speeches are heard, students vote by secret ballots for 3 candidates.

If time allows, acceptance speeches may be added and losers may make congratulatory statements, emphasizing again their own importance and announcing their intention to run again next time.

If class is large, groups of 2 or 3 can work together on each campaign speech and choose one (by lot or vote) to deliver it.

If the campaign lasts more than one day, posters, flyers, buttons, etc., may be prepared to add to the atmosphere *and* the learning. If educational objectives are kept constantly in mind, the fun will enhance rather than replace the learning.

#

Job Interviews at Body, Inc.

Another simulation technique was proposed by Nancy McKay, who created a corporation to hire foods!

Three students represent the personnel board of Body, Inc. and the rest are job applicants.

Each applicant represents a self-chosen food and in the interview explains what he can do for the company, offering to work at a salary commensurate with the caloric value of one serving of the food.

The total budget of Body, Inc. is the caloric RDDA for the age group of the students in the class, so the personnel board decides how to allocate and who and how many to hire.

If desired, the personnel board may make recommendations to the President and the two vice presidents who make the final decision.

All applicants listen to all interviews and each tries to make his own most convincing.

A variation of this simulation might be to have the corporation produce job descriptions for vacant positions and have applicants choose the food they think meets a certain need best and apply for that job. For example, Body, Inc. has a vacancy in the pregnancy department which builds bones and teeth in the fetus. Applicants might represent whole milk, skim milk, cheese, cottage cheese, turnip greens, and canned salmon.

The vacant positions and descriptions could be advertised in advance and students could study charts and references to find out which food to represent when applying. The order in which applicants are interviewed could be by lot to insure fairness.

Card Games

Marian Kessler produced a deck of cards which could be used in a variety of ways including a game called "4424."

Each card has a picture of a food, the name of the food, the amount of one serving, the number of calories, and in the corner a number (0-4) to indicate the general nutritive value of the food. Eighteen of the cards have vegetables and fruits, 18 have breads and cereals, 18 have milk foods, and 9 have meats and other protein foods.



Thirteen cards are dealt to each of 2 to 4 players and the rest are placed face down on the table. The dealer draws one card and either discards it, face up beside the deck, or keeps it and discards from his hand. Play continues until someone has a perfect 4424 hand, i.e., 4 servings of vegetables and fruits, 4 breads and cereals, 2 meat or other protein foods, and 4 milk foods, at which time that player shouts "4424" and scores 1 point for every card held by his opponents, plus the numbers in the corner of the 14 cards he put down.

If desired, each group can be laid down as accumulated, e.g., 4 vegetables and fruits, rather than all at once, but the player wins only when all 14 are laid down in the 4424 pattern.

The cards were made of plain index cards with clear transparent contact (self-adhering plastic) on the picture side and a decorative contact on the back. Making the cards could be a learning experience for students if carefully planned to avoid repetitive busy work for a few.

#

Defendant is Accused of Malnutrition

This simulation of a court situation as a technique for teaching nutrition was suggested by Roberta Larson, 1970 University of Illinois student teacher, and was tried and refined in the Workshop.

Characters in the role play: defendant, defendant's lawyer, prosecuting attorney, witnesses, jury, and judge (or judges).

This role play offers opportunity to cooperate with the teacher of civics and government and could be preceded with a discussion of our court system and student experiences in seeing it operate, e.g., Perry Mason show. It offers a good opportunity to emphasize how the innocent are protected and the guilty brought to justice by our system, and to relate this to the school situation.

The classroom may be set up to simulate a court room and if additional "atmosphere" is desired, one corner can be labeled "Malnutrition Jail" and the library area (where sentenced persons can go to get needed information to meet requirements and get suspended) can be the "Nutrition Parole Center."

The Prosecuting Attorney introduces the defendant and announces that she has been accused of Malnutrition, that she has pleaded *not guilty*, and introduces his evidence: a day's dietary (which is the defendant's actual inadequate diet or one that is typical of the inadequate ones teenagers often eat) and some observations of the defendant, e.g., that she seems tired a lot, that she has been absent from school often, that he observed her walk into a tree because she couldn't see in the dark--or whatever is appropriate.

The defendant's lawyer finds whatever he can in the diet to praise and refute but must stick to the facts; for example, he may note that teenagers need energy and that she had plenty of calories, that the icing on the cake was made with butter, that a hamburger has such-and-such nutrients, that the candy bar had peanuts in it which are highly nutritious, etc., etc.

If the diet presented in the evidence is carelessly given, the defendant's lawyer can use this to his advantage. For example, if the defendant had pancakes and coffee for breakfast and the prosecuting attorney attacked this as inadequate, the lawyer could say that there were three pancakes the size of a dinner plate, with lots of butter, and of course pancakes are made with eggs . . ., etc. Hence, it becomes very important that the diet be presented with exact amounts and with specified contents of such dishes as tossed salad or casseroles.

The prosecuting attorney and the defendant's lawyer are each given a chance for rebuttal, perhaps with a time limit.

Both the prosecuting attorney and the defendant's lawyer may call witnesses to the stand, including expert witnesses who can represent authorities and testify that, for example, a deficiency of vitamin A does indeed lead to vision difficulties, even blindness if severe. Care

must be taken, however, that irrelevancies are not introduced and that the fun does not lead the students astray from the objectives of the lesson. This does not rule out humor, but it does suggest that all witnesses should stick to the subject. If they don't, the judge should be ready to rule them out of order.

The judge instructs the jury to take account of the evidence, calculate the adequacy and determine whether the defendant is guilty or not guilty of malnutrition. He may specify that a *not guilty* verdict must mean certain degrees of adequacy, e.g., all of the common nutrients (protein, calcium, iron, and vitamins A, B₁, niacin, and C) must be present in at least 80% of the Recommended Daily Dietary Allowances and at least half of them must reach 100%, while calories are adequate but not excessive. The National Dairy Council Comparison Cards may be displayed in the room for reference or students may be given the charts in the *Illinois Teacher*, vol. XIII, No. 5, pp. 229-240, to secure the needed information. The chart "Foods I Ate Today" on page 241 of that issue will be useful in making the needed calculations.

Considerable time may be required to study the evidence carefully and make the calculations, so the court may be adjourned until the next day if the class period ends before the case is decided. The jury should be seated in a manner that permits communication and their judgment must be unanimous. They may wish to meet in secret session while arriving at their verdict.

When the jury has rendered a verdict, the judge will either dismiss the case if not guilty or pronounce the sentence if guilty. (If class is large the judge may be expanded to a Supreme Court to involve more students or the judge may have advisors to aid him in determining the sentence.)

If verdict is *guilty*, the judge (or Supreme Court) may choose any of the following sentences (or he may think of one of his own!):
(1) I sentence you to suffer the following consequences of your deficient diet (and he specifies what these are according to his analysis of the diet); (2) I sentence you to eat the following foods or specified alternatives to correct your deficiencies (and he specifies what foods are needed); or (3) I sentence you to x days in Malnutrition Jail, and after x days of good behavior you may be paroled to the Nutrition Parole Center to secure needed information to correct your diet. If corrected, you will be pardoned. (One student may be designated Parole Officer, if desired, and may assist the parolee in finding information.)

All students should be continuously involved, and the teacher should be a part of the court situation, perhaps an expert witness or advisor to the judge. If class is small, defendant could serve as his own lawyer. The size of the jury can be flexible to fit class size. In large classes, it might be possible to have two courts in simultaneous session.

This court situation could be later staged for an audience if the class wishes to share their nutrition knowledge with the rest of the school or some adult group.

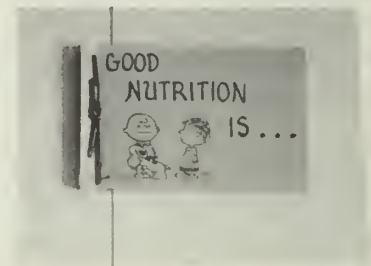
VISUAL AIDS AND CHARTS

As suggested in a previous *Illinois Teacher* (vol. XIII, No. 5, p. 252), visual aids can be a help or a hindrance in teaching. They can help if they

- (1) stimulate interest;
- (2) make an abstract concept concrete;
- (3) provide opportunity for independent learning;
- (4) provide opportunity for active participation and ego involvement for students who prepare them;
- (5) provide information not otherwise available or in a more usable form than other sources provide.

The following pages show visual aids, some prepared by Workshoppers and some by the instructors, which seem to qualify as helpful, according to one or more of the above characteristics.

Carol Johnson produced a booklet that attracted attention and is readable by the slowest readers. On successive illustrated pages Charlie Brown told readers that "Good nutrition is eating what's good for you, eating a variety of foods, staying healthy, pleasing mother and father, being good to yourself, feeling good all over." Perhaps this aid could serve its most valuable purpose if students were asked to add more pages to explain further what good nutrition is; for example, "drinking juice instead of pop," "having milk at every meal," "eating bananas instead of candy," or "a peanut butter sandwich and a cup of cocoa after school."



Does your department have bathroom scales as a nutrition teaching aid? If not, perhaps this is a good nomination for the next equipment voucher.

What is the relation between the two items you see on display here? This question was asked of workshoppers, and they gave a chuckle with their answer: Vitamin C cements body cells together as glue holds paper and other materials together.



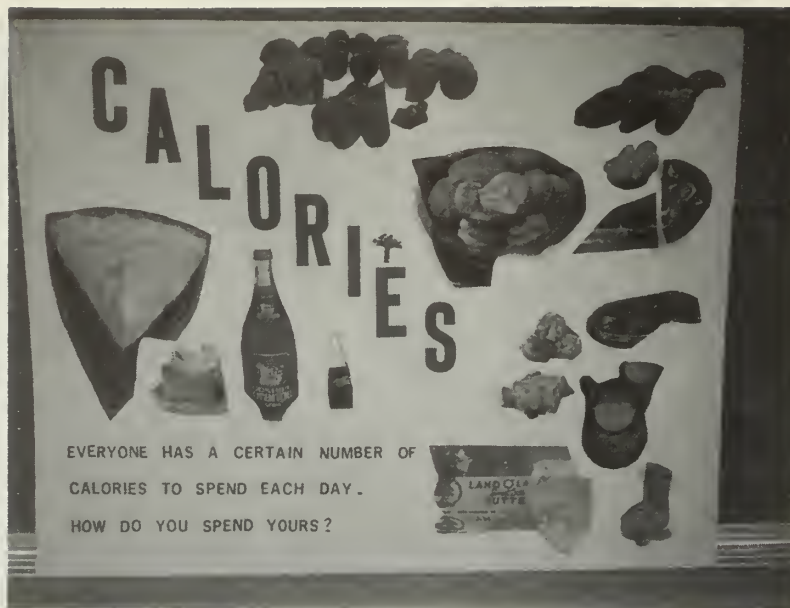
This type of visual (in class or in the hall display case) can arouse curiosity, and when the answer is learned it may be remembered longer than if only words were used to teach it. What other pairs of items might be used this way? The *Illinois Teacher* welcomes suggestions from readers.



Brenda Harris prepared this visual aid as an independent learning device. The poster says that "Food the Basic Four Way is a Prize Package" and the student is directed to open both packages. The one on the left, wrapped in newspaper and labeled poor nutrition, random meals, etc., contains an assortment of coke cans, candy wrappers, and other evidences of habits which result in an unbalanced diet. The prize package on the right is really four boxes each labeled with one of the Basic Four and containing food models to represent that food group. The labels and models are from the National Dairy Council.



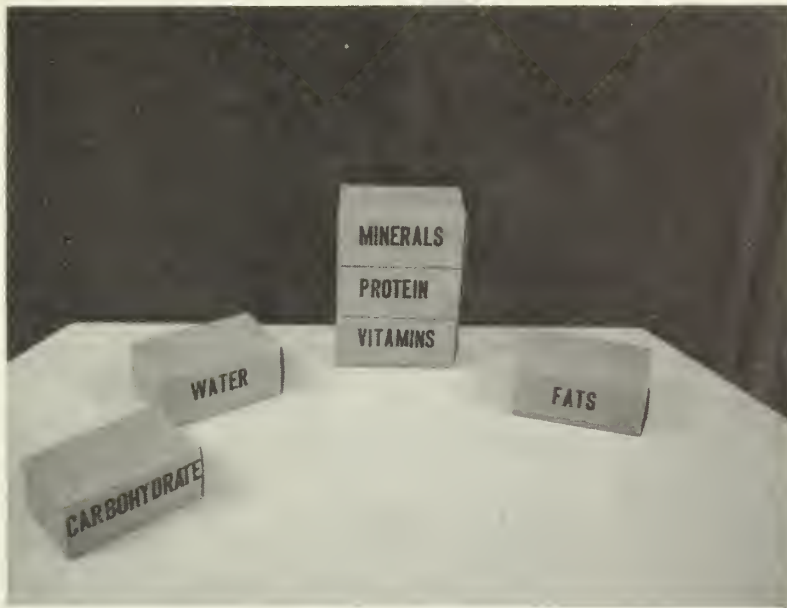
This 3-dimensional poster, prepared by Wilma Wright, shows a teenager's snack diet and suggests that it is short on vitamins. Suzy Teen's head is a cookie, eyes are candy "life savers," ears are potato chips, body is a skirted pepsi can, legs are gum drops, and feet marshmallows, and she is holding a candy bar to her breast! Even slow learners should get the message.



Joyce Plume asked a good question on this poster (How do you spend your calories?) and suggests some possible alternatives. On the right are examples of Basic Four foods and on the left some high calorie or empty calorie items. It does not preach, but the question remains and students can see that the choice is his.



Marian Kessler also asked a good question (How do your snacks score?) and provided an opportunity for the students to discover part of the answer as they study the charts showing nutritive values of coke, potato chips, tomato juice, and milk. Yarn leading from the food to the target scores from "high" to "lower than low."



These "building blocks of food" were made from pop-tart boxes covered with contact and labeled with "stick-on" letters. They can be used in a variety of ways. They contain, in this case, small plastic toggle blocks in six colors (one for each nutrient) and using the charts on pages 42 - 43 students could "build" various foods and "see" their nutritive value. The charts are rough, but will provide general knowledge. The photograph below shows milk and coke thus built. Milk contains large amounts (see x's on charts) of several nutrients while coke has only carbohydrate and water and is, therefore, an "empty" calorie food. (The toggle blocks are a Mattel toy available in several size packages.)



The charts on the following pages are included to provide information for the above and other games and to be duplicated as needed for student calculations and the like. They were prepared by the Workshop instructors.

The following foods are on the NDC Comparison Cards for teenagers. Prices obtained in Champaign-Urbana, Illinois, 1969. May need adjusting for other localities at later times.

Cost of One Serving of Common Foods

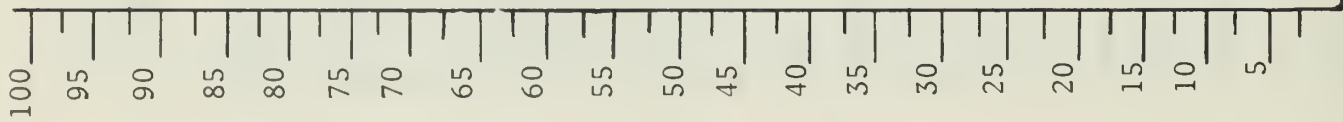
	Amount	Cost
Milk	whole, 1 glass	.06
Buttermilk or Skim Milk	1 glass	.08
Chocolate Milk	whole, 1 glass	.08
Cheese, American	1 slice	.04
Milkshake	milk, ice cream, syrup (10¢ if homemade)	.25
Cottage Cheese, Creamed	1/2 cup	.09
Cottage Cheese, Uncreamed	1/2 cup	.09
Ice Cream, Vanilla	1/4 pint or 1/2 cup	.03
Cream, Light	1/4 cup	.02
Butter	1 T.	.03
Meat Patties, Ground Beef	3 ozs.	.10
Pork Chop	3 1/2 ozs.	.27
Chicken (breast)	3 1/2 ozs.	.14
Hamburger and Bun	beef 2 ozs.	.10
Frankfurter and Bun	1 4/5 ozs.	.09
Fish, Halibut	3 1/2 ozs.	.25
Liver	4 oz.	.12
Bacon	3 long slices	.15
Egg	1 med.	.05
Macaroni and Cheese	3/4 cup	.05
Baked Beans	3/4 cup	.08
Peanut Butter Sandwich	bread, p. butter, butter	.14
Green Beans	1/2 cup	.06
Leafy Greens (spinach)	1/2 cup w/1 tsp. butter	.10
Carrots	1 raw or 1/2 c. cooked	.02
Potato	1 small	.05
Sweet Potato	1 medium	.06
Coleslaw	1/2 cup	.06
Tomato	1 medium	.15
Grapefruit	1 medium	.12
French Fries	10 pieces (2¢ if homemade)	.15
Orange Juice	frozen, 1/2 cup	.03
Potato Chips	10 medium	.05
Banana	1 medium	.08
Cooked cereal	3/4 cup	.01
Ready-to-eat Cereal	3/4 cup	.03
Apple Pie	1/9 of 8-in. pie	.13
Baked Custard	1/2 cup	.05
Frosted Layer Cake	1/8 of 8-in. cake	.12
Vanilla Wafers	3 small	.04

	Amount	Cost
Soft Drink	cola, 1 glass 8 oz.	.10
Coffee with Cream	1 cup, 2 T. cream, 2 t. sugar	.03
Sweet Roll	1 average	.06
Jelly	1 T.	.01
Pizza	1/8 of 14-in. pie	.10
French Dressing	1 T.	.02
Tossed Green Salad	3/4 c. greens, carrots, radishes	.05
Bread and Butter	1 slice, 1/2 t. butter	.06
Split Peas	3/4 c. cooked	.02
Apple	1 medium	.10

THE BUILDING BLOCKS OF FOOD

	Protein	Carbohydrates	Fat	Vitamins	Minerals	Water
<u>MILK FOODS</u>						
Whole milk	xxx	x	x	xx	xxx	xxxx
Skim milk	xxx	x		xx	xxx	xxxx
Buttermilk	xxx	x		xx	xxx	xxxx
Milk gravy	xx	x	x	xx	xxx	xxx
Processed cheese	xxx	x	x	x	xxxx	xxx
Cottage cheese, creamed	xxx	x		xx	xx	xxx
Ice Cream	xx	x		x	xx	xxx
<u>MEAT & EGGS</u>						
Beef roast, lean & fat	xxx		xx	xxx	xx	xx
Bologna	xx			xx	x	xx
Chicken (lean)	xxx			xxx	x	xx
Chili with beans	xxx	x		xx	xxx	xxx
Corned beef	xxx			xx	xxx	xx
Dried beef	xxx			xx	xx	x
Fish sticks	xxx			x	x	xx
Ham	xxx		x	xxx	xx	xx
Hamburger	xxx	x	x	xxx	xx	xx
Liver (beef)	xxx			xxxx	xxx	xx
Lunch meat (can)	xxx			xx	x	xx
Pizza (cheese)	xxx	x		xx	xx	xx
Pork roast	xxx			xxxx	xx	xx
Pork sausage	xxx		xx	xxx	x	xx
Salmon	xxx			xxx	xx	xx
Steak, lean	xxx			xx	xx	xx
Tuna	xxx			xxx	xx	xx
Wiener	xxx			x	xx	xx
Egg	xxx			xx	x	xx
<u>VEGETABLES</u>						
Dry red beans	xxx	xx			xx	xx
Green beans		x		x	xx	xxx
Beets		x		x		xxx
Cabbage slaw		x		xx	x	xxx
Cabbage, cooked		x		xx	x	xxx
Carrots, raw		x		xxxx	x	xxx
Carrots, cooked		x		xxx	x	xxx
Celery, raw		x		x		xxx
Corn on cob		x		xx		xx
Mustard greens		x		xxxx	xx	xxx
Okra		x		xxx	xx	xxx
Onions, raw		x		xx	x	xxx
Blackeyed peas		xx		xx	xx	xx
Green peas		xx		xxx	xx	xx
Peanuts		xxx	x	xxx	xx	xx
Peanut butter		xxx	x	xxx	xx	xx
Boiled potato		x		xxx	x	xx
French fried potato		xxx	x	xx	x	xx
Sauerkraut		x		xx	x	xxx
Spinach		x		xxx	xxx	xxx
Squash		x		xx	x	xxx
Sweet potatoes, baked		xxx		xxxx	xx	xx
Tomatoes		x		xxx	x	xxx
Tomato juice		x		xxx	x	xxx
Turnip greens		x		xxxx	xxx	xxx

	Protein	Carbohydrate	Fat	Vitamins	Minerals	Water
<u>FRUITS</u>						
Apples		x		x	xxx	xxx
Bananas		x		xx	xxx	xxx
Cantaloupe		x		xxx	xxx	xxx
Fruit cocktail		x		x	xxx	xxx
Grapefruit		x		xxx	xxx	xxx
Grape juice		x		xxx	xxx	xxx
Orange juice		x		xxx	xxxx	xxxx
Peaches, canned		x		x	xxx	xxx
Pineapple, canned		x		xx	xxx	xxx
Plums, canned		x		xx	xxx	xxx
Prune juice		x		x	xxxx	xxxx
Raisins		xx		xx	xx	xx
Strawberries		x		xxxx	xx	xxx
Watermelon		x		xxx	xx	xxxx
<u>CEREALS</u>						
Bran flakes	xx	xxx		xx	xx	xx
Corn flakes	x	xxx		x	xx	xx
Grits	x	xxx		x	xx	xx
Macaroni	xx	xx		x	xx	xx
Noodles	xx	xxx		x	xx	xx
Oatmeal	xx	xxx		x	xx	xx
Popcorn	x	xxx		x	xx	xx
Puffed wheat	xx	xxx		xx	xx	xx
Rice	x	xxx		x	xx	xx
Rolled wheat	xx	xxx		x	xx	xx
Spaghetti	xx	xxx		x	xx	xx
Wheat flakes	xx	xxx		xx	xx	xx
Wheat germ	xx	xxx	x	xx	xx	xx
<u>BREADS, CAKES, AND PIES</u>						
White bread, enriched	xx	xxx		xx	xxx	xxx
Biscuits	xx	xxx		xx	xxx	xxx
Cornbread	xx	xxx		xx	xxx	xxx
Plain rolls, enriched	xx	xxx		xx	xxx	xxx
Waffles	xx	xxx		xx	xxx	xxx
Pancakes	xx	xxx		xx	xxx	xxx
Fig bars	x	xxx		x	xxx	xxx
Angel cake	x	xxx		x	xxx	xxx
Plain cake	x	xxx		x	xxx	xxx
Chocolate cake	xx	xxx	x	xx	xxx	xxx
Apple pie	xx	xxx		xx	xxx	xxx
Custard pie	xxx	xxx		xx	xxx	xxx
Pumpkin pie	xx	xxx	x	xxx	xxx	xxx
<u>SWEETS</u>						
Candy caramels		xxx		x	x	x
Hard candy		xxx		x	x	x
Plain fudge		xxx		x	x	x
Jam		xxx		x	x	x
Jelly		xxx		x	x	x
Syrup		xxx		x	x	x
Sugar		xxx		x	x	x
Brown sugar		xxx		x	x	x
Cola drink		xxx		x	x	x
Ginger ale		xxx		x	x	x
Plain jello	x	xxx		x	x	x
<u>FATS & SALAD DRESSINGS</u>						
Butter or margarine						xxxx
Salad oil						xxxx
Salad dressings						xxx



Calories Protein Calcium Iron Vitamin A Thiamine Vit. B₁ Riboflavin Vit. B₂ Niacin Equivalents Ascorbic Acid Vit. C.

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Home Ec

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ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

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HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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FOREWORD

This issue of the ILLINOIS TEACHER is designed to be "destroyed" and reconstructed. It contains two items for your Home Economics library for those secondary students who read at elementary levels.

On the last 16 pages of the issue you will find "Credit Buying, or Jake and Molly Buy a New TV," by Sherry Wineland, former graduate student, University of Illinois, presently a Field Director for Michigan Consumer and Marketing Information. If these pages are removed and folded once, they can be put into a plastic binder and presto! a single-concept "book" for slow readers to explain the relation of cost of credit to length of loan.

Pages 57 to 82 can be removed and made into another book or reproduced by photographic processes and mounted as ten separate letters according to the way you plan to use them. These "Letters from Your Unborn Baby" stress nutrition during the prenatal period. The authors, Reba Davis and Cynthia Theiss, are graduate assistants in our Division of Home Economics Education.

The few pages then remaining will provide an introduction to the problem of slow readers in Home Economics classes, a teacher's introduction to the "Letters from Your Unborn Baby," and some contributions from readers in our "Ideas That Worked" feature.

We would be very glad to have your reactions to this new kind of ILLINOIS TEACHER.



Sherry Wineland



Cynthia Theiss

SLOW READERS IN HOME ECONOMICS

Hazel Taylor Spitze

If you would understand how your slow-reading high school students feel when presented an assignment in the usual high school text, here is a recipe to try:

- (1) Select a good "solid" text in astrophysics, thermodynamics, or biomedical engineering, and turn to chapter seven.
- (2) Look at the clock and begin reading.
- (3) Look at the clock again as soon as you get confused, bored and frustrated.

How long did it take? Five minutes? How would you feel if required to continue for an hour, perhaps with the "promise" of a test over what you'd read?

It is not that you are incapable of understanding any of the principles involved in astrophysics, but only that the language in which they are written in this text for astrophysicists is incomprehensible to you. When a journalist writes about astrophysics in the daily newspaper, you doubtless do understand a great deal of what he says.

Your slow-reading students can understand the important principles which you are trying to teach--about nutrition, consumer economics, child psychology, or whatever--if you explain them in simple language and if you provide reading material on a level they can read. For some, this will be junior high level, for others 5-6 grade and for others 3-4 grade level.

Where do we find home economics materials on these *reading* levels but with youth and adult *interest* levels? It is not easy, but not completely impossible either. A bibliography, soon to be published by the American Home Economics Association in their proceedings of the workshop on Innovations in Consumer Education in the Home Economics Curriculum, may be of some help.

Those materials in scarcest supply are the ones written at 3-4 grade level which appeal to youth and adults because they deal with problems of these age groups and because they do not "talk down" or appear childish. For this reason we at the University of Illinois have been bending our efforts to meet this need. In this issue of the *Illinois Teacher* we are sharing two such efforts with the following purposes in mind:

- (1) to provide your students with a reference suitable for child development or nutrition and another in consumer credit,
- (2) to stimulate you to seek and order more such references for your library, and
- (3) to encourage you and your students to produce such materials.

We think that the effect on the slow reading students can be positive for these reasons:

- (1) They will experience success, perhaps for the first time in years, in a reading task.
- (2) They will learn to enjoy reading.
- (3) They will see reading as a way to find information needed to solve day-to-day problems.
- (4) They will learn some of the content needed to help solve these problems.

Writing for Slow Readers

In suggesting that you produce reading materials in your classes, we do not mean to suggest that it is easy. It is a real challenge, and it is a tremendous learning experience for the writer. If one is to state important concepts and principles in third-grade language, he must understand them quite thoroughly. Writing even a page or two a week, to hand out on a ditto if that is all that is possible, can help a teacher think more clearly and explain more concretely and concisely the principles she is teaching.

Writing these references can be a cooperative undertaking. Perhaps a slow student writes a paragraph or two setting up a problem situation, a more able student adds a few paragraphs suggesting a solution or giving information needed for the solution, and the teacher checks for accuracy of content, edits, or adds a conclusion. Another student may illustrate, and still another may get it duplicated and put into a colorful folder. Or it could be a project of a whole class with small groups being responsible for various parts or chapters. If the class can spare a copy to send to the *Illinois Teacher*, we would receive it happily.

A few suggestions for your writing may be in order. The following are taken from Robert Gunning, *The Techniques of Clear Writing* (New York: McGraw Hill, 1952).

1. Keep sentences short.
2. Prefer the simple to the complex.
3. Use the familiar word.
4. Avoid unnecessary words.
5. Put action into your verbs.
6. Write like you talk.
7. Use terms your readers can picture.
8. Tie in with your reader's experience.
9. Make full use of variety.
10. Write to express, not impress.

Judging Reading Level

Many factors affect the difficulty level of a given selection for a given individual, including the degree of interest that subject holds for that individual. Word choice, especially degree of abstractness, and style of writing--for example, conversational or expository--are other determiners.

Several methods of calculating reading difficulty have been devised, and although they cannot include the above factors, they do have some usefulness for teachers. One method has been translated into a wheel-type calculator which can be purchased for about four dollars from Science Research Associates Inc., 259 East Erie Street, Chicago, Illinois. The instrument is called the Reading Ease Calculator.

Another formula, developed by Gunning, measures difficulty according to length of words and length of sentences. A rough measure of grade level can be obtained by

1. counting the words of 3 or more syllables in a sample of 100 words;
2. computing the average number of words per sentence in the sample, and
3. adding the two and multiplying by four-tenths.

Example: If there are 3 "hard words" (i.e., 3 or more syllables) in the 100-word sample, and the average sentence length is 13, $3 + 13 = 16 \times .4 = 6.4$ grade level.

Another Thought

Should we teach prenatal diet in the "foods unit" or in the "child development unit"? Is this a reasonable question for a home economics teacher to ask?

Why do we teach in units at all? We don't *live* in such units, and if education is to help us live more abundantly, perhaps we should teach more like we live.

Why not plan our teaching with *problem* bases? An important problem of today is the extent of mental retardation, one cause of which is prenatal diet. If we planned our curriculum around problems, which problem should we choose?

Another way we could plan is around the *functions* we serve. One of the functions women perform is having babies and helping to rear them. What other important functions could provide a sound basis for ordering a curriculum?

If a teacher persists in teaching the old "units" she might at least merge some of them and help the students see relationships between them. And two places the foods unit and the child development unit touch is in the prenatal diet and in the feeding of infants and young children.

We hope this issue of the *Illinois Teacher* will stimulate your thinking and lead you to new mergers and new ways to help your students see more relevance in our content and more excitement in learning.

LETTERS FROM YOUR UNBORN BABY

Reba J. Davis and Cynthia Theiss

Graduate Assistants in Home Economics Education
Supported by
Cooperative Extension Service and College of Education
University of Illinois at Urbana-Champaign
1969-70

Illustrated by

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Prepared in Project HELLM (Home Economics Low Literacy Materials),
Division of Home Economics Education, University of Illinois at Urbana-Champaign
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INTRODUCTION

The "Letters from Your Unborn Baby" were prepared as reading material to facilitate progress toward the national objectives of the "Nutrition Education Program for Disadvantaged Families."¹ More specifically, these reading materials are directed to "objective 4, Improved diets and health for pregnant women and infants."²

"Letters from Your Unborn Baby" provide basic nutrition information needed by the pregnant women and are intended to supplement information received from the physician. Content of the nine monthly letters to Mom and one to Dad is arranged for appropriate developmental stages of the baby.

The letters recognize the reality that the human male is a definite part of the procreation process and consequently carries some responsibility for the presence of the baby. Value judgments based on ideas of social morality, i.e., to wed or not to wed, are beyond the intent of these letters, and are not meant to be implied as a part of the teaching process. The fact of male involvement in procreation, whether in marriage or outside it, need not be denied among those who are genuinely interested in contributing to increasing educational advancement.

The idea of an unborn baby writing letters may be somewhat difficult for some readers at first. However, when the reader gets into the material, it is likely that the baby becomes more real, and the mother may be encouraged to change her diet as a result of this closer reality. The father may become more interested in seeing that the mother has adequate care as a result of his inclusion in the process.

Objectives

1. To stimulate the reader's thinking about the process of human growth and development and the importance of nutrition to this process.
2. To provide the pregnant woman basic nutrition information which will enable her to select the best diet available to her.
3. To encourage the pregnant woman to seek adequate medical attention for herself and the developing child.
4. To encourage the pregnant woman to take whatever steps are necessary to insure the optimum development of the baby her body is growing.

¹Summary of a report to the Illinois Nutrition Committee by Carol Rebbe and Moyle S. Williams, Cooperative Extension Service, at Urbana, Illinois, April 11, 1969, page 1.

²*Op. cit.*

Basic Content

Adequate prenatal care enhances the health of mother and growing fetus.

Foods eaten affect health and general well-being.

Baby's body grows from food substances obtained from the mother's body.

Foods vary in their nutritive value.

Variety in the diet increases the likelihood of nutritional adequacy.

Prenatal diet, especially protein intake, affects fetal brain development.

Nutritional needs of individuals vary and pregnancy increases needs markedly.

When snack foods as well as meals are chosen with regard to their nutritive content, the likelihood of nutritional adequacy of diet is increased.

Conscious weight control may reduce complications during pregnancy and at birth.

Possible Uses for "Letters from Your Unborn Baby"

1. Could they suggest content for a nutrition class for pregnant women?
2. Could reading them bring to mind ideas for demonstrations, role playing or other teaching techniques to increase effectiveness of nutrition education?
3. Might they provide supplementary reading material for various teaching situations where basic nutrition information is needed, e.g., with individuals, groups of various kinds, schools, etc.?
4. Could the letters aid in recruiting people to participate in special classes?
5. Would the letters be suitable mail-out pieces, as a series, to persons who are known to be pregnant and with whom a working relationship has been established?
6. Would they serve as a discussion piece for establishing a one-to-one teaching relationship with a homemaker who may be pregnant or may have a friend or relative who is pregnant?
7. Could they be used as a series of general information articles to be published weekly in the local newspaper? Or might they serve as the

basis for a feature story written about the local nutrition education program? Could they then be offered to readers at their request?

8. Might they be used as reading materials in waiting rooms of doctors, hospitals, public health office, public welfare office, public housing office, or in other places where people must wait, like the launderette?
9. Would physicians give the letters to their patients?
10. Could the letters provide supplementary reading for *4-H club members* in foods and nutrition projects? Might the letters suggest a basis for an excellent project in nutrition for the girl, or for a friend, who may be pregnant? Would they be informative for any girl who thought that she sometime might choose to have children? Could these letters also be a way to get the 4-H club boy interested in nutrition?
11. Could a specific kind of reader response be elicited after experiencing the letters? What do people do with letters? Read them? What next? Decide whether they will answer them or throw them away? Could it affect family continuity if the pregnant girl or woman decided to answer the letters and keep them to share with the child later? Would this encourage the mother to learn more about nutrition? What else might it do?

To Use as a Student Resource

These letters are placed in the center of this issue so that they may be removed easily and put in a separate folder for student use. A transparent colored folder can protect and look attractive.

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LETTERS FROM YOUR UNBORN BABY

Reba J. Davis and Cynthia Theiss

This is a story about life. It could be a true story. It is about an unborn baby and his mother. These two people mean a lot to each other. Dad means a lot, too. He helped the baby start growing. It is his baby, too.



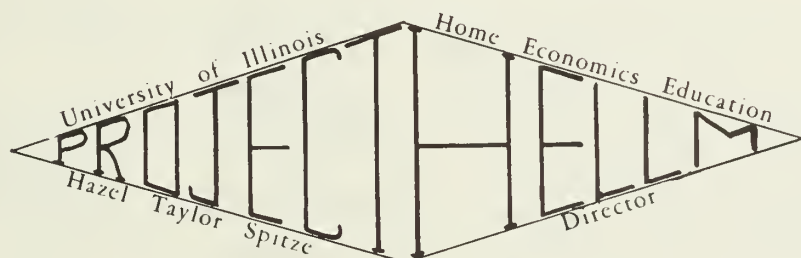
Can you make believe? Let us pretend your baby can talk before he is born. If your unborn baby could speak, he could tell you many things. He could tell you what he is like right now. He could tell you how he grows.



What can you do to help him be a normal baby when he is born? How can you feel your best now? How can you feel your best all the time the baby is growing inside you?

We know that this baby cannot really talk now. He will not talk for a long time. Can you pretend that he can talk? He will tell you what he is like. He will tell you what he is like as he grows. He will tell you every month as he grows inside your body. He will be born about eight months from now.

Turn the page. You will find his first letter. Happy reading!

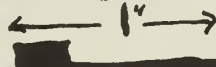


Dear Mom,

You are *my mom*. I am *your baby*. You may not know that I am here. I will grow inside your body for a long time. You can't feel me, yet. In about eight months, I will be born.

SEPTEMBER						
SUN.	MON	TU	WED	TH	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Did you miss your monthly period? Did you notice it this month? When you miss your period, you may be pregnant. This is the best way to know I am growing here. I hope you keep up with your period. The doctor will ask when your last period was. Do you mark the calendar? That helps you keep up with your period.



Right now, I am about this long $\frac{1}{4}$ " . This is one-fourth inch. I started growing about two weeks before you missed your monthly period. My brain is forming. My eyes and ears are shaping. My heart is beating. You and the doctor cannot hear it beat now. Blood is moving through my little body. I have been busy growing this month.

Do you eat right, Mom? What you eat is important to both of us. My body grows from the food you eat. My body takes food from your blood in a special way. When you don't eat right, my body tries to take food from your body. This is nature's way.

I hope you have been eating right all along. My size and weight will depend a lot on what you ate before you got pregnant. Eating right means eating several times a day. It means eating several different foods each time. Eating right helps you feel well. Your good eating will help me have a normal body.

Poor eating can cause babies not to be right. It sometimes makes babies be too little. They might be mentally retarded. Sometimes, poor eating causes birth defects or deformed babies.

What do you need to eat every day? You need to drink lots of milk. How much? Four glasses every day will be enough now. Milk has lots of food value.

Food value is the part of food that helps me grow. You can't see food value. You can't taste or smell food value either. If I don't get enough food value, I can't grow right. Milk helps my bones and teeth grow. You can eat milk as well as drink it. You can eat it in milk foods like ice cream, cheese, cottage cheese, pudding, and milk gravy.



Every day, please eat two helpings of protein foods like meat, fish, or eggs. Macaroni and cheese, tuna and noodles, spaghetti with meat sauce, and peanut butter are also good protein foods. Lean meat is best. Fat meat won't do it. Protein foods help make every part of my body.

Fruits and vegetables help me to grow, too. You and I need some different kinds of fruit and vegetables because each one has a little different food value. We need at least four helpings every day.

ENRICHED

4 ounces (uncooked weight) of this product, when prepared as directed, provide the following proportions of the minimum daily requirement for these essential food substances: Thiamine 50%; Riboflavin 25%; Niacin 40%; and Iron 35%.

Enriched breads and cereal foods are also important. "*Enriched*" means that extra food value has been put in. Look for the word, "*enriched*," on the package. You need to



ENRICHED MACARONI PRODUCT

eat four helpings of bread and cereal foods every day. We need these foods as well as milk foods, protein foods, fruits, and vegetables.

What foods did you eat today? Mom's Food Reminder can help you keep up with food you have eaten. It can remind you of other foods you need to eat. You may want to look at it often. It can help you keep up with what you eat every day.

MOM'S FOOD REMINDER

<u>Kinds of foods I need</u>	<u>Helpings</u>
Milk and milk foods	1 1 1 1
Vegetables and fruits	1 1 1 1
Bread and cereal foods	1 1 1 1
Meats and other protein foods	1 1

When you eat ice cream, put a circle by milk and milk foods like this:

Milk and milk foods ① 1 1 1

When you have milk again today, put a circle by milk and milk foods like this:

Milk and milk foods ①① 1 1

The number of ones by each food tells you how many helpings you need every day. Can you circle all the numbers today?

Right now, Mom, quit taking any medicines. Ask the doctor first. He can tell you which medicines are all right for me. This is important. Some medicines you take can hurt me. It could make me deformed. I want to be all right. You want me to be all right, too. Be sure to ask the doctor before you take anything, even aspirin tablets.

Don't get sick, Mom. Stay away from sick people if you can. Be sure you don't go around anyone who has German measles. That disease is

also called rubella. It can cause deformed babies. Other serious diseases can cause deformities, too. Please, don't get sick if you can help it.

I'm talking too long, Mom. I have so much to say. Lots of this you may already know. You know I want you to stay well.

We will talk again next month. I will have some more growing to tell you about.

Love,


Your baby

X X X X X X

My Second Month

Dear Mom,

Last month went by fast. Did you miss your monthly period again? This tells you that I am growing.

I am twice as long as I was last month. Now, I am about this long
 This is one-half inch. My arms, legs, and sex organs are forming. I have a little mouth with lips and a tongue. My face is beginning to look like a person.

I know that you want me to be healthy. You want to feel good, too. We need to see the doctor, even if I am not your first baby. Your body is different with each baby. The doctor can help us stay well.

Do you know a good doctor? The hospital or public health department can tell you. Look in the phone book. Ask your neighbors. Someone can help you find a good doctor. It costs no more to see the doctor early in pregnancy. He charges one fee to deliver me. It does not cost you extra money every time you see him.

Don't be afraid to go to the doctor. He will ask questions. Tell him the truth. The doctor needs to know these things. Your answers will tell him about your health. He will ask when you had your last period. I hope you marked the date on the calendar. This will tell him about when I will be born.



The doctor will give you a check up. He will weigh you. He will take your blood pressure and pulse. He will examine your eyes, nose, throat, and breasts. He will listen to your heart and lungs. He will examine your womb. The doctor wants everything right. His examination may feel funny. This will not really hurt.

The doctor will give you a card. It will tell you when to come back again. Be sure to mark the date on your calendar. Go back at the right time. If you can't go, call him. Make another appointment to go later.

Have you been sick at your stomach, Mom? Sometimes this happens when we are getting used to each other. It should not last very long. Try eating smaller meals more often. Try eating a few crackers before you get up in the morning. If you vomit a lot, you need to see our doctor.

Mom, we will be healthier if you eat right every day. Eating right means having fruits or vegetables every day. It means eating meats and other protein foods. Right eating means having enriched breads and cereal foods. Milk and milk foods are part of eating right.



Do you have some scales? Weigh yourself every week. Most of the weight should be gained in the last few months before I am born. That's when I grow the most.

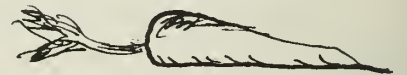
Don't eat too much food and get fat. Too much fat can cause us trouble while I am growing here inside you. It can cause trouble when I am born. You will want to fit back into your clothes after I am born.

Sweets and greasy foods may make you get fat. They don't have much food value, either.

Eat medium-sized helpings of the foods on Mom's Food Reminder. Medium-sized helpings of these foods will help you not to gain too much weight. They have lots of food value that helps me grow. They have lots of food value to help you feel good. Milk foods, meat and other protein foods, fruits and vegetables, breads and cereals help us keep healthy.

Poor eating may make me not be right. I might not grow as big as I should. Poor eating could make me mentally retarded or deformed. It could cause me to be born too soon. Eating right will help me have a normal body.

Do you get hungry between meals, Mom? What do you eat? Not candy and pop, I hope; I don't need a sweet tooth. Candy and pop have many calories. They don't have much food value. Fruits and vegetables have less calories. They are better for us than candy and pop. Fruits and vegetables have lots of food value. They have vitamins and minerals. Mom, vitamins help our bodies use the food that you eat. They also help prevent disease. They help keep us well. Minerals help keep our bodies working right.



We need four helpings of fruits and vegetables every day. They are good at meals or between meals.

I have some more growing to do. Good-bye until next month.

With love,

Your baby

X X X X X X

My Third Month

Dear Mom,

I won't see you for a long time yet. I will be born in about six months. I have been growing inside your body for about three months. Is it hard for you to believe that I am on the way?

Last month, I grew a lot. Now, I am about three inches long. That is this long



I weigh about one ounce. I am a tiny human being. I have tiny eyes like yours now, Mom, but I can't see. Can you guess why? It's *dark* in here!

I have tiny ears. My teeth are forming in my jawbones. I have arms, hands, fingers, legs, feet, and toes. Fingernails and toenails are beginning to form. I have been busy growing.



Have you seen the doctor yet? I hope so, Mom. He is our partner during this time. He can tell you lots of things about me. He can tell you how to be more comfortable. He will ask some questions. He wants to know about your health. Sometimes, the doctor can tell us how to be healthy. Your health and mine go together. The doctor will help us stay healthy.

Bread and cereal foods help me grow. They are important for you, too, Mom. Some people say that bread makes you fat. It can make you fat when you eat too much. But we need bread and



cereal foods every day. They have lots of other food values we need to make our bodies work right. Some of the food value helps our nerves work right. This food value is B vitamins. B vitamins are in enriched bread and cereal foods. Some macaroni, rice, noodles, and cornmeal are enriched. Do you have some in the house now? Do you see "enriched" on the package? Do you see "Thiamine," "Riboflavin," and "Niacin" on the package? These are B vitamins. We get very nervous when we don't eat foods with enough B vitamins. We need four helpings of bread and cereal foods every day. We don't want to be nervous! B vitamins won't do it all. But they will help! That's why we have bread and cereal foods 1 1 1 1 on Mom's Food Reminder. They have iron, too. Iron keeps us from getting anemic. When we are anemic our blood is not right.

I want my muscles to grow and work right. Another food value in bread and cereal foods helps my muscles. This food value is protein. Protein is in lots of other foods. Look for more about protein in our other letters, Mom. Protein helps your muscles as well as mine.

Let's play a game, Mom. Draw a circle around the bread or cereal food with the most food value. I'll put down the foods and you draw the circles. I will draw the first circle. Will you draw the others?

Corn bread or white cake

Bran flakes or corn flakes

Oatmeal cookies or plain cookies

Grits or macaroni

Which foods did you circle? Here are the right answers. Bran flakes have more food value than corn flakes. Oatmeal cookies have more food value than plain cookies. Macaroni has more food value than grits.

Isn't this fun? You and I will have lots of fun together. I will like to learn from you. Can we play lots of learning games?

Some bread and cereal foods have lots of sugar. These are cookies and cakes. Sugar has lots of calories. Too many calories make us fat. Cakes and cookies have more shortening than breads, too. Shortening and other fats have lots of calories.

Here is a recipe for sweet muffins or bread. It has lots of food value. This recipe can make eating more fun. I'll bet you get tired of eating the same things all the time.

Bran Muffins or Bread

$\frac{2}{3}$ cup flour (that's 10 level tablespoons)

$2\frac{1}{2}$ teaspoons baking powder

2 tablespoons sugar

$\frac{1}{4}$ teaspoon salt

1 egg, beaten

$1\frac{1}{2}$ cups bran flakes or raisin bran

1. Mix flour, baking powder, sugar, and salt.
2. Mix egg and milk. Add to flour mixture with melted shortening.
3. Mix only enough to wet flour mixture.
4. Stir in cereal.
5. Grease muffin pans. Fill them $\frac{2}{3}$ full. Or cook in your corn-bread pan.
6. Bake at 425 for 15 to 20 minutes for muffins, or about 30 minutes in the bread pan.
7. Makes eight muffins or one loaf.

Do you walk much, Mom? Walking is a good exercise. We need some exercise. Exercise keeps your body in good shape. It helps you gain less weight. Light housework like making beds, washing dishes, and dusting is good exercise, too. Rest when you are tired. I want you to feel good while I am growing inside you.



Mom, you don't have to stop having sex with Dad. I don't want to come between you. Our doctor may tell you to stop having sex about six weeks before I am born. This is so I don't come before I am ready. And, so no germs can get to me.

Dad also needs to be *told* that you love him. Have you told him lately? What you say can tell him. Things you do can show him. Cook him something he likes. Dad is important, too. He is my other parent.

I hope you are glad I am on the way. I guess I will change your life a little. I hope the change will be good.

I'll write again next month.

Lovingly,

Your baby

X X X X X X

My Third Month

Dear Dad,



I have been writing letters to Mom. Now, I'm writing a special letter to you.

I will be born in about six months. It will be much longer than that before I can talk. But if I could talk now, there are some things that I would like to talk over with you.

I have been growing inside Mom for three months now. I look like a tiny human being. I am about three inches long and weigh about one ounce. My heart is beating. Blood is flowing through my little body. I have a little mouth with lips and a tongue. My teeth are forming in my jawbones. My arms, hands, and fingers have formed. My legs, feet, and toes have formed, too. Fingernails are beginning to form. My sex organs have already formed. If you could look at me, you could tell whether I am a boy or girl.

Have you read Mom's letters? I write her each month. I hope you can talk about these letters together. Then, you will know what I am like as I grow.

Have you and Mom started planning for my arrival? Both of you need to talk over the cost with the doctor and the hospital. The doctor's bill and the hospital bill are separate. I hope you and Mom have hospital insurance. This helps pay the bills. Can you save some money before I come? Savings can help pay the bills, too.

Dad, you don't need to wait on Mom unless she is sick. She does get tired more easily now. She will be glad when you help

She needs your understanding, too. She may be unhappy about getting larger and out of shape. Sometimes Mom gets upset. It may seem there is no reason at all. You can help her by staying calm and loving. She may be worried about the future. You may be, too. It helps to talk things over together.

Mom also needs to be *told* that you love her. Have you told her lately? What you say can tell Mom that you love her. Things you do can show her. You might take out the garbage, wash windows, or carry in the grocery bags. There are many ways to say "I love you."

You don't need to stop having sex with Mom. I don't want to come between you two. The doctor may tell you to stop having sex with Mom about six weeks before I am born. This is so I don't come before I am ready, and so no germs can get to me.

I hope you eat well, Dad. I have told Mom what this means. Talk with her about it. What *you* eat is important. Good food will help keep you healthy. It will give you energy to work. It will also give you energy to play with me when I am born. You and I will have some fun times together.

Would you please remind Mom to eat well? Ask her if she has eaten the foods on Mom's Food Reminder every day. She will feel better if she eats well. I will feel better, too. I take food from her body so I can grow. You want me to be strong and healthy. Good food will help me be this way. Good food is important for me now. It will also be important after I am born. I want to grow up strong and healthy.

I am your baby, too. I belong to both you and Mom. I will come to live with you in about six months. I want to live in our home. A happy home gives me a better chance to grow and develop normally. I am happy about being part of the family. Can we be a happy family? I will grow and develop better around happy people.

Good-bye for now. I have lots more growing to do before I am born.

With lots of love,

Your baby

X X X X X X

My Fourth Month

Hi Mom,

How are you today? I hope that you are feeling fine. Do you think about me?

I weigh about six ounces now. This is less than half a pound. (Two sticks of margarine weigh half a pound.)

I am curled up inside you. If I stretched out, I would be about as long as your hand. The doctor can hear my heart beat now. Hair is growing on my skin. There may be a few hairs on my head, too. My eyes, ears, and nose are better formed. Do you know that I sometimes suck my thumb? This gets me ready to eat after I am born. I will know how to suck on your breast or on a bottle.



Protein foods help me grow all over. My skin and hair are made from protein. My brain and muscles are made from protein, too. Mom, if you don't eat enough protein, my brain won't grow as big as it could. I want to be strong and smart. So, please eat two helpings of protein foods every day. That means meat, fish, eggs, milk, cheese, and dry beans.



Some protein foods come from animals. These foods are beef, pork, chicken, fish, eggs, and milk. Milk foods like cheese, cottage cheese, and ice cream are protein foods, too. Other protein comes from plants. Dry beans, dry peas, peanut butter, bread, and cereal foods have protein. You need some from animals and some from plants.

Beef and Bean Scramble has lots of protein. You can use leftover beans. Beans are mixed with meat. It tastes very good. I think that you will like it.

$\frac{1}{2}$ medium onion, chopped

1 tablespoon grease

$\frac{1}{2}$ pound hamburger

2 cups cooked, dry beans

(that is $\frac{3}{4}$ cup, raw)

$\frac{1}{2}$ cup catsup or a little more

$\frac{3}{4}$ teaspoon salt

pepper to taste

1. Cook the onion in the grease until soft and yellow. Keep the heat low.
2. Crumble meat. Add to onion. Stir it often.
3. Cook until the meat is done. Drain off grease.
4. Add the cooked beans, catsup, salt, and pepper.
5. Stir until heated through.
6. Makes about six helpings.

This recipe does not cost much to make. Do you know that hamburger has the same protein as steak?

Milk is a good food for me. It has protein to help me grow. Milk has lots of calcium for my teeth and bones, too. Mom, I eat what you eat. You need at least *four* glasses of milk every day until I am born. After I am born, you will need *six* glasses if you let me nurse. I will like to get milk from your breast.

Do you want to *drink* the four glasses of milk, or would you rather eat it? Some of the milk can be in the foods you eat, like milk gravy, soup, or ice cream. They all have the protein and calcium we need.

Here is another way to eat part of your milk. This good tasting recipe is made with dry milk. Dry milk is cheaper. The pudding will taste like it was made with fresh milk. I bet you can't tell the difference. This pudding is called Triple Chocolate Pudding because it has three times as much milk as most puddings. One helping of this pudding has as much food value as a glass of milk.

Triple Chocolate Pudding (six helpings)

- 2 cups dry milk
- 2 tablespoons flour
- 2 tablespoons cocoa
- 4 tablespoons sugar
- 2 cups water
- 1 teaspoon vanilla, if you wish
- 2 eggs (or 1 package unflavored gelatin mixed with 4 tablespoons cold water). Either one will thicken the pudding, but the eggs have much more food value.

1. Mix dry milk, flour, cocoa, sugar.
2. Add a little of the water and mix well.
3. Add the rest of the water and mix again.
4. Beat the eggs and add them (or the gelatin in water). Mix again.
5. Cook on medium heat. Stir all the time. Cook about 3 to 5 minutes until it begins to get thick.
6. Add vanilla and stir.
7. Pour into dishes and set in refrigerator or a cool place.

Mom, have you been to the dentist? You need to see him. He will check your teeth. He will tell you if you have any cavities. Have them filled right away. Cavities grow faster during pregnancy. Your teeth help you chew your food well. They even help you talk. Please take good care of them. They make you pretty, too.

Are you getting ready for me? You and Dad can start planning for my arrival. How much will it cost? Ask the doctor and the hospital. These are separate bills. Do you and Dad have hospital insurance? This helps pay for my birth and our hospital care. Can you save the money before I arrive? Then, you can pay the bills right away. You can enjoy playing with me, instead of worrying about bills. Won't that be fun?

Are you working now, Mom? You probably can work for several months. Ask the doctor for sure. Light work will not hurt us. I like our walks every day. But, I'm getting tired of going the same way. Let's walk a new place each week. You can see lots of people that way.

This is a long letter. I have many other things to tell you. They will have to wait until next month. I have some more growing to do. Eating protein foods will help me grow better, Mom.

Much love,

Your baby

X X X X X X

My Fifth Month

Hi Mom,

I will be born in about four months. We are more than half way through!

Have you seen the doctor again, Mom? I know it isn't always easy to see him. You may have to wait at bus stops. You may have to call a cab. You may even have to walk blocks or miles in all kinds of weather. If I have brothers and sisters, someone has to stay with them. Maybe you have to take them with you. Sometimes, you have to wait and wait to see our doctor. Is it worth it? Yes, it is. The doctor needs to know how we are. He will help keep us healthy.

I weigh about one pound now. I am almost one foot long. I'll soon begin to get crowded in here. Mom, can you feel me pounding on the walls of your uterus? Do you wonder if I'm trying to get out? Well, I'm not. I like it here. It's a good place to grow. I'm just trying out my legs. They need exercise like yours. Have you felt four legs kicking at once and wonder if I'm twins? Well, I'm not. My arms need exercise, too. My fingernails and toenails are well formed. I have some hair on my head. I am busy growing.

We are getting bigger, Mom. You will need some clothes that fit both of us. Get comfortable clothes. Your breasts are getting bigger, Mom. You need a bra that fits well. It should give good support. The straps should not cut into your shoulders. Throw away your tight, rolled garters. They slow down the flow of blood from your heart to your legs and feet. That may make your feet and ankles swell. Wear low-heeled shoes. They will help prevent a backache. Low-heeled shoes will help you walk better. You must not fall down. A fall could really hurt me. Mom, nice clothes will help you feel happier, too.

Sometimes you may feel blue. You may not like getting bigger. You may worry about the future. These feelings are normal. Everyone has them. Don't let them get you down. Talk over your feelings with someone. It can help just to talk.

Mom, you are easier to live with when you are happy and cheerful. You also feel better inside. Do you know that your mood affects me? I am happy when you are. I know that you want me to be a happy baby.

I know, Mom, that you want me to be healthy, too. Eating good food every day helps me to be this way. Remember Mom's Food Reminder. Think about what you ate today. Can you circle all the ones today? Can you circle all the ones *every day*?

MOM'S FOOD REMINDER

<u>Kinds of foods I need</u>	<u>Helpings</u>
Milk and milk foods	1 1 1 1
Vegetables and fruits	1 1 1 1
Bread and cereal foods	1 1 1 1
Meat and other protein foods	1 1



Some women crave things like clay or starch when they are pregnant. I hope you don't, Mom. Eating clay can cause you to be constipated. It can keep you from eating foods we need. Clay could have some disease germs. It could make us sick.

Starch is bad, too. It has lots of calories. It can make you fat. It fills you up. Then you don't eat the good foods we need. It keeps your body from using the iron in food. Then you get anemic. Some people call this tired blood. If you crave starch or clay, tell our doctor.

Some women crave things like pickles and ice cream during pregnancy. If you crave something, check it out. Did you circle all the numbers today? Craving things may mean you didn't get a food value you needed. It may mean you want some special attention. You may not crave things when you eat good food several times every day.

Do you have enough money to buy good food? If you don't, ask about Food Stamps. Our doctor or caseworker may know about them. Or a teacher or the county judge may know. Food Stamps can help us get more food for the money. Things are changing. You don't have to fill up on laundry starch or clay anymore. We need to eat good food instead. It takes good food to grow good babies. I know you want me to be the best baby your body can grow.

I grow from foods you eat, Mom. Our bodies work together in a special way.

You eat some food like tuna salad. Your body digests the tuna salad. Part of the tuna is protein. It gets the protein ready for your blood.

Your blood circulates all over your body. It goes to your arms and legs. It goes to your womb. That's where I am. A special part of the womb is the placenta.

Your blood goes into the placenta. Some people call this the after-birth. My cord joins onto the placenta. Your blood feeds my blood when our blood gets close together in the placenta. My blood picks up some protein from your blood.

My blood comes back through the cord. It circulates all through my body. Every part of my body needs protein. Each part takes some protein out of the blood as it goes by. Each bit of protein helps me grow.



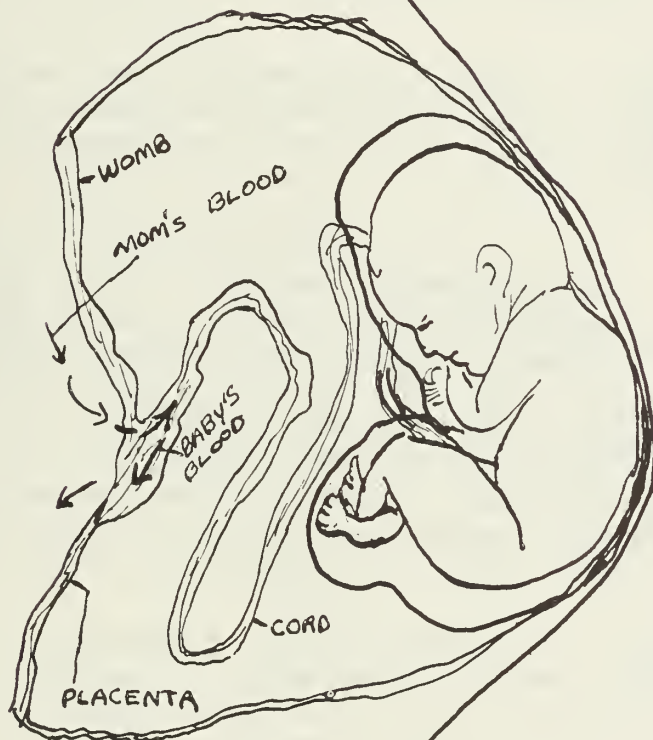
Thanks, Mom, for eating that tuna salad today. My body was hungry for protein. I needed to grow today. Maybe, it was just a little. Maybe more. I've got to grow!

Good food helps us be healthy and happy. The good meals that you fix help Dad feel good, too. Good eating doesn't make everything right. But eating right makes you feel good enough to work on the problems. When a person feels good, he can get along better. He has energy to work. And he is happier.

I'll write again next month. Until then,

Lots of love,

Your baby.



My Sixth Month

Dearest Mom,

You can feel me moving now. When I kick I don't mean to hurt you. I'm exercising my legs. I am a real, little person. I'm letting you know I am here.

I am completely formed now. I even have eye lashes and eyebrows. I have gained one pound this month. I have grown two inches. So now, I weigh two pounds. I'm about 14 inches long. I stay curled up in my little home. I will be born in about three months.

Mom, I hope that you are having some fun and seeing your friends. You don't need to sit at home all the time. You can do almost everything you did before I started growing inside you. Just don't overdo. You need plenty of rest every day. I want you to feel good.



Some people can make you feel sick. Some people talk about backaches. Don't let them talk you into having one. If you have a little backache, don't make it into a big one. Don't let people talk you into being sick. If you don't feel good, please tell our doctor. He can help you feel better. I do not want you to feel bad.



Some people make you feel better. They make you feel good. They cheer you up. Could we visit them, instead of those people who make us sick?

Are you constipated Mom? Eating greens, cabbage, prunes, popcorn, oatmeal, and cereal may help. Lots of water, milk, and fruit juice help, too. Prune juice is a good one. Try going to the bathroom about the same time every day, too. Right after breakfast may be a good time for you. Light exercise also helps. Do *not* take a laxative unless you ask the doctor first. Sometimes laxatives make babies get born too soon. Don't take any medicine unless the doctor says it's o.k.



Mom, do you eat between meals? Many people do. Some people like to eat when they are together. Eating helps you be less hungry and tired. What you eat between meals is as important as meals.

Candy, potato chips, pretzels, and pop do not have much food value. They don't have much protein, vitamins, or minerals. They have many calories. It is best to have lots of food value and not many calories.

Eating between meals can be o.k. When you do eat between meals, eat foods from Mom's Food Reminder. These foods have lots of food value.

Low-calorie foods are good for you. They will fill you up. They will not add extra pounds. Here are some foods that don't have many calories: clear soups, skim milk, butter milk, cottage cheese, fruit juices, fresh fruit, vegetables, and boiled eggs.



Here is a good low-calorie food for you to enjoy. It does not cost much to make. I think you will like it.

Low Calorie Spread (five calories in one tablespoon)

- 1 pound cottage cheese
- 1 large dill pickle, chopped
- 1 tablespoon chopped onion or more if you like it

1. Mash cottage cheese with a fork.
2. Add pickle and onion.
3. Mix well.
4. If too thick, thin with skim milk.
5. Eat with carrot sticks, celery sticks, green pepper strips, pieces of turnips, or radishes.

(You can put any left over spread in a jar. Be sure the lid is on the jar. Put the jar in the refrigerator. This will keep about two days.)

This spread gives us protein, minerals, and vitamins that we need. It does not give many calories.

I hope that you are looking forward to next month's letter. We will talk more then.

Love, as always,

Your baby

X X X X X X

Dearest Mom,

Are you getting anxious for me to be born? I'll bet you are. Do you wonder who I'll look like? I'm not quite ready to be born yet. I weigh about two pounds now and am over 15 inches long. I might not live if I were born now. I need to grow more and get stronger, too. I'll love staying here about two more months.

The good food you eat helps me grow. It gives you energy, too. All foods have some calories. Calories are a measure of the energy you get from food. Calories give energy so your heart can beat. Even breathing uses calories. You need some energy to work and play. You need energy every time you move. But when calories aren't used as energy, they turn to fat.



Are you gaining too much weight, Mom? Are you eating more calories than you and I are using? The extra calories become extra pounds. Extra pounds can cause trouble when I am born.

You can eat foods with lots of food value and few calories. Here is a recipe like that. It has lots of food value and not many calories. It is easy to fix, too. Maybe you will want to try this:

Tuna and Noodles

- 1 small can of celery soup (do not add any water)
- $\frac{1}{2}$ cup of dry milk
- 1 cup of dry noodles
- 1 small can of tuna

(If you want to make it look prettier, you can add some pimiento, green pepper, green peas, or boiled eggs. Onion is o.k., too.)

Mix soup and dry milk, then add the dry noodles and tuna and mix again. Cook *very slowly* over low heat until noodles are done. It takes about 10 minutes. Watch it all the time. Stir so it doesn't stick to the pan. This makes four big helpings.

You might have this with Nippy Coleslaw. You could make this dressing and pour it over your chopped cabbage.

- 2 tablespoons buttermilk (or skim milk with a little pickle juice or vinegar)
- 2 tablespoons salad dressing (the mayonnaise kind)
- 1 teaspoon prepared mustard
- $\frac{1}{2}$ teaspoon salt

Mix and add to the cabbage just before you eat it. This and a medium head of cabbage will make at least six helpings.

How would you like this dinner?

Tuna and noodles
Nippy coleslaw
Bread
Banana or orange
Skim milk

This dinner has a protein food. That's the tuna and noodles. It has a vegetable and a fruit. It has bread and milk. You can draw five circles on Mom's Food Reminder. Isn't that fun?

Mom, we pause now for a commercial! Will you breast feed me after I am born? No bottles to wash! No formula to mix! Just good natural milk. And it comes ready to serve! The food values are easier for me to digest. Breast milk will taste good to the taste buds all around in my mouth. I will like being close to you. You will help me feel like I really belong to you.



You could start getting ready to breast feed me now. Wash your breast and nipples each day with a rough wash cloth. Use a mild soap. Then, dry well with a rough towel. Pull the nipple outward several times. All this toughens the nipple. Then, nursing will be easier. Mom, good food will help you be able to nurse me. You will have better milk for me. That's all of the commercial. I hope you didn't turn me off!

You may have wondered what kind of a parent you will be. Don't be afraid that you won't be a good mother. You will learn to be a good mother. The hospital may have some baby care classes. Please go if you can. The classes will help you know how to take care of me. You will be the greatest thing in my world. You will teach me when you talk. You will talk to me long before I can talk to you. Soon, I will listen for you. I'll like to hear you talk. I will like to hear you sing, too. I will like soft music on the radio. These sounds will help me learn to talk. I will have fun learning. Will you have fun watching me learn? You will be my best teacher.



I belong to both you and Dad. I'm glad that I will live in our home. I want to be part of the family. Can we be a happy family? I will grow and develop better around happy people.

I'm anxious to be born.

With lots of love,
Your baby

My Eighth Month

Dear Mom,

Do I seem big to you now? I am getting bigger. I bet you feel big too! I am over 16 inches long now and weigh about four pounds. My lungs and stomach are ready to go to work. If I were born now, I might live. But I need to grow another month.

Are you getting tired of waiting? Keep telling yourself that it won't be long now. Every day brings us closer. I'll soon be in your arms instead of in your body.

What are you doing these days, Mom? Do you stay busy? When you are busy, time goes faster.

You sure bumped me around when you went on that crazy ride at the fair. A little exercise is good for both of us, but please don't overdo it. Don't ride any horses now either. I don't want to get shaken up. I might come out into the world before I am ready.

Are you still taking walks every day? I like this exercise better. I like to visit our friends that make us feel well. Light housework is good to do. You will want the house to be clean when I arrive. Just don't get too tired.

Are my baby things ready? I bet you have fun getting them ready. I will need a bed of my own, Mom. A cradle or bassinette would be fine for me to sleep in. Or, while I'm still tiny, you can use a big laundry basket or a box. You can make a mattress with a firm pillow or folded quilt. A pillowcase makes a good bottom sheet. Please don't leave me when I can fall off a bed. And don't let me sleep with you. You might roll over on me and hurt me.



I won't need many tiny clothes. I will grow out of them very fast. I will need some night gowns and some undershirts. Bootees or socks will keep my feet warm. Blankets will help keep me warm, too. Mom, you can make a blanket for me. Hem the edges of one yard of flannel material. I will need about three or four dozen diapers. I will use lots of them every day. Do

you have a washing machine? It would help keep me in clean diapers. Disposable diapers will be less work for you, Mom. That's the kind you throw away. They are handy when you can't wash. But they cost a lot.

Have you thought about a name for me? You better choose two names: one for a boy and one for a girl. Choose a name that sounds right with our last name. Try to choose a name that both you and Dad like. I can't tell you yet whether I am a boy or a girl. You'll have to wait and see. It won't be long now.

Have you weighed lately, Mom? If you are gaining too much weight, please ask our doctor for help. Don't try any fad diets to try to lose weight. Fad diets won't have all the kinds and amounts of food on Mom's Food Reminder. Fad diets are dangerous for us. They don't give us enough food value. They can cause us to lose too much weight too fast. Fad diets can make us both sick. Reducing pills are dangerous! Skipping meals won't do either. We won't get enough food value.

Mom's Food Reminder is a good guide to getting the food value we need every day. Choose the foods on Mom's Food Reminder that have lots of food value, but not too many calories.

Mom, a good diet has enough calories for all we do. A good diet will help keep you looking and feeling your best. It will also help your shape come back after I am born.

You are not the only person who is getting anxious for my arrival. I'm getting anxious, too! I'm glad that we only have one month left. I have a surprise for you next month.

Love,

Your baby

X X X X X X

My Ninth Month

Hi Mom,

My growing time inside you is almost over. I will be born this month! I can hardly wait to be in your arms. This is the surprise I told you about last month.

Do you wonder what I am like? I will be kinda like you and Dad in some ways. I will be different from you and my brothers and sisters in other ways. I am a little person. I am *me*! Being me is different from being anyone else. I hope I will learn to like being me.

I am growing fast now. The brain in my head is growing very fast! The protein foods you eat help my brain grow. I want my brain to grow big. I have lots of learning to do.

My head will seem big at first. It grows faster now than the rest of my body. Later, the rest of my body will grow faster than my head. I will be about 20 inches long when I am born. I will weigh about seven pounds.

I may come any time now. Is your suitcase packed? You need to pack these things: a robe, slippers, nightgown, comb, and makeup. Don't forget your toothbrush and toothpaste. You and I will need some clothes to wear home. Will you bring those, too? Maybe you'll want a book to read.



Mom, your hands and feet may swell during this month. This often happens. Eating less salt will help. Don't put much salt in your food.

After I am born, you still need good care. Will you rest often? Take a nap when I do. You will get tired easily. Your body has worked hard to grow me. Your muscles will work hard to deliver me. Your body will be tired for a few weeks. It needs time to get back to normal.

Good care is doing *light* exercise and housework. Light exercise will help your shape come back. Do the housework a little at a time. Don't get too tired! I want



you to feel like feeding me and taking care of me. You will want to give me good care. You need to give yourself good care, too.

Good care is eating good food, too. Eating right has been so important for both of us. Protein foods have made my brain grow big so I can learn. Also, protein has helped my body grow and be strong. Foods with minerals and vitamins have helped my body work right. Milk has helped make my bones and teeth. Lots of foods have given me energy to grow and move.

When I am born, good food will still be important. Good food will help me do all the growing I have started. Eating good food will help you, too. It will help your shape come back. It will help keep us healthy and feeling our best. We need to eat good food all our lives.

Are you going to breast feed me? You will need to eat lots of good food. The food you eat makes milk for me. Good food makes good milk. You will need to eat all these foods every day. Every number on the Food Reminder should be circled every day. Do you see how this is different from the other Food Reminder?

A Special Food Reminder for Breast Feeding

Helpings

Milk and milk foods	1 1 1 1 1 1
Fruits and vegetables	1 1 1 1 1
Bread and cereal foods	1 1 1 1 1 1
Meat and other protein foods	1 1

If you bottle feed me, you will need to eat less after I am born. What you eat will still be important. It takes good food for your body to get back to normal. You will need lots of energy to take care of me. Good food will give you energy. Good food will help you stay well. I want you to feel good so you will enjoy taking care of me.

Mom's Food Reminder When Baby is Bottle Fed

Helpings

Milk and milk foods	1 1
Fruits and vegetables	1 1 1 1
Breads and cereal foods	1 1 1 1
Meat and other protein foods	1 1

Can you circle all the ones every day?

Mother's milk and baby's formula are much alike. Either milk is o.k. for me. Milk will be my main food. I will need to drink lots of it right after I am born.

I will soon need other foods, too. You will start feeding me cereal. I will need some Vitamin C food like orange juice. I will also need some Vitamin A food like carrot juice or mashed carrots. The doctor will tell

you about feeding me. He will help us get free food if we need it.

When I am born, I will be able to suck. I will need to learn to eat other ways. I'll bet you will help me learn to eat. Please don't let me choke. I could choke on small pieces of food. I could choke if my bottle stays in my mouth after I am asleep.

Right now, you are thinking mostly about yourself. Dad is thinking of you, too. He may feel left out. Give him some special attention. He is important, too. I am anxious to be part of the family. I love you and Dad so very much.

See you soon,

Your baby

X X X X X X



TEACHING TECHNIQUES

IDEAS THAT WORKED

Can students learn demonstration techniques by practicing this art themselves? Yes!

Mrs. Martha Raymer, home economics teacher in Russellville, Kentucky, helped her Family Living classes perfect this technique and have meaningful learnings in consumer education.

Mrs. Raymer worked it like this: Each student (both boys and girls) chose a piece of small electrical equipment. The demonstration was planned with a "sales approach," emphasizing value and other consumer advantages. The student studied and practiced his presentation before the "live" performance.

The real consumer education emphasis included being prepared to answer questions that prospective buyers (other class members) might ask. Typical questions were: Are parts available? How much will it cost to operate? What does the guarantee cover?

Regardless of the objective for any demonstration, some basic rules were to be followed, such as: (1) Always face audience and speak clearly; (2) Have everything ready *before* the demonstration; (3) Adjust mirror so all can see; (4) Have outline or notes for ready reference; and (5) SMILE!

Students learned much and enjoyed each other's demonstrations. Their teacher felt real evidence of learning was apparent as her students assumed the role of teacher. More important was the increased interest in consumer information.

Submitted by: Marjorie S. Stewart, Head, Home Economics Education,
University of Kentucky, Lexington, Kentucky

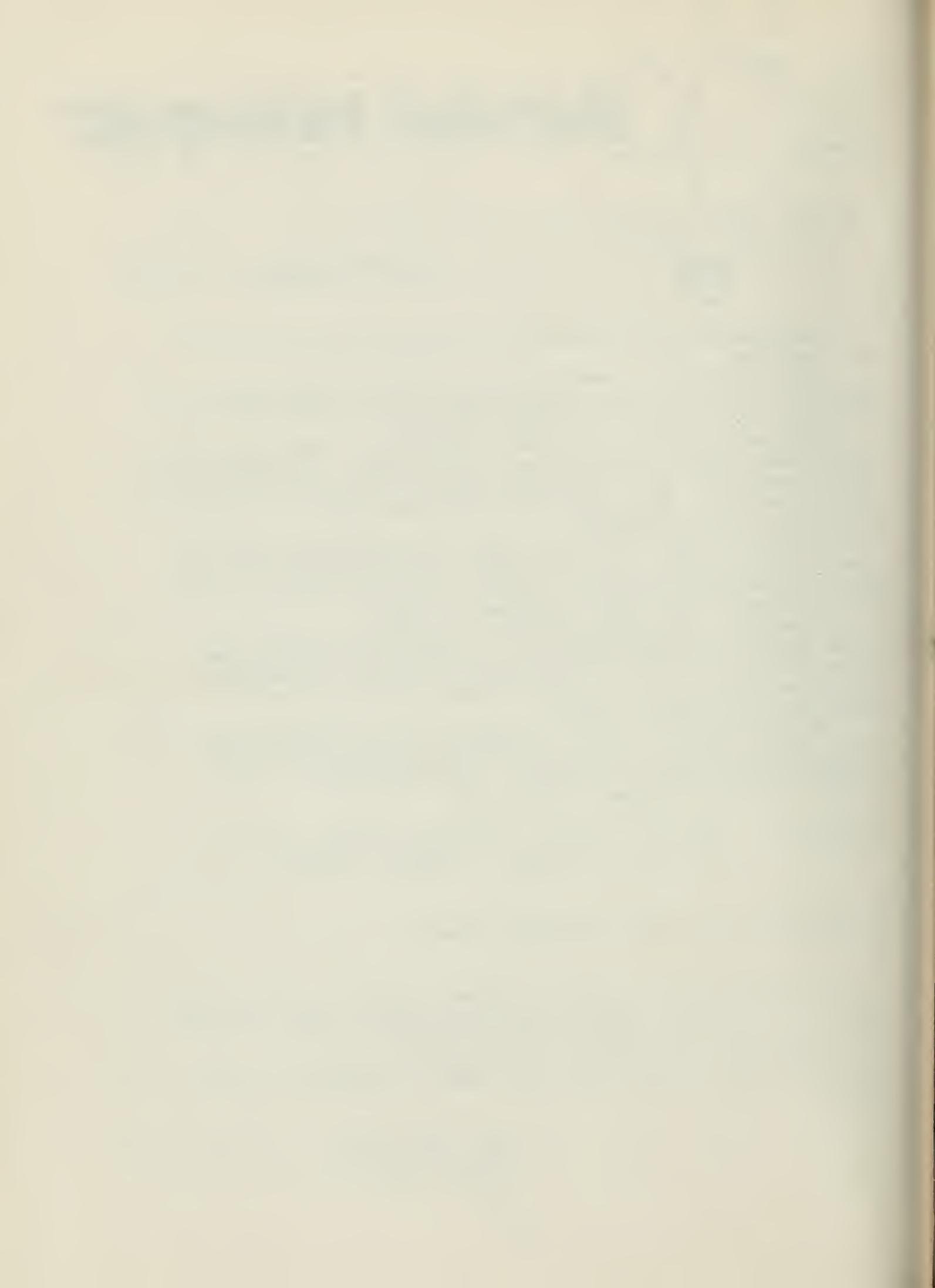
* * *

A new kind of way to get to know your students . . .

On the first day of school, I present a letter to each girl telling her of my summer, something about myself and my family, welcoming her to the class, and items of interest to her.

I ask them to reply and in their letters they bring out many incidents about themselves which they might not through a questionnaire.

Mrs. Doris Mayhew
Brooks Junior High
Wichita, Kansas



CREDIT BUYING

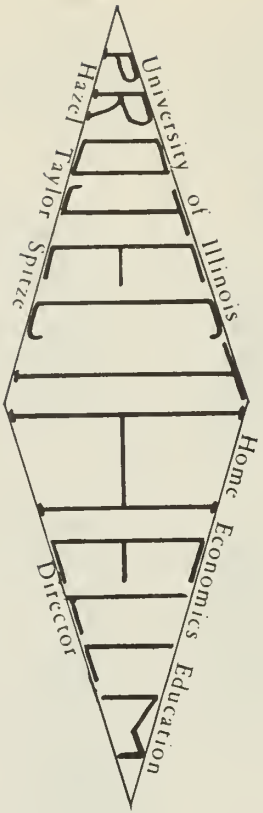
or

JAKE AND MOLLY

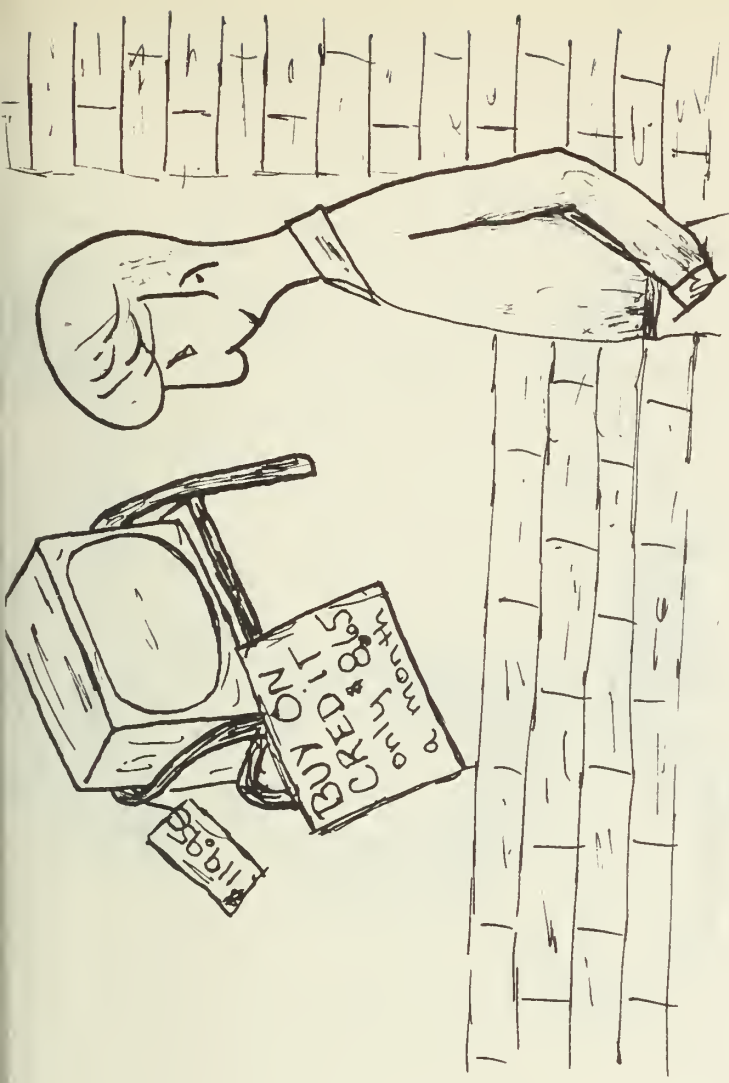
Buy a NEW T.V.

by

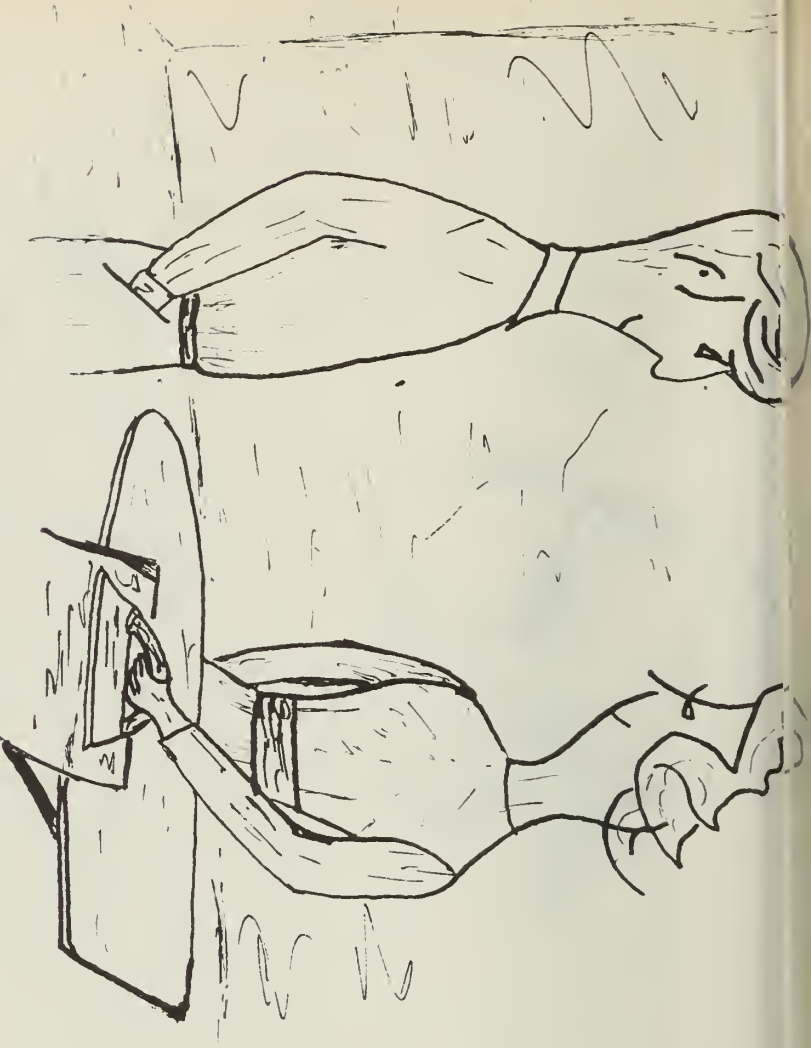
SHERRY WINELAND



You can save MONEY TOO.

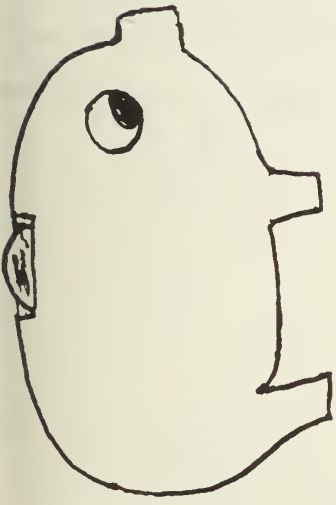


JAKE was coming home
after work. He saw a
television in a store window.
A sign on it said it cost
\$119.95. A bigger sign said
BUY ON CREDIT. PAY ONLY
\$8.65 a month.



Jake thought this sounded like a good deal. He went home and told Molly about the television in the store window.

When you want to use credit, remember Jake and Molly. If you shop like they did —

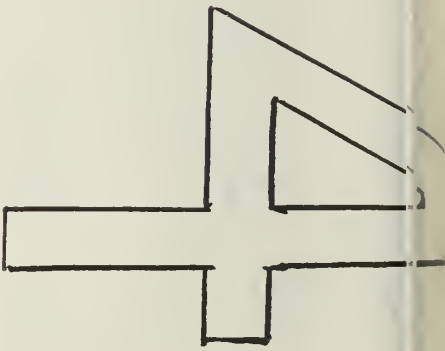


Jake and Molly shopped around for lower credit costs. They figured out how much they could afford to pay each month. This way Jake and Molly saved money.



Their little boy heard them talking. He asked, "What is credit? What does Buy on Credit mean?"

Jake told him. Credit means you can use something now and pay for it later. It means buy now and pay later. It means use while you pay.



They looked at their budget again to see if they could make bigger monthly payments that would make the television cost less.

INSTALMENT

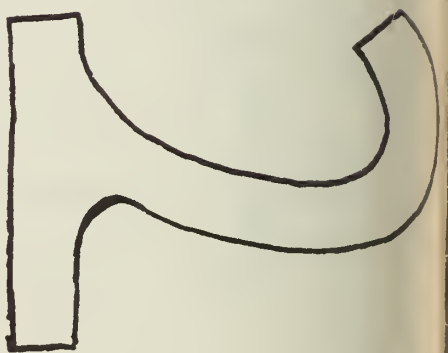
PLAN

By using credit, you can take a television home from the store. Then you pay money to the store each month until the television is paid for.

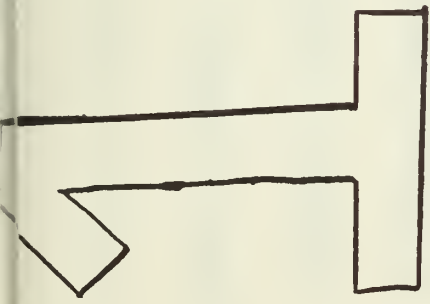
Many stores call this the instalment plan. It is one kind of credit.

They shopped at other stores to find the lowest cost of credit.

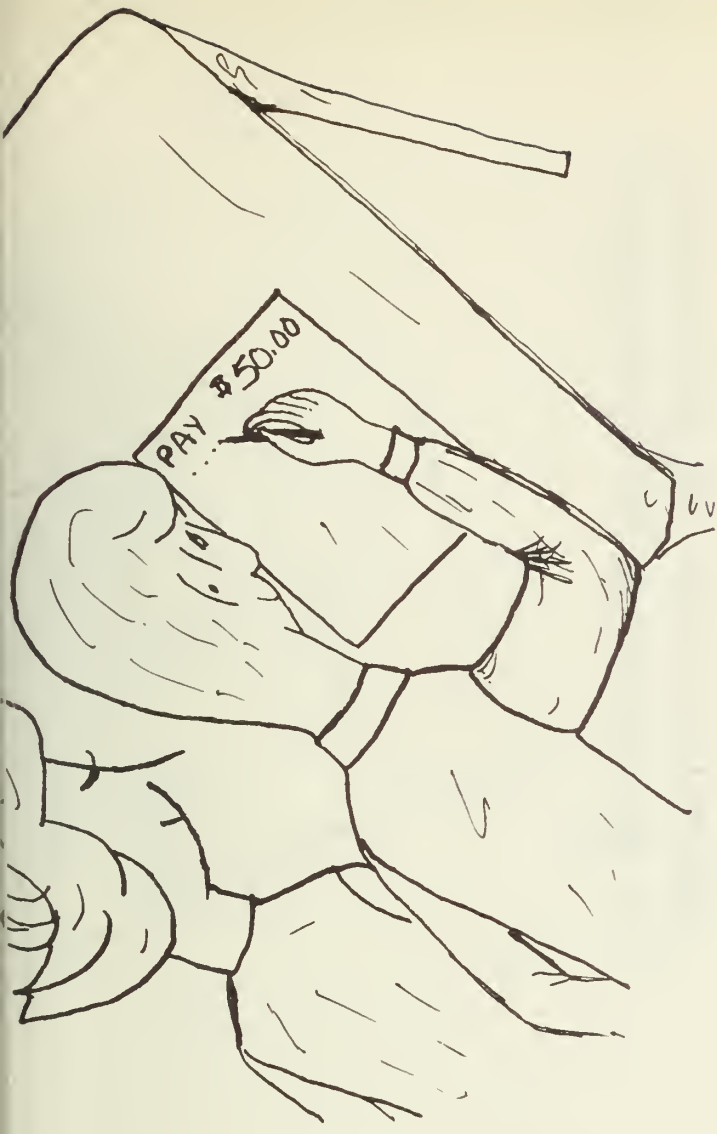
There are things to do
before you get something
on credit. Let's see
what Jake and Molly
did before they decided
to buy something on
credit.



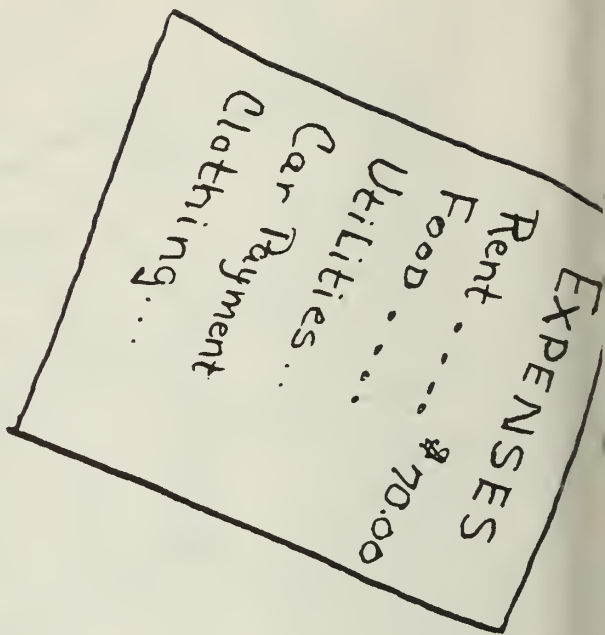
They figured up
how much it would
cost them for the
credit.



They wrote down their expenses for each month to see if they could afford the monthly payments.



Molly and Jake sat down and figured out if they could pay the \$8.65 a month. They looked at the money Jake brought home from his job.



Then Jake added up the expenses for each month.

He added the rent, gas and electricity bills, food costs, and the other payments they had to make. He showed

Molly how much money they had left. Jake and Molly decided they could pay the \$8.65 a month.

What did Jake and Molly do before they bought a television?

They did 4 things.

Jake and Molly were happy because they could get television for less money then. Credit costs less when you can pay for something in fewer months.

The longer you pay, the more it costs.

$$\frac{6 \text{ months}}{\$22.39} = \$134.34$$

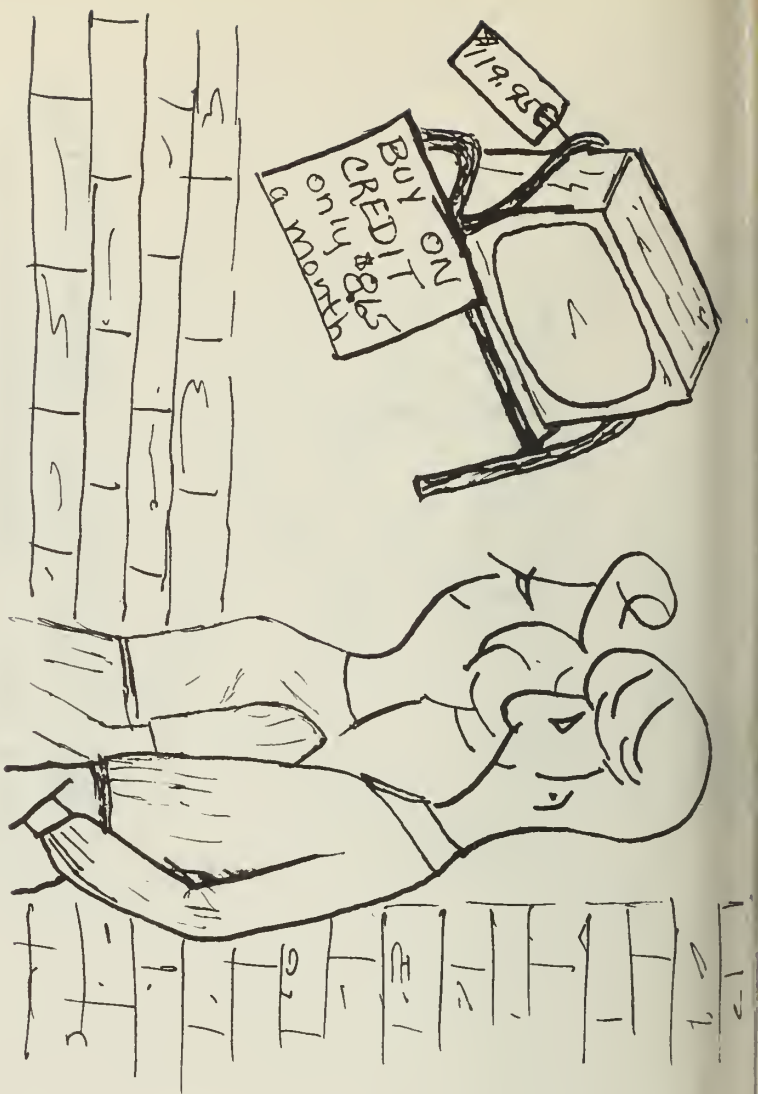
$$\frac{12 \text{ months}}{\$11.75} = \$141.00$$

$$\frac{18 \text{ months}}{\$8.65} = \$155.70$$

HOW

? LONG ? ? ?

Molly knew then they could pay the \$8.65 a month. Molly asked Jake how many months they would have to pay. Jake did not know. He had not asked the man at the store.



Saturday Jake did not
have to work. He and
Molly went to the store
where he had seen the
television set.

Jake and Molly then
had to figure out if they
could afford to pay either
the \$ 22.39 or \$ 11.75 a month.
They went over their expenses
again. They decided they
could not pay the \$ 22.39
a month. They decided
they could pay the
\$ 11.75 a month.

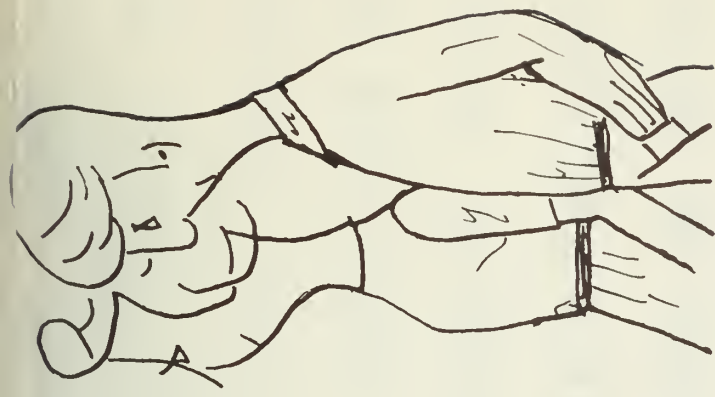
Another store would sell the same \$119.95 television for \$22.39 a month for only 6 months. Jake wrote and multiplied $6 \times \$22.39$.

$$\begin{array}{r} \$22.39 \\ \times 6 \\ \hline \$134.34 \end{array}$$

That would be \$134.34 all together. Jake wrote and subtracted \$119.95 from \$134.34.

$$\begin{array}{r} \$134.34 \\ -119.95 \\ \hline \$14.39 \end{array}$$

They would then pay only \$14.39 for credit.



Jake and Molly talked to Mr. Barker who worked in the store. Jake asked him if they could really have the television and pay only \$8.65 a month. Mr. Barker said yes.

Then Molly asked Mr. Barker how many months would they have to pay \$8.65. Mr. Barker said it would be paid for in a year and a half or 18 months. All this time Jake and Molly could be using the television.

12

store that would sell the same \$119.95 television for \$11.75 a month for only 12 months. Jake wrote and multiplied $12 \times \$11.75$.

$$\begin{array}{r} \$11.75 \\ \times 12 \\ \hline 2350 \\ 1175 \\ \hline \$141.00 \end{array}$$

That would be \$141.00 all together. Jake wrote and subtracted \$119.95 from \$141.00.

$$\begin{array}{r} \$141.00 \\ - 119.95 \\ \hline \$21.05 \end{array}$$

They would pay \$21.05 for credit instead of \$35.75.

17

Joe's TV Sales

Smith's T.V.

T.V. MART

So Jake and Molly went to other stores. They found out how much the credit would cost in these other stores.

and paper. He wrote and multiplied $18 \times \$8.65$.

$$\begin{array}{r}
 \$8.65 \\
 \times 18 \\
 \hline
 6920 \\
 865 \\
 \hline
 \$155.70
 \end{array}$$

He found that if he paid \$8.65 each month for 18 months, he would pay \$155.70. He wrote and subtracted \$119.95 from \$155.70.

$$\begin{array}{r}
 \$155.70 \\
 -119.95 \\
 \hline
 \$35.75
 \end{array}$$

That would be \$35.75 more than the sign on the television.



Jake told Mr. Barker
that he and Molly would
think it over before buying.
They thanked Mr. Barker
and left the store.

14

Molly said she would
really like a television.
She asked Jake if they
could look in other stores
for a television like the
one they had seen. Maybe
they could find one
for credit that would
not cost as much as
the \$ 35.75

15





705

Home Ce

APR 15 1971
UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

HOME ECONOMICS FOR THE SEVENTIES

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A publication of the Division of Home Economics Education,
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FOREWORD

The ILLINOIS TEACHER is always endeavoring to keep abreast of new ideas and to share them with our readers. In 1967 we looked at "Social Changes and the Curriculum" (Vol. X No. 6) and in 1968 Lelia Massey provided us with a provocative article "Home Economics Faces Change" (Vol. XI No. 3). Now early in the seventies we are once again taking a broad look at home economics, at education, and at the needs of people.

Teacher educators and state supervisors in home economics have responded generously to our question "What will the Seventies Require of Home Economics?" Ideas from them are shared in the first article. More specifically, the Home Economics Education faculty at the University of Maryland sent us a description of their newly implemented curriculum which they hope will serve teachers in the year 2001. We think you will find the rationale for the choices they made interesting.

Two graduate students in Colorado who described themselves as "relatively inexperienced, but enthusiastic" share their project COMPRADORES VIVARCHOS in the hope that other home economists will be encouraged to provide this type of opportunity in other communities. It certainly exemplifies one of the needs for action by home economists in the seventies.

Graduate students in a Fall 1970 class at the University of Illinois in "Problems and Trends in Home Economics Education" took a look at the current scene, saw some needs in different ways, and suggested some fresh approaches which are also shared with you.

To be aware of change is one thing, but to keep up with it is quite another. The article by Dr. Francis Parker discusses ideas about the change process itself and suggests ways home economists can be, and can use, opinion leaders to facilitate change.

ERRATA FOR PAGE 64 OF VOL. XIV, NO. 2. We are sorry that some mistakes were made in one of the recipes in Letters from Your Unborn Baby in our last issue. The corrected recipe is found on page 149 of this issue. We suggest you cut it out and paste it over the previous one.

Mary E. Mather
Editor for this Issue.

WHAT WILL THE SEVENTIES REQUIRE OF HOME ECONOMICS?

Mary Mather

This question, addressed to State Supervisors and Teacher Educators in home economics, brought a variety of responses as well as many common concerns. Ideas clustering around recurring themes are given below.

Home Economics should be more "people" oriented and less "thing" oriented. For example, when referring to housing needs, is the focus really *housing* needs, or *people* needs which housing can meet? Perhaps home economists need to evaluate traditional standards in relation to food preparation, meal service, wardrobe planning, attractive and efficient homes for relevance in today's way of life. A concern for individuals rather than primarily with the subject matter seems to be the plea.

More people should be served in more ways. The range of contacts needs to be spread in several directions--up and down the age span as well as to a greater variety of socio-economic groups. Information about the world of work and home economics' contribution to it, is a responsibility of vocational educators for grades K-8 as well as in secondary, post-secondary and adult education. Senior citizens can profit from home economics instruction as well as young adults. A greater variety of ways of reaching people is needed. A "teacher" can serve in many more places in a community than in the school classroom.

More males in programs is another suggestion. As home economists help students develop ideas about their responsibilities in the dual-role, males should be included. Why assume the dual-role is feminine in gender?

Greater cooperation with others. Articulation in program planning also fits here. Persons responsible for grade-school, middle or junior high school, senior high and post-secondary programs in a given community should be well acquainted with each other. Articulation and cooperation among all areas of vocational education was another plea, as well as cooperative efforts with a variety of community agencies concerned about problems of families. We must learn to work as team members, minimizing competitive activities and attitudes.

Skills to be taught for the Seventies. Respondents had many ideas. Skills for interpersonal relationships in our multi-racial, international, heavily populated world headed the list.

Habits and attitudes that add up to employability regardless of the job were strongly emphasized, as well as job skills themselves.

Decision-making skills to help maximize family resources in keeping with family values were suggested in several different contexts.

Skills for creative outlets and as a way of developing individuals rather than skill development as an end in itself was suggested.

Skills are needed for managing the everyday necessities of living, but caution is also needed so that the "nice-to-haves" are not over-sold as necessities.

Skills for time away from the job as well as skills for earning a living were suggested. Might not skills be needed for "leisure-work" as well as for "work-work"?

Leadership, communication and public relations. Home economists must be the leaders in speaking out on problems related to our field rather than depending on scientists and social scientists to do this. We must attack bigger problems and not accept second-class roles in carrying out responsibilities. When we hear someone say, "This must be done," and we feel we have been doing it all along, either we have not reached enough people in an effective way, or we have not told the story well enough.

Teacher education. Many ideas were expressed about the teacher of the future. Flexibility, resilience, and continued education were most often stressed along with the acceptance of change and willingness to try new procedures. Teacher certification should be considered in terms of competencies rather than credits. Training of auxiliary personnel and ways teachers can work with them was pointed out as a need. Teachers will not be expected to have all the answers; they will serve as facilitators and coordinators of learning. Teachers will be held accountable to a greater extent than formerly in providing data for evaluation of programs, and will need help in developing measurable objectives and ways of evaluating them. Need for helping teachers deal with individualized instruction was frequently mentioned also.

Plea for a sound theoretical framework. Perhaps a clarification of priorities is needed. If home economists are to assume responsibility for all ills of society, we will indeed be busy. Conflicts in directions and blocks to change may arise because of a lack of a theoretical framework. Good work has been done, but in a piecemeal way. It is suggested that these bits and pieces could have more impact if there was a better structure for the whole into which they can fit.

In addition to thinking about the challenges above, it is suggested that the reader refer to Dr. Flossie Byrd's excellent article in the May 1970 *Journal of Home Economics*, "A Definition of Home Economics for the 70's." Her look into the future with implications for home economists is, indeed, challenging.

TWO THOUSAND AND ONE

*Louise Lemmon, Kinsey Green,
Elizabeth Brabble and Julia Miller*
Home Economics Education Faculty
University of Maryland

Let us hypothesize that the reader may be a thirty-year-old home economics teacher educator. By standard calculations she can retire about the year 2000. Other readers will be retiring along the way, between 1971 and 2000. Those who will end teaching careers in this century might like to think the teachers being prepared are for this century, too. However, some teachers and teacher educators may be a bit uncomfortable, thinking that what is being taught today may be but an echo in the twenty-first century.

Although there are alternative ways of reacting to the new culture which will be present in the twenty-first century, the Home Economics Education Faculty at the University of Maryland has chosen a route to the future through a specific set of objectives. It is our best effort for developing a way to prepare home economics teachers for dealing with a culture that will be examining its values, and, perhaps, striving for new values.

Amidst the more radical segment of college students we think there is a large group who, although still proponents of the search for a new ethic, exhibit rational characteristics. We have chosen to make our curriculum attractive to this group.

Our Objectives

It has taken our team three years of thinking, talking, experimenting, teaching and informally evaluating to begin to formulate objectives which we hope will help prepare teachers for the future. We think there are alternative approaches, but for the present our general goals are as follows: upon completion of our curriculum we hope that students will be able to analyze their own teaching behavior and analyze the foundation of that behavior in relation to four constructs; namely,

open-closed mindedness,
professional commitment,
critical thinking, and
retrieval of home economics concepts.

We see teachers developing around this combination of constructs as persons who not only fit into a world that is constantly changing, but who also contribute to such a world.

Foundations for the Objectives

Many of our students are interested in development of individual abilities. They are focusing on what Carl Rogers refers to as "becoming" [1]. The students we hope to attract to our curriculum will also be oriented to helping others in the process of "becoming." It would seem to us, as it does to Rogers, that this requires an openness.

In the curriculum at the University of Maryland we must provide experiences which will help students become secure while examining new values and while interacting with others whose values are different from their own. We do not expect to produce graduates who are completely free of closed-mindedness or who are free from a tightly organized set of beliefs derived from "authority" [2]. However, if we can motivate students to analyze this aspect of their teaching behavior, then we have paved the way for further pursuit of openness.

The Cognitive Domain of the Taxonomy of Educational Objectives [3] has clarified and simplified ways to examine different intellectual abilities. We will not dwell on it here except to say that this Taxonomy forms the basis for our students' analyses of their own and their students' thinking processes. The basis for this objective about thinking is, of course, that the thinking process itself will remain more stable than knowledge. If students can leave our program with this process they should have the wherewithal to pursue new knowledge.

Often students are not introduced to home economics education until their junior year. We feel this is too late for many for growth of professional commitment. For one who is confronted with a "major" after two years in college and finds that "it wasn't what I thought it was after all" he may think it too late, or have too few resources, to try another path. Plodding along, wishing he were somewhere else, does little to increase commitment. We hope that the new freshmen seminar in home economics education will give students an earlier chance to evaluate their professional goals.

A teacher education student can be open and committed and can even think critically, but something is missing if he cannot retrieve the concepts in his special field when he finally becomes a teacher. Of all the objectives it is likely that our students will be most concerned about this one. However, with the knowledge explosion, can any of us keep up? Parts of two home economics education courses will be devoted to the structure of concepts.

THE NEW HOME ECONOMICS EDUCATION CURRICULUM

"I don't have a single elective in my whole college program!" was a comment we frequently heard prior to the curriculum revision. A curriculum which meets the requirements for certification and which simultaneously meets the specifications of university and college often lends itself to this no-elective frustration. We worked to reduce restrictions and to find means of giving students choices even within the given parameters of certification, university and college restrictions.

Framework for the Curriculum

Its (home economics) instructional core ought to be the analysis of family structure and functioning; its value orientation, that of assistance to families; and its goal, the creation and enhancement of family life. The integrating principles provide the unity of concepts, skills and values distinctive and necessary to the core of home economics. Without them, the generalist major will dissolve into chameleon-like eclecticism and specialist majors will be mere technical preparation for specific jobs which are likely to be outdated in a few years [4].

Based on this conclusion of the McGrath Commission, the Home Economics Education Curriculum reflects a family emphasis. The next priority in the major is placed up on courses in the root disciplines. Recognizing the contributions of the sciences, arts and humanities to home economics, we agree with the tenor of the following problem expressed at the 1961 French Lick Seminar:

The really significant problems [of families] are not isolated ones to be dealt with in a narrow way--rather they are complex requiring a broad relational approach. Yet implementing this philosophy in a curriculum structure is difficult. The question is how to provide sufficient breadth and depth in the basic disciplines upon which home economics knowledge, both general and specialized, can be built, integrated, and synthesized [5].

How was this problem resolved? Both root disciplines and applied areas are stressed in the current Home Economics Education Curriculum. Specifically, courses in chemistry, biology, sociology, economics, psychology, fine arts, math, history, philosophy and English constitute the general education component of the curriculum. Each requirement includes many options for fulfillment.

Certification requirements include content specifications in housing and applied design, management and consumer education, family and child development, food and nutrition, and textiles and clothing. Again, there are alternative courses for fulfilling these requirements. The professional education sequence is composed of courses in foundations of education, human development and learning, curriculum development and methods of teaching.

Area of Concentration

The most innovative component of the new curriculum is the area of concentration. This fifteen-hour block of courses is planned by the student, the only restrictions being that the courses have a unifying thread, that some courses be in supporting areas or root disciplines, and that the majority of the selections be upper-level courses. The student chooses her area of concentration and submits a rationale for the block she has chosen. Exciting blocks have been planned in consumer

education, family studies, human development, special education, communications, and family housing.

Why is it so important for students to have alternatives from which to choose? We believe that students who have been given opportunities for making decisions are more likely to value that freedom, and, in turn, to provide decision-making opportunities for the students they teach.

Home Economics Education Courses

Freshman Seminar - Home Economics Education

This serves as a foundations course for home economics education. The major questions raised are:

1. How is an analysis of the learner related to curriculum development in home economics?
2. How is an analysis of society and family related to curriculum development in home economics?
3. How is the structure of home economics related to curriculum development?
4. What are alternative patterns for home economics education?
5. How will alternative patterns of home economics affect learners?
6. What are home economics concepts?
7. Which concepts receive priority in each of the alternative patterns of home economics?

One major paper with documentation, "My Philosophy of Home Economics Education," is required of students. This paper forces a student to look at what she wants home economics education to be. We may be betting too heavily on this course, but we think it may lay the foundations for a more intense professional commitment for more students than we have observed in the past. Although the course is taught by only one person, at one time or another the students meet all of us and hear us discuss our own philosophies.

Curriculum Development in Home Economics Education

This course, taken in the junior year, focuses on curriculum development. The students are introduced to:

1. Writing objectives at various levels.
2. Translating objectives into home economics concepts.
3. Determining priorities of what to teach in home economics.
 - a. Using three levels of importance for choosing priorities.
 - b. Writing scope and sequence.

Students develop at least one resource unit in this course. Because learning experiences cannot be left out of a resource unit, we introduce

the idea of teaching concepts through experiences. However, this is not a major emphasis in this particular course.

Methods of Teaching Home Economics

The focus of this course is the learning process. Because we want students to be able to analyze the bases for choices of techniques of teaching the objectives for this method course the student will

1. analyze different theoretical frameworks of learning.
2. analyze the relationship between teaching methods or techniques and learning theory.
3. develop lessons with a rationale for choice of concept, and choice of method.
4. apply levels in the cognitive domain in constructing evaluation instruments.

In this course each student has two micro-teaching situations video-taped. She views them and analyzes them in relation to the third behavioral objective above. Another paper is assigned in this course, "The Kind of Teacher I Want To Be." Again, the student has to look at herself and set her own goals.

Education for the Disadvantaged: Home Economics

Following the mandate of the 1968 Amendments to the Vocational Education Act, a new course relating Home Economics Education to the lives of the disadvantaged was developed in 1969. The course provides an overview of agencies working with the disadvantaged and an individually tailored practicum experience. The University's location between the metropolitan areas of Washington, D.C. and Baltimore provides many opportunities for working directly with disadvantaged families, usually through the auspices of a community agency.

Following field trips to agencies and after attending seminar sessions which include films, tapes and games, each student teaches a mini-lesson appropriate for a disadvantaged population. The development of competence in teaching people whose life style is different from that of the teacher and the formation of positive attitudes toward these people are desired outcomes of the class.

Evaluation and Research

We have evolved a student-teacher evaluation instrument and are now in the process of gathering data in relation to it. In the instrument we have identified student-teacher behaviors which we think exemplify the four constructs which form the basis of the total curriculum:

open-closed mindedness	philosophical commitment
ability to think critically	ability to retrieve home economics concepts

The instrument is used cooperatively among the cooperating teacher, the student teacher, and the University supervisor. The first steps in our research project will be to correlate the student-teaching evaluation instrument with three instruments which measure open-closed mindedness, critical thinking, and philosophical commitment [2,6,7]. We are still groping for a way to correlate retrieval of home economics concepts with the instrument.

If we find that the instrument we have devised correlates with the aforementioned constructs, then we will have a more objective basis for a written evaluation for each student teacher. Another benefit from the instrument may be that when cooperating teachers effectively use such an instrument, that the resources of the University supervisory staff can be used for purposes other than visiting the student teacher.

At this point we have ceased giving grades in student teaching. We wish to replace the grade with a perceptual rather than a judgmental type of evaluation. After all, shouldn't the teacher think of herself as having the opportunity to continue to grow?

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COMPRADORES VIVARACHOS (Smart, Lively Shoppers)

Janet Reider, Francie Bosche, and Mary Helen Haas¹



Mrs. Reider (left) and Miss Bosche (right) carried out this project under the direction of Dr. Haas (seated) while graduate students at Colorado State University. Their concern for the consumer problems of limited income homemakers grew out of their work with adult sewing classes at the Volunteer's Clearing House, a local facility in Fort Collins to assist low-income families. All the consumer problems used to illustrate this article were taken from actual case studies written by the project's Consumer Education Aides in their own words.

LEGAL PROBLEM: Mrs. P had an accident in June. She don't have insurance. Now they want her to pay \$1200 for all treatment, damage of the car and some other expense. And they didn't send no bill or record paper with this letter. They just ask for money. Mrs. P. don't understand why she need a lawyer and why she is in so much trouble. But we are American, she said. She don't speak English.

A desire to help families with problems like the one above led to the organization of COMPRADORES VIVARACHOS.² An Advisory Board, composed of English and Spanish speaking professional and nonprofessional women, was selected to provide a guiding hand throughout the program.³ They defined local consumer problems of the poor, recruited and selected the six low-income women to be educated as Consumer Education Aides, and interpreted and evaluated the program. The graduate students served as Teacher-Coordinators.

¹See also Mary Helen Haas and Marcile Wood, "Consumers on the Alert," *American Vocational Journal*, November 1970, pp. 36-37.

²The project was funded by the Colorado State Board for Community Colleges and Occupational Education.

³Miss Helen Keaveny, formerly with the Denver Food and Drug Administration and Mrs. Marcile Wood of Colorado State University served as consultants.

Preparation of Consumer Education Aides

The requirements for selection as a Consumer Education Aide included

- an eighth-grade education
- ability to converse in English and Spanish
- Colorado driver's license and automobile liability insurance
- community leadership among Spanish-speaking people.

Since women met these requirements in varying degrees, it was necessary to build upon the strengths and weaknesses of each Aide as an individual.

Intensive training of the Consumer Education Aides was conducted during the summer of 1970. Trainees met five hours a day, five days a week for four weeks. They were paid an hourly wage, and, in addition, received a babysitting and transportation allowance. Their varied activities included:

- comparison shopping for food, clothing, and appliances
- evaluating modular homes and mobile homes as "instant" solutions for low-cost housing
- talking informally about common problems with a realtor, a banker, an insurance agent, and other representatives of the business community
- visiting a bank, a day-care center, an auto agency, etc.
- keeping notebooks containing consumer information to share with their friends and relatives
- reviewing film strips and reading materials
- writing and distributing a newsletter based on their experiences in money management
- learning to operate audio-visual equipment
- preparing luncheons emphasizing low-cost foods and nutritious meal planning

An informal atmosphere encouraged the humor and open discussion which accompanied all learning experiences. A special graduation ceremony was held where friends and families could share the joy and pride the trainees felt upon their successful completion of the training program.

Expansion of the Program

Starting in August the trainees worked as Consumer Education Aides, fifteen hours a week for sixteen weeks. Their duties included:

1. Making home visits in an attempt to document local consumer problems in poverty areas, and to assist in their solution.

Reports of many housing, credit, employment, legal, sales, and health problems were collected. Some of the cases indicated simple referrals to a service organization. Other problem situations were more difficult to solve. Examples were: finding a decent, affordable home and arranging financing for a family of six living in a one-bedroom home with no running water; aiding an elderly Spanish-speaking woman in establishing her citizenship so that she could apply for the Old Age Pension. Other cases were completely beyond our aid, a most depressing occurrence.

2. Providing open counseling hours two mornings a week.

We discovered that the poor would not come to us for help; we had to find them. Therefore, the foremost benefit of the counseling hours was the opportunity it provided for individual close contact between an Aide, the Teacher-Coordinator, and/or the Coordinator of the Aides.

3. Recruiting for and assisting with the Fall class in consumer education.

The Aides were indispensable to the class--whether planning activities, adding to discussions, driving for field trips, translating English to Spanish, or operating audio-visual equipment.

4. Continuing with their training by means of participation in three state conventions related to consumer education.

The Aides gave a review of their program for those attending the Colorado Vocational Conference; participated in small group discussions at the State House Conference on Food and Nutrition; and were observers at the Consumer Concerns '70 Conference. The Aides gained knowledge, but also grew in stature as they discovered that professionals valued their opinions.

HOUSING PROBLEM: Mr. and Mrs. J brought a house. The total cost of the house was \$6,000. They paid \$1,000 down payment. And they was making payment of \$50 a month. So one-half of a year later, the owner of this house, he ask for \$700 more on top of the \$6,000. So Mrs. J told him that they couldn't afford any more money. Then this seller told them to pay \$700 or walk out. And they did move out without doing nothing. So this people lost about \$1,300 on this deal. Mrs. J said that they want to buy a house but they don't try to do nothing, because they are afraid this is going to keep on happen on every house they want to buy.

5. Attending weekly meetings with Teacher-Coordinators for consultation, and to gain new information.

Problems of families in the Fall class were discussed and analyzed. Possible solutions to these problems were proposed, and reports made on progress concerning other problems. Persons from the business community were invited to work with the Aides in setting up procedures that low-income families could employ to avoid, or solve, consumer problems. Welfare, Public Health, and Mental Health representatives suggested avenues the Aides might use to obtain various types of assistance for the families with whom they were working.

This weekly meeting proved to be imperative for cohesiveness of the total program. The Aides needed support and direction in their work.

6. Assisting with determination of Food Stamp eligibility at the Welfare Agency.

The Aides, using a form we developed (which was later adopted by Welfare), were very well accepted by the majority of social workers. The Welfare Director became an enthusiastic booster of our program. Spanish-speaking people applying for Food Stamps were gratified to converse in their own language; English-speaking people were happy to discover the application process speeded up. The Aides also used this opportunity to publicize COMPRADORES VIVARACHOS by chatting informally with the clients and passing out newsletters.

The Fall Class

A consumer education class for a group of 20 low-income homemakers began in the Fall. All but one of these women were Spanish-speaking. The class was held for three hours, one morning a week, for twelve weeks. Free babysitting and

transportation were provided; and all materials were distributed at no cost to the class members. A motivational incentive was utilized to encourage attendance at each meeting; this was equivalent to a \$50 bonus. A plan for spending the bonus money was prepared by each participant, utilizing the information learned in class. These plans were reviewed and approved by the Advisory Board. The bonus money paid medical bills for over half the class, while the purchasing of family clothing ranked second.

MONEY MANAGEMENT PROBLEM: Mrs. T has a family of 7. She has already qualified for Food Stamps but she didn't want to have to pay the \$80 to get \$165 of Stamps. So we tried to explain to her how it would help her in the long run in making sure they had enough to eat all month.

All phases of the program were held at the Volunteer's Clearing House. The Director and a staff member who served on the Advisory



Comparison shopping for groceries by the Consumer Education Aides and a Teacher-Coordinator. (1. to r.: Mrs. Janet Reider, Mrs. Bernice Sanchez, Mrs. Pat Manzanares, Mrs. Adeline Medina)



Comparison shopping for clothing via catalogues by the Consumer Education Aides and a Teacher-Coordinator. (1. to r.: Miss Francie Bosche, Mrs. Barbara Martinez, Mrs. Elvira Rodriguez)

Board emphasized the benefits the Clearing House received as a direct result of Compradores Vivarachos--expanded outreach and enhanced programs were specifically mentioned.

Classes were organized on an informal basis to facilitate establishment of good rapport, with chairs and tables in a square or circular arrangement. A coffee break featuring "goodies" prepared from Master Mix encouraged sociability among these women, who generally related only to relatives or close friends. Activities varied, but roughly followed the pattern established, and the topics covered in the summer training of the Aides. The most popular class experiences included:

Field trips	Comparison shopping
Class discussions	Guest speakers

Inviting guest speakers provided these low-income homemakers a chance to converse with a vice-president of a bank and the manager of the Credit Bureau. All participants in these experiences developed an awareness of the other person's point of view.

SALESMAN PROBLEM: A representative of a frozen food company came over to explain this program. It sounded very interesting to my husband myself. But when my husband asked to see a contract, this man wanted to get my husband's signature before he looked it over. The contract said something about buying the freezer which we were told they would lend us. We told him that we were not going to buy a freezer from him or anybody else. He told us that the contract was old and they hadn't gotten around to having new ones made. He went on to say that we were not signing to buy a freezer, just the products. But we would not sign any papers and after three hours trying to talk us into signing, he told us he would bring the manager over the next day to verify everything he had told us was true. He did, but he wouldn't change the contract either so we didn't sign.

Evaluation

Since being a consumer is a life-long role, this group expressed an interest in the continuation of the program. When the Volunteer's Clearing House offered to conduct monthly meetings for the group on a self-directive basis, nearly all of the women indicated they would participate. They enjoy getting together, both to learn and to socialize.

One half the class desires employment, but they have little to offer the present job market which requires a high school diploma and work experience. There is an urgent need for employment training. Locally, classes in home economics related jobs would be practical.

Four of the six Aides were able, however, to improve their employment position as a direct result of COMPRADORES VIVARACHOS. The chart below gives data about these Aides. Two, who were unemployed before the program, remained unemployed, and eventually dropped out of the project.

Aide	Before Program	After Program
A	Unemployed	Part-time Welfare Homemaker
B	Unemployed	Part-time Headstart Coordinator
C	Unemployed, Disability Pension	Part-time Recruiter for the Volunteer's Clearing House
D	Cleaning Woman	Part-time School Aide (Tentative)

The members of the class averaged 7.5 years of education, but performed at a fourth-grade level in vocabulary, comprehension and writing. This would indicate a need to incorporate Basic Education into future consumer education or employment programs.

The newsletter was well-accepted and will be continued. (A sample page from a newsletter, based on personal experiences of one of the Aides, and written by her, is found on page 116.)

CREDIT PROBLEM: Mrs. U had a problem with a furniture store. She bought a refrigerator and this refrigerator only last about 8 months. By the time it quit working, she call them to come and fix it, because she had a guarantee on this contract. So they fix it. In a month later the same refrigerator had broke again. So she call the company and told them about the refrigerator had broke again so they took it and never bring back. But they had another account with them for a washer. And they turn this account to the Credit Bureau. Now they're paying this account and no refrigerator.

In Conclusion

Home economists should accept the challenge to join the fight against poverty. An open mind, the willingness to learn and to work, and an interest in all types of people and their needs are the major requirements.

Note: A tape recording and colored slide presentation about Compradores Vivarachos is available from Dr. Mary Helen Haas, Home Economics Education, Colorado State University, Fort Collins, Colorado.

COMPRADORES VIVARACHOS

TIPS ON TIME PAYMENT PROBLEMS

Have you ever had trouble with a store that is going to take your furniture or appliances away because you've missed your payments? If you have, then go and talk to the manager and explain why you haven't made your payments. If they are still going to repossess, then let them know that they must bring a court order before you'll let them take back the things. If it is a reasonable store they may work something out rather than getting a court order. In some cases they may wait for their money til you're able to pay or if it is too much they may refinance it so you may keep your things and continue to make payments. It's going to cost you a little more with refinancing, but if you can pay for the furniture or appliances before the time limit you will get some of the interest you've paid back.

TIPS ON UTILITIES

1. For lights, if unable to pay, go talk to them and let them know when you can pay your bill. If they are shut off, you will be billed an extra \$5 to have them turned on again.
2. On gas, if unable to pay and they are going to shut it off, ask for a time extension note. On this note, you get time to pay it on the date you feel you can pay.

TIPS ON USING CREDIT

Credit is a good thing to have, but just like your personal possession, it needs care. Buy on credit only when you can't pay cash and only when you're sure you can afford it. It's nice to have things in your home that look good or a good car, but if you can't continue your payments, then don't buy it. If you do get credit and something happens that you didn't count on, like losing a job or an unexpected illness and you can't continue paying for it, go in and let the people know the situation. In most cases they will wait but if they don't, then

you also have rights to protect as well as your credit rating. Before repossession, ask for a court order and for a percentage of your money back. But just because these are your rights to protect on credit, don't take advantage of them because your credit will be harder to get next time around. Be sure to read all contracts carefully; that all blanks are filled in; and that you understand it before signing. Credit is good, but use it wisely. Also remember that by paying cash, the things you want will cost less.

LIST OF MATERIALS USED IN COMPRADORES VIVARACHOS

- BASIC 4, Dairy Council, Chicago, Illinois 60606. Small charge for chart and leaflets written in Spanish and English.
- COMPARISON SHOPPER, Division of Markets, Colorado Department of Agriculture, 1525 Sherman Street, Denver, Colorado 80203. Pay postage only.
- CONSUMER EDUCATION SERIES BOOKS, Xerox, 600 Madison Avenue, New York, New York 10022. Programmed learning. About \$15.
- CONSUMER EDUCATION SLIDES, Office of Consumer Affairs, Room 503, 1575 Sherman, Denver, Colorado 80203. Free loan.
- ILLINOIS TEACHER OF HOME ECONOMICS, Consumer Education for Disadvantaged Adults,⁴ Vol. XI, No. 1, Fall 1967-68, 342 College of Education, University of Illinois, Urbana, Illinois 61801.
- J. C. PENNEY CO. FILMSTRIPS: THE CONSUMER DECIDES, TLC FOR TEXTILES, CREDIT, A CONSUMER RESOURCE. Free loan.
- LIFE INSURANCE INSTITUTE FILMSTRIPS: OUR ROLE AS CONSUMERS, CONSUMERS IN THE MARKET PLACE, CONSUMERS IN ACTION, c/o Association-Sterling Films, 600 Grand Avenue, Ridgefield, New Jersey 07657. \$10.
- MONEY MANAGEMENT INSTITUTE FILMSTRIPS AND LIBRARY, Prudential Plaza, Chicago, Illinois 60601. Approximately \$10.
- TEACHING CONSUMER EDUCATION, Changing Times Education Service, Kiplinger Washington Education Inc.
- SPEAKERS FROM: Bank Nutrition Aides, Extension Program
Carpet Dealer Public Health Department
Credit Bureau State Employment Office
Low-Cost Housing Inc. Telephone Company
Insurance Agency Welfare Agency
Mental Health Agency
- FIELD TRIPS TO: Appliance Store Grocery Stores
Auto Dealer Mobile Homes
Clothing Stores Modular Homes

⁴An Aide and her husband together read through the skits in this issue. They readily identified with the situations portrayed and said they were "true-to-life."

PROBLEMS AND TRENDS FOR TEACHER COGITATION

Graduate students in a Fall 1970 class were asked to look at some problems of everyday living as they saw them currently, or could project into the future. Some of their observations, with implications for home economics, are presented below.

SINGLE YOUNG ADULTS

Nancy Meisenheimer
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University of Illinois
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In the past several decades many changes have occurred in the structure and functions of the American Family. One increasingly more common type of family unit is that of the single young adult living alone or with peers in a large metropolitan area. Among the factors influencing this type of family are: (1) the generation gap moving children away from family homes; (2) the trend toward multiple dwelling units creating suitable living accommodations for one person; and (3) the pull of the exciting swinging singles life drawing the recent graduate away from family dependence and into his own home.

What does this trend of independent family living mean to home economics? A new concept of homemaking needs to be created. Most home economics course work has been geared toward the traditional family unit; we plan and prepare meals for the family, talk about budgets for families of 4-6, and arrange furniture in houses. Rarely do we focus attention on furnishing one-room apartments or how to shop for one in a supermarket which is featuring family sizes in all its packaging.

Since a large number of students will be playing this type of homemaker-wage earner role while single, preparation for this should be in the curriculum. Also a larger segment of the student body needs to be reached. Not all homemaker-wage earners are women, the single man needs this education as well as the woman.

Diet.--The first of the daily problems facing the young adult is what to eat. Since instinct is not a reliable guide for food choices, how to select an adequate diet needs to be learned. Lacking any knowledge of what should be eaten, the diet all too often consists of hamburgers, beer and pizza. Even some who know what should be eaten regard proper nutrition as a family function. One young person, who dined exclusively on peanut butter and jelly and bologna sandwiches, rationalized, "When I get married, I'll start serving other things." What happens to this girl's health while she is looking for a husband? It seems that redirection of attitudes is also needed.

Food Buying.--Young adults can be taught what to eat in menu patterns which include the favorite foods as well as adequate nutrition.

The next problem is selecting food in the supermarket. This is an area where consumer education can help save time and money by covering such aspects as price per quantity, judging quality, and the pros and cons of convenience foods (t.v. dinners constitute the entire diet for far too many). We also need to encourage more variety in package sizes. It is very discouraging to have to buy ten pears or apples in order to get one.

Food Preparation.--Another major problem for the young single person, especially males, is that of food preparation. Many men dine in restaurants every night because they simply do not know how to cook. Even the very basics learned at the junior high level would provide positive encouragement later. Recipes geared for families of six are also a cause of frustration for the beginning cook.

Budgeting.--Food is just one of the problems encountered while almost every one in this group faces some form of budgeting conflicts. Often there is money to spend on luxuries. Advertising agencies realize this and gear many of their promotions to the single market. Because of a strong tendency to maintain the pace of the peer group, many spending problems arise. Many young singles have no concept of budgeting and just spend until it is gone, which is often in the middle of the month. A young person who spends one half her salary for rent for a full year before she realizes a mistake needs some realistic practice and guidance in handling money as does every young adult. A simplified personal finance course can be taught in high school as well as in college. Students need to realize that budgets are not for families alone.

Credit.--Consumer education must also deal with the implications of credit spending. It is very easy to go overboard without even understanding the credit terms or the actual interest rates. Experience may be the best teacher but it is often painfully expensive. The single person is frequently the victim of promotional gimmicks such as the five-year magazine subscriptions for just pennies a week (pennies a week, which may amount to \$125). And the single girl is often prey for a variety of housewares salesmen. In most of these situations some forewarning can save money.

Courses in bachelor living for girls and for boys seem a must for up-to-date homemaking curriculums.

MINI-VACATIONS IN AMERICAN LIFE

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The year 1971 may well be the year of blossoming mini-vacations as the "Monday Holiday" law goes into effect. This law, intended for U.S. Government employees, has already been adopted by many states, and will standardize many of the legal and national holidays. The "Monday Holiday" law sets up specific days for the holidays rather than the usual calendar dates. Following the pattern for Labor Day, the first Monday in September, other holidays have been rearranged to create five three-day weekends in 1971. Adding to this Christmas, New Year's Day, and the 4th of July, you have a total of eight long weekends, not including the "floating holidays" and the extra days given by many employers. The new holiday dates are: February 22, Washington's Birthday, third Monday in February; May 30, Memorial Day, last Monday in May; October 12, Columbus Day, second Monday in October; November 11, Veterans Day, fourth Monday in October.

For many years, holiday celebrations have created problems in business and industry as mid-week breaks affected productivity. With the standardization, it is hoped that this curtailment of production can be reduced. But what effects will the "Monday Holiday" have on our way of life?

The economy, of course, will be affected. The increased leisure will bring about an increase in travel, sports activities, do-it-yourself activities and many others. People will be taking advantage of this extra time. What you would do in two days, you can do more of, and better, in three.

The leisure time industry and the service industries involved with them will also benefit from these mini-vacations. As more people take advantage of the time for leisure activities, the employment picture in both these industries will increase.

Implications for Curriculum in Home Economics.--Increases in employment opportunities mentioned above can mean increases in opportunities for home economics related occupations. Home economists must be creative in thinking of new job outlets for home economics knowledge and skills.

Alterations in family living patterns resulting from these Monday holidays (as well as the potential ten-hour four-day work week) may further condition traditional times for carrying out household tasks. Are home economists helping young people see ways to be flexible in managing the work of the home? To see ways to use automated equipment, convenience foods, and community services to good advantage? To plan household work so that family members are free for other pursuits at holiday times? Does homemaking seem more or less difficult with changes in work schedules?

Family living patterns for recreation and leisure may be altered in a very different way. If more family members are employed in service industries connected with leisure time pursuits, work schedules may be such that family groups cannot have holidays together. Family togetherness, in the physical sense, may not be as possible for some families as for others. For some, however, problems may arise about what to do with free time on their hands. In our work-oriented society, planning for leisure may be a task for which some people are unprepared.

Education for Leisure.--Leisure time, as defined by the dictionary is "freedom from time-consuming work or duties. Time not spent in compulsory activity." What does this mean? Are we just to sit around and do nothing? There must be preparation to make use of leisure time. Home economics seems to be an ideal area for including education for leisure. The area of Consumer Education has been described as choices or decisions in the use of all resources. Is not leisure time a resource? Education or preparation for leisure should include: changes in attitudes about leisure time; ways or means to use it with satisfaction; meaningful use of time; and decisions about leisure time use as well as the consequences of such choices. Yes, home economics can make a distinct contribution.

POVERTY AND AFFLUENCE

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EXISTENCE OF POVERTY SIDE BY SIDE WITH CONSIDERABLE AFFLUENCE?

Yes, society is a complex puzzle! For some, changing social conditions mean eating more foods away from home, using more convenience foods--or--learning a creative way of leisure! For some, social conditions mean hunger--side by side with considerable affluence! How can the country be overnourished and undernourished at the same time? Margaret Mead has written, "It was hard for the average American to believe that while he struggled, and paid, so as not to be overnourished, other people, several millions, right in this country, were hungry and near starvation. The gross contradiction was too great. Furthermore, those who think of their country as parental and caring find it hard to admit that this parental figure is starving their brothers and sisters" [1]. Even though the income of many American families climbs to a new high each year, millions of Americans are still poor.

A Challenge to Home Economics.--Earl J. McGrath says, "No documentation is needed to justify the statement that the causes of the present turbulent disturbances lie in the conditions of life among the underprivileged, the minority groups, the under-educated, the inadequately housed and fed, and to a large extent those who live in the center city." Mr. McGrath further explains that his purpose in alluding to these matters is to state unequivocally that the projects undertaken to improve the conditions of life in the urban centers ought to involve those prepared in the field of home economics. "Typically," he says, "they will

have to assume this role in association with other members of a team drawn from other professions, such as health and social welfare" [2].

Suggested Solutions.--A personal, direct approach is suggested by Mary Egan. "Each of us must take steps to become better informed about what is going on. We must assume the initiative in telling others who we are, how we think and feel about current issues affecting home and family life, and what we can do or what we have to offer. . . . Find out about new programs in our own communities such as Model Cities. . . . Unless home economists and their organizations do more of these kinds of things, they may find themselves on the outside looking in rather than on the inside, participating as dynamic and contributing members of the professional team" [3].

Yet, in the past, *how* have we home economists told others who we are? Have we not been much more apt to be asked--"How do you like the new method of zipper application?"--or--"You surely have that yummy new recipe for caramel chocolate cake, don't you?" . . . rather than--"What do you think are the strengths and weaknesses of the Food Stamp Plan?" --or-- . . . "What do you think are consumer problems of the Spanish-speaking community?"

Miss Egan also suggests that the number and complexity of social issues affecting individuals and families often require a team approach in order to solve them, and home economists must learn to function as team members in today's programs. Other writers are more emphatic about "the team approach" of home economists serving a community. Margaret I. Liston, Chairman of the 1970 IHEA Research Section states, "We home economists must lead out in more adequate discussion and active cooperation with relevant disciplines, both within and outside of home economics [4]. Bennetta B. Washington, in writing for the *Bulletin of the National Association of Secondary-School Principals* in 1965, says, "Our total programs for children must be so coordinated and articulated that relevant agencies in the community--schools--employment services, housing, health facilities, and social welfare services--do not lose sight of our common target--the lifting of the educational, economic, and social status of victims of poverty. In developing educational programs, educators, psychologists, health and housing experts, and social workers must plan and work together" [5]. Mary Lee Hunt and Margaret Alexander state in 1969, "New approaches and new relationships are being established between the home economics departments in the schools and agencies and organizations in the community, particularly to reach adults and families in depressed areas" [6]. Rita Youmans realistically poses some questions about home economists on teams. "How does the home economist become accepted as a significant member of the team of professionals working toward urban family well-being when thus far only a limited number of social agencies have included home economists? Is there a stereotype of the home economist that masks the value of our contribution? How can we combat a stereotype?" [7].

In the opinion of this writer, there *is* a stereotype of the Extension Home Economist--as well as the school-based home economics educator--that masks the value of their contribution. The Extension Home Economist has been busily "pumping away at her own station"--servicing Homemaker

Extension Units and 4-H Clubs. A year-around, rigidly planned "Program of Events" for this busy person can prevent her potential contribution as a team member in the community structure. The school-based home economics educator may have been inhibited by the four walls of her classroom--involved in her own class routine and own expertise. The inflexible hours of a classroom educator may prevent her from entering a team in the community structure. Many times, classroom educators form their own sub-culture, oblivious to the existence of any other community structure serving similar needs.

The Expanded Nutrition Program, launched in January, 1969, meant increased federal funding and a mandate for the Extension Home Economist to shift gears, adapt program and teaching methods, and reach new audiences! The opportunity to be a "teacher of teachers" for twenty-one indigenous Program Assistants has helped this Extension Home Economist to combat a stereotype. This additional assignment necessitated a reassessment of my total role as the County Extension Adviser in Home Economics--learning to define new roles, learning to move over for a creative blend of the professional and subprofessional--learning not to do what others can do, but helping to teach and organize and systemize so that others can take over.

The Vocational Education Amendments of 1968 now "opens the door" for the school-based home economics educator to combat the stereotype--to enter, first of all, into a new cooperative relationship with the other expertise of Vocational Education, her school-based co-workers--and then into team membership in the community structure striving to increase relevancy to social problems.

Yes, society is a complex puzzle! There is the existence of poverty side by side with considerable affluence in the United States in 1970. But I believe that the educational, economic, and social status of the poor family can be lifted--and that all citizens can be made to hear and believe what is happening. . . . I believe that this existence of poverty side by side with affluence must influence home economics. Legislative appropriations of the late sixties have provided the legal framework--and mandate--for home economists to determine who we are--to articulate who we are--to demonstrate what we can do which is relevant to family life and social problems--to develop new cooperative relationships with other agencies concerned with the quality of American life. Perhaps, for some, this aggression will not be as comfortable as the "antique collection--holiday decoration--petits fours--syndrome". . . but may there be many more relevant guest nights for high school seniors who will be professional home economists! . . . To be an effective home economics educator is not for the meek or faint hearted!

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SOCIAL TRENDS IN FOOD CONSUMPTION

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American eating habits have been gradually deteriorating, succumbing to the rush, rush pressures of today's world. Many people in our society are caught in the brown-bag, grab a snack, or get-a-quick-bite-at-the-drive-in mode of existence. Breaking the fast of night too often consists of a cup of coffee with a possible greasy donut devoured on the run or after one arrives at work. Nutrition is postponed until lunch, when tensions present then may interfere with satiating one's needs.

The lunch "hour" seems to be getting shorter and shorter in industry as well as in our educational institutions. Unfortunately the school lunch programs present a very poor social image. The nutritional values may be there (if you purchase a Class A lunch) but the lining up, herding along, serving of the same bland food in measured amounts irrespective of need, and group-seating for the convenience of teachers on patrol is a pretty dismal picture.

Evening meals in many homes have ceased to be a social gathering or to serve as a communion of those who should have the most intimate concern for each other's personal enrichment. The hasty, seldom savored meal devoid of companionship is gobbled down or skipped to enable dad to bowl, son to support his favorite football team and mom to derive fulfillment from her crusade meeting.

This breakdown in eating habits has probably contributed to a general decline in the nutritional value of the meals we are consuming in this "land of plenty." Because we are now living in an era when

food has become available in such abundance, quality and variety, decisions of nutritive value and personal requirement have become increasingly important whether on a limited or affluent budget.

Implications.--These social trends in food consumption imply two immediate actions by those in home economics. First, education should be directed toward the improvement of dietary practices for all young men and women in realistic ways, enabling them to establish a proper nutritional intake suitable to their individual situations. Skills must be developed in discerning dollar versus nutritional value. Health aspects must be brought to the fore and discussed in relation to one's vocational adequacy.

The second directive should be the development of proper attitudes in the consumption of food. Much has been lost in this society in the deterioration of the social art of eating. The enjoyment of socialization and cultural extension at meals must be explored by these young people. Efforts should be made in the schools themselves to break down the process of mass institutionalized feeding into a more personalized event. Today's technological society has provided us with more abundance, quality, and variety than ever before. It is now up to us to make skillful and knowledgeable use of these assets.

FOODS OF THE FUTURE

Grace Bowers
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Five trends in food merchandizing and consumption are examined for implications for the teaching of home economics.

Greater variety of pre-processed and ready-to-serve convenience foods on sale. In the next 10 years, with more discretionary income available to consumers, the housewives resistance to kitchen drudgery will increase. Convenience foods will seize an even bigger market.

Implications for home economics curriculum? The use of convenience foods increased more rapidly in low-income households than high-income ones. The reasons for popularity in low-income families are the impact of advertising and selections made by working mother who has little time for food preparation. In order for adequate diets of convenience foods to be purchased on limited budgets, consumer education must be available to help low-income families plan their spending, compute prices, inspect purchase, and deal with reliable stores.

Portion controlled foods will be available with weights, nutritional content, calorie counts listed on the labels to help consumers.

Implications for home economics curriculum? More and more working

mothers have less time to prepare the traditional family meal or "please-pass-the-seconds" dinners. Convenience foods such as portion-controlled items limit quantity and encourage before or late evening snacking. As meal patterns disappear, the distinction between "food" and "snack" may become meaningless. The steady diet of snacks could reduce nutritional variety furnished by the basic four food groups.

Home economists must provide consumer education for boys and girls in earlier years as this is the time when children begin learning buying habits--good or bad. Emphasis on evaluating television advertising should be included as this media is directed to youth. This means adult education programs for mothers and fathers, and education or exposure in primary grades and kindergarten. The information needed is nutrition information and guidelines for selection of products.

"Designer foods" will feature higher nutritional levels as well as convenience. Foods will be developed to reduce obesity, cholesterol, dental cavities, etc.

Implications for home economics curriculum? The USDA findings are that millions of us in all income brackets have nutritional deficiencies. More emphasis must be placed in our curriculum on "designed foods" to meet nutritional deficiencies rather than fad diets. Less emphasis should be placed perhaps on processing and "made from scratch" items. Home economists as educators have a professional obligation to participate in community speaking engagements when given the opportunity. Also, workshops, adult classes, classroom experiences, use of resource specialists are ways of providing information for educating the public.

Persons of higher educational attainment tend to more readily accept new products which break from traditional food patterns.

Implications for home economics curriculum? Eventually, many food technologists predict, fabricated foods will become well accepted by the public. We may move entirely from identification with natural foods. Snacks and convenience foods may not be considered traditional foods. As America is moving toward a snacking existence, we must expose and educate our children to try to eat a variety of foods.

Home economists must emphasize through their contacts with parents the importance of facing the problem early and giving infants a broad variety of foods. Home economists should encourage earlier exposure to a variety of foods in the kindergarten and primary grades.

The housewife finds that she is little more than a short-order cook for the family as the traditional dining room table is bypassed. The traditional breakfast that is eaten at home is being challenged by the pleasant substitute and fringe benefit of the office and factory coffee break consisting of juice, coffee, and pastries.

Implication of home economics curriculum? The mother will probably teach the daughter to prepare food as she does. The trend now and in the future indicates food preparation on a piecemeal basis rather than systematically as a full meal. Even more demand may be placed on

labor-saving kitchen appliances. Perhaps this is an indication that more emphasis be placed on piecemeal food preparation in the home economics curriculum. Emphasis must also be placed on principles of operating equipment rather than choosing among equipment. As the American family becomes more mobile they will have to adapt themselves to fit "unchangeables" in their various homes.

As previously indicated we want and are clearly willing to pay for the novelty, the variety, the convenience--and any extras in health and beauty. The need for sound nutritional understanding by the consumer is vital today. Home economists have the opportunity to meet this challenge.

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SOME CURRICULUM IDEAS FOR THE 70's

Mary Mather and Graduate Students

Graduate students studying problems and trends in Home Economics Education and concerned about relevance, organized plans with a variety of approaches for the study of home economics. One problem, which was believed to need urgent attention was presented as follows:

THE SITUATION

A new three-year high school in a metropolitan district, 37% white, 63% minority groups.

Unemployment rate three times the average of the total metropolitan area.

Many common-law marriages.

Large number of one-parent families.

Average length of residence in local district 13 months.

Typical problems of youth include:
responsibility for the care of young children and many homemaking responsibilities.

family problems relating to unemployment, low economic capacity, divorce, desertion, malnutrition, sanitation and lack of employment skills.

little or no information about healthful child-rearing practices.

inability to relate to peer groups, family and community.

lack of tools for personal health, sanitation, grooming, or desire to develop creative talents.

THE PRESENT PLAN FOR HOME ECONOMICS

Foods and Homemaking 1

Clothing and Homemaking 1

Foods and Homemaking 2

Clothing and Homemaking 2

Foods and Homemaking 3 and 4

Clothing and Homemaking 3 and 4

Home and Family Living
(one semester elective)

It was felt that the majority of students in this school district had problems which demanded an alternative to a traditional program as outlined above. It was recognized, however, that there are many students in the district with middle-class values and aspirations. Both types of

students are considered in the program which follows.¹

Six one-semester elective courses are planned. These are open to all students, boys as well as girls. Other courses are for 12th-grade students only.

FOOD AND NUTRITION

Course Description: In this course the student develops skills in preparing and serving nutritional meals. The following units of instruction are included: Nutrition and You, Meal Planning and Preparation, Convenience Foods, Vegetable, Meat and Poultry Selection and Preparation, Frozen Foods, Stretching the Grocery Dollar.

Basic Generalization: Although a competent manager can reduce the amount of money spent on food, care must be taken to provide adequate nutrition and culturally accepted variety in the home menu.

General Course Objective: The student will be able to plan a balanced family diet, select meats and food products and develop the ability to prepare several varieties of nutritious meals.

Rationale: This course was selected because (1) many families in this local school district do not prepare nutritious family meals and (2) a large percentage of the incomes in this area is spent on groceries. Meal planning and grocery shopping techniques can help improve the standard of living.

ENTERTAINING WITH CREATIVE FOODS

Prerequisite: Food and Nutrition

Course Description: This course will help the student develop techniques in selecting and preparing food for entertainment and special occasions. It contains the following units of instruction: Planning and Preparing Party Snacks, Entertaining with Food, Baking Pastries, Preparing Desserts, Outdoor Cooking, Appreciation of Foreign Cooking, Cultural, Racial and Religious Influences on Food Preparation.

Basic Generalization: The serving of food is a non-verbal form of communication of friendship, love, indifference and other emotional feelings.

¹Plans developed by William Lundell, EPDA Fellow in Vocational-Technical Education, University of Illinois, Urbana-Champaign.

General Course Objective: The student will demonstrate skill in preparing and serving foods for entertainment and foreign foods characteristic of the several nationalities in the local school district.

Rationale: This course was selected because (1) students in this area have rarely been exposed to entertaining with food and (2) since this is a culturally and racially diverse school district, an understanding of other peoples' food and eating habits will help develop greater community harmony.

THE FAMILY

Course Description: This is a course in preparation for marriage and family living. It contains the following units of instruction: You, The Family and the World, Psychological Aspects of the Home Atmosphere, Child Care, Looking Toward Marriage, Dating and Courtship, Economics and Marriage, Managing the Family Income to Reduce Tension.

Basic Generalization: The individual family member's interpretation of his role and what affects it, and the roles of other members of the family and what affects them, influence the individual's interaction within the family.

General Course Objective: The student will be able to explain his relationship to the family and community and will demonstrate an understanding of the key psychological, social and economic factors in family living.

Rationale: This course was selected because (1) students in this local school district have a difficult time adjusting to our society and (2) a large percentage come from homes with severe psychological, social and economic problems.

DECISIONS FOR CONTEMPORARY LIVING

Course Description: This course helps the student learn how to make decisions in regard to housing. It contains the following units of instruction: Interior Decorating, Fabric Selection, Furniture Selection and Financing, Color Harmony, Renting, Transportation and Home Location, Housing and Design, House Financing, Home Operating Costs.

Generalization: Choosing, furnishing and equipping a place to live manifests the individual's values and should serve as a means of modifying his environment to meet his physical, psychological and social needs.

General Course Objective: The student will develop some criteria for making decisions about selecting housing and, given a budget, will be able to decorate and furnish a specified size house or other dwelling unit.

Rationale: This course was selected because (1) most families in disadvantaged areas do not realize that better housing can often be found in other areas of the city with a smaller rent payment and (2) because of the lack of economic buying power, students in this local school district are especially in need of skills in contemporary living.

CONSUMER BUYING

Course Description: This course helps the student develop skills in becoming a better consumer by obtaining better products and services from his dollar. This course contains the following units of instruction: Marketing Procedures, Shopping and Advertising, Understanding Weights, Measures, Grades and Labels, Shopping for Quality and Value, Comparative Shopping, Preparing Family Budgets, Nutrition and the Grocery List.

Generalization: Individual and family choices tend to influence or be influenced by marketing conditions and practices. The informed consumer can obtain a greater value for the dollar spent.

General Course Objective: The student will develop skill in understanding marketing methods and be able to explain the reasons for consumer choices in terms of economy and values for given situations.

Rationale: This course was selected because (1) many students from disadvantaged areas do not realize how they can obtain more from their dollar and (2) many students rely basically on advertising as their shopping guide.

BUYING AND MAKING CLOTHES (open to girls)

Course Description: This course helps the student develop an appreciation for clothing, skills in selection and construction. It contains the following units of instruction: Planning a Wardrobe, Trends and Fashions, To Buy or Construct, Spending and Resources, Textiles, Handling Special Fabrics, Effects of Special Finishes, Clothing Construction Techniques.

Generalization: A student is often more readily acceptable in a particular role if he conforms to the group's clothing expectation of that role.

General Course Objective: The student will plan her own wardrobe based on current fashion and individual needs and will demonstrate skill in material and style selection in the construction of at least one garment.

Rationale: Selected because (1) girls in this local school district have little parental guidance in planning and obtaining a wardrobe and (2) skills in clothing construction can help students be better dressed at a smaller cost. This will help in peer approval.

PLANNING, PURCHASING AND PREPARING FOOD

(an elective, one semester course open to all 12th grade students-- offered first semester)

Course Description: This course helps the student develop skills in planning, purchasing and preparing foods for the small business and for home consumption. The following units of instruction are included: Preparation for Work in the Food Industry, Nutrition in Food Planning, Value and Food Purchasing, Creative Cooking and Serving, Occupational Opportunities in the Food Services.

Generalization: Students who intend to be employed in the food services or become homemakers should know the fundamentals of planning, purchasing and preparing food as well as the occupational opportunities and requirements in the food service area.

General Course Objective: The student will be able to plan, prepare and serve nutritional meals for the family and develop skills in the handling of food that are acceptable for employment in the food service industry.

Rationale: This course was selected because (1) many students in this local school district come from homes where nutritious meals and food handling are very poor and improper planning and purchasing are the general rule. (2) Job opportunities in the adjacent business district are plentiful.

Home Economics for 12th Grade Students

The following courses are for 12th grade students only. They contain a strong emphasis on Vocational Home Economics for employment.

Although any 12th grade student is eligible to enroll, priority will be given to those students enrolled in the Cooperative Home Economics Training Program. Students enrolled in the Cooperative Home Economics Training Program must be enrolled in a Home Economics Course related to their employment.

A typical program for a student enrolled in the Cooperative Training Program and employed in the food service industry would be:

Semester I

Communication Skills
Modern Problems
Planning, Purchasing and Preparing Food
On-the-Job Training

Semester II

Communication Skills
Sociology
Quantity Food Preparation and Serving
On-the-Job Training

QUANTITY FOOD PREPARATION AND SERVING

(an elective, one semester course open to all 12th grade students--offered 2nd semester)

Course Description: This course helps the student develop skills in planning, purchasing and preparing foods in large quantities for institutional or retail consumption. The following units of instruction are included: Menu Planning, Quantity Purchasing, Quantity Preparation and Serving, Business and Cafeteria Management.

Generalization: Students interested in institutional or retail food preparation should have experience in planning and preparing large quantities of food and should understand the management problems and occupational opportunities in retail and industrial consumption.

General Course Objective: The student will develop skills in planning, preparing and serving large quantities of food that will prepare her for full-time employment.

Rationale: This course was selected because (1) students in this school district would rarely have an opportunity to pay for this type of education in a private trade institution because of their low economic ability and (2) many employment opportunities are available in local businesses for students with an interest and some skills in quantity food preparation.

CLOTHES AND THE CLOTHING INDUSTRY

(an elective, one semester course open to all 12th grade students--offered 1st semester)

- Course Description: This course develops basic skills in the selection, care and construction of clothing and relates these skills to occupational areas in the clothing industry. The following units of instruction are included: Preparation for Work in the Clothing Industry, Fashions, Textiles and Clothing, Clothing Services, Clothing Construction and Repair.
- Generalization: All students who intend to be employed in the clothing industry should have a knowledge of textiles and clothing construction as well as the opportunities and requirements of employment in the clothing industry.
- General Course Objective: The student will be able to explain how fashions and textiles relate to the clothing industry, and will develop skills in the construction and repair of clothing. The student will also develop work habits acceptable to the clothing industry.
- Rationale: This course was selected because (1) students in the local school district have a need from an economic standpoint to develop skills in clothing repair. (2) Properly maintained clothing will help the student relate to his peer group. (3) These students need skills to help them become employable.

ADVANCED CLOTHING TECHNIQUES

(an elective, one semester course open to all 12th grade students--offered 2nd semester)

- Course Description: This course helps the student appreciate clothing production and consumption and includes the following units: Clothing and Culture, Clothing and Environment, Clothing and Our Economy, Advanced Clothing Construction, Mass Production.
- Generalization: Students interested in the clothing industry should know how fashions are influenced by the social and psychological feelings of people as well as how fashion relates to clothing construction and how it affects the economy.
- General Course Objective: The student will develop the ability to explain the relationship of clothing to the social, psychological and economic needs of the community,

and will acquire skills in clothing construction that are acceptable for full-time employment.

Rationale:

This course was selected because (1) the local school district is located in a manufacturing area and employment opportunities are available to students with clothing skills. (2) The student in this area needs opportunities to develop talents in fashions, design, color harmony and manual skills.

CHILD CARE AND CHILD CARE SERVICES

(an elective, one semester course open to all 12th grade students--offered 1st semester)

Course Description:

This course relates child care skills to the occupational area of child care services and contains the following units of instruction: Preparation for Work in Child Care Services, Child Study, Child Care Occupations, Employer-Employee Relations, Personal Development in Relation to Child Care and Child Care Services.

Generalization:

Many students care for children either in their home or elsewhere and should understand the needs of children and the opportunities and obligations of employees in Child Care Service area.

General Course Objective:

The student will acquire knowledge of the problems related to child care and will develop the necessary skills required to obtain a full-time position in the area of Child Care Services.

Rationale:

This course was selected because (1) many students are responsible for child care because they live in one-parent homes. (2) The high degree of unemployment in the local school district indicates a need for the students to be prepared for occupational opportunities.

ECONOMICS AND FAMILY LIFE

(an elective, one semester course open to all 12th grade students--offered 2nd semester)

Course Description:

This course helps the student develop skill in money management and to understand the importance of the wise use of money in family life. This course contains the following units of instruction: Marriage and Money, Money-Nutrition and Family Health, Management of Family Resources, Understanding Wants and Needs.

- Generalization: Students in disadvantaged areas often have little positive exposure to, or experience in, successfully solving economic problems in family life.
- General Course Objective: The learner will develop economic techniques that will enable him to attack some of the economic problems related to home life in low economic income families.
- Rationale: This course was selected because (1) many students in this local school district are involved in severe family problems due in part to poor economic management. (2) The low earning capacity in this district indicates that the student needs an alternative to careless and unplanned economic decisions.

A Career Orientation Curriculum for Grades 7, 8 and 9

A curriculum problem for a junior high school was presented as a desire to plan something relevant for one school district in a city with problems very similar to those described in the first situation. There was a strong feeling for building on the needs of the students in that one district rather than using a city-wide curriculum pattern designed for all schools.

The entire curriculum plan is focused on the world of work. Emphasis will be given to providing 60 selected boys and girls a reason for staying in school and reaching a desired goal. Students will be ten girls and ten boys from each of the grades 7, 8, and 9. The curriculum consists of career-orientation English, mathematics, social studies, and technical practices in home economics and industrial arts. Technical practices in home economics will include making art and craft articles to be sold in the Food and Fun Shop, food shopping, quantity food preparation, and work experiences in the school cafeteria. The students may continue in the Career Orientation Curriculum through grade 12--or may elect to change to the regular curriculum at any grade level. Schedules for these sixty students will be by the modular system, with integrated lessons being taught by all teachers involved in the Career Orientation Curriculum.

Certain concepts have been selected to be used as a basis for planning behavioral objectives and teaching all courses in the Home Economics Program. These concepts provide a "point of departure" and a "point of return" for this coordinated curriculum,² designed to encompass three purposes of home economics education: education for family life, education for employment, and pre-professional education.

1. An individual needs to understand himself before he can understand others.
2. The sense of self grows gradually as the individual participates in an ever-widening environment.

²Planned by Lois Mitchell.

3. Individuals seek relationships with others to satisfy social needs.
4. The family is for the socialization of the child.
5. The family has functions no other institution performs.
6. Values are learned from early and continued experiences in the family, with peer groups, and in the community.
7. Both boys and girls need family life education because, in our society, there is no clear definition of which responsibilities belong to men and which belong to women.
8. The community provides resources such as libraries, health services, recreational facilities, highways, police and fire protection, churches, and schools.
9. There is a reciprocal relationship between the family and society.
10. The family economy affects and is affected by the larger community.
11. Decisions about the use of money affect family relationships.
12. There is a minimal food budget that must be spent to have enough food: to grow, to live, to keep healthy and well, to get energy for work and play.
13. Food is made up of different nutrients needed for growth and life.
14. The way food is handled influences the amount of nutrients in food, its safety, appearance and taste.
15. There are an increasing number of homemakers who carry two jobs--that of homemaking and wage earning.
16. Boys and girls need to prepare for the reality of the fact that most women will work outside the home.
17. Development of skills increases individual and family resources.
18. Personality and attitudes contribute to employability.
19. Clothing may help the individual relate to himself and others.
20. There has been an increase in service occupations, both in private households and outside the home, and many of these service occupations have a relationship to home economics.
21. Some of the commonalities in the world of work are: social security, retirement plans, working conditions, labor and professional organizations, legal aspects of employment, health and safety in relation to the job.

The Courses

Feasibility studies of home economics related occupations in the community indicate that the greatest employment needs are in the areas of child care and food service. For this reason, subject matter in the Home Economics Program will focus on understanding and caring for children; nutrition for all ages; and skills in food planning, buying, handling, and preparing.

1. LIVING WITH YOURSELF

One semester course required of grade 7 girls--first semester
Elective for boys--grades 7, 8, or 9

Know yourself! How you look, act, and feel! An individual needs to understand himself before he can understand others. The course will include personal grooming and selection of clothes--communication in social situations--and selecting foods that have the nutrients needed for growth and health.

2. LIVING WITH THE FAMILY

One semester course required of grade 7 girls--second semester
Elective for boys--grades 7, 8, or 9

Know your family! What are the roles of the people in *your* family? This course will include relating to family members; keeping home and surroundings attractive, safe, and sanitary; and helping to care for children.

3. LIVING WITH OTHERS

One semester course--for girls and boys in grades 8 or 9

Know others! Know your community! . . . Developing qualities for friendship and employability! Get acquainted with community resources in the neighborhood: Project Now, Head Start, Cooperative Extension Expanded Nutrition Program, Supplemental Breakfast and Lunches, Food Stamps, Family Services, Youth Council, Economic Development Corporation . . . and more! . . . Understand how these agencies and families can work together "To Help People To Help Themselves."

4. YOU ARE WHAT YOU EAT!

One semester course--for girls and boys in grades 8 or 9
Prerequisite: Living With Yourself

What you eat today walks and talks tomorrow! What are the nutrients you need for growth and health? Food skills will be practiced in preparing favorite foods of three ethnic groups in our community: Mexican, Swedish, Southern.

5. PLANNING FOR FAMILY LIFE

One semester course--for girls and boys in grades 8 or 9, taught by a Home Economics Teacher and Vocational Counselor (male desired)

Be prepared! Plan ahead for family life! The roles of men and women are changing in the United States. There are many women in the world of work. This course will emphasize choice-making in management: management of personal funds, buying and care of clothes, buying and maintaining a car, buying and care of home equipment. What is credit? What are different kinds of credit? When should credit be used?

6. THE WORLD OF WORK AND HOME ECONOMICS

One semester course--for girls and boys in grades 8 or 9

Opportunity for service! There are many employment opportunities in the service occupations related to home economics. Get acquainted with some of these service occupations and the people working in them! . . . paraprofessionals in the Expanded Nutrition Program of Cooperative Extension, Project Now, Head Start, and Teacher Assistants in the schools; Day Care Assistants; Food Services in schools, hospitals, nursing homes, restaurants. What are the salable skills needed for this employment? One of these may be for you!

7. CARING FOR CHILDREN IN GROUPS

One semester course--for girls and boys in grades 8 and 9

Prerequisite: Living with the Family

Caring for children away from home! With many employed homemakers, there are more and more facilities for the group care of children. This course will include ways in which children develop, providing for needs of children--physical, emotional, play, and safety. Students will have "not for pay" supervised experience in observing and helping with group child care at Day Care Centers in the community, Head Start Centers, and Group Baby Sitting in connection with Adult Education Classes of the Expanded Nutrition Program.

8. "FOOD AND FUN" SHOP

One semester course--for girls and boys in grades 8 and 9,
limited to 16 students each semester

Prerequisite: Living with Yourself

The "Food and Fun" Shop is a feature at the school. The first six weeks will be spent in learning skills of food buying, preparation, and handling. Twenty-four luncheon guests will be served on Tuesdays and Thursdays, on advance reservation from faculty or community groups. Planning menus, figuring costs, buying food, preparing food, arranging an attractive table setting, and serving guests are all part of the learning experience. A special feature will be the "Arts and Crafts Shop," featuring the sale of gifts made by students in the Career Orientation Program.

9. TECHNOLOGY OF HOUSEKEEPING

One semester course--for girls and boys in grades 8 and 9,
limited to 16 students each semester.

Prerequisites: Living with Yourself *and* Living with the Family

Cleanliness is a technology! There has been an increase in service occupations, both in private households and outside the home. Cleaning homes and offices is a significant service occupation. This course will include the selection and use of cleaning supplies and equipment. Cleanliness and sanitation will be practiced--how to clean stoves, refrigerators, cupboards, closets, rugs, hard floor coverings, wood furniture, upholstered furniture, windows, curtains and draperies, mattresses, linens. Students will have "not for pay" supervised experiences observing and helping with the cleaning procedures in several homes of the community.

ROLES-OF-WOMEN CORE FOR A MIDDLE-SCHOOL PROGRAM

An approach, somewhat different from the above, is used in the following plan suggested for grades seven and eight.* There is a list of various topics, or areas, for each year of study, but the designer of the plan advises against specifying a certain amount of time for each, and treating part as discrete "units."

It is suggested that it might be better to keep ideas flowing from one area to another instead of compartmentalizing them. Thus, one can more easily reinforce previously learned relationships, help students see new ones, and probably be able to capitalize on more "teachable-moments." The old pattern of junior high students spending a certain amount of time "in the clothing room" or "with the sewing teacher" and then being moved to the "cooking room" might be broken.

The roles of women has been selected as the integrating idea around which to interrelate the areas in this plan. The courses are exploratory in nature, introducing the student to the field of home economics as well as providing some preparation for the dual role of homemaker and wage-earner.

Suggestions for Seventh Grade

UNDERSTANDING MYSELF AND OTHERS. Emphasis is on physical growth and qualities for friendship.

LOOKING FORWARD TO GETTING A JOB. Emphasis here is building on the traits for friendship which would also contribute to employability, and helping young girls develop a more realistic view of their future roles in the world of work.

SELECTING AND PREPARING FOODS FOR NUTRITIOUS MEALS. Since many jobs are related to food, this makes a good transition. To do a job well one needs to be well fed, and to manage a busy life one needs to know short cuts and efficient habits in food preparation and management.

*Developed by Helen J. McMullen, Home Economics Teacher, Decatur public schools.

UNDERSTANDING AND CARING FOR SMALL CHILDREN. This area is also related to job and career opportunities as well as to the important job of being a mother. Need for management also comes into the picture--money management for the girls who may be earning baby-sitting wages, time management to get everything done--and recognition of other people's values and standards as one makes decisions or carries out orders.

Suggestions for Eighth Grade

UNDERSTANDING MYSELF AND OTHERS. This year's study includes the concept of femininity, feminine responsibilities, and the roles of women in society. Similarities and differences in families are discussed, as well as influences of one's peer group and the teen-culture.

LOOKING FORWARD TO GETTING A JOB. A continuing exploration of jobs and careers related to home economics.

SELECTING MY OWN CLOTHES. Textile information that can help in consumer choices for teen clothing, choice-making in the marketplace, and determination of how to achieve desired effects for different objectives.

LEARNING AS I SEW. Sewing skills which help for creative outlets, wardrobe maintenance, or as a way to earn money.

MAKING MONEY BEHAVE. This area is related to choices made in clothing--the original selection of fabric or wearing apparel as compared to satisfactions and/or durability; and choices made about whether to buy or construct a given garment. Awareness of all types of current money expenditures is developed, and analyzed in terms of how many hours of work buy certain commodities enjoyed by teens.

UTILIZING PERSONAL RESOURCES. Resources other than money would be highlighted, resources one has and resources that can be developed. Spending one's time for leisure and creative outlets, building a "life-style" by the way one uses personal resources, opportunities for women to work for community betterment, as well as housekeeping in own home--all are possible ideas in this final area to help young adolescents "think big."

FOLLOW THE LEADER

Frances J. Parker, Head
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Dr. Parker earned the Ph.D. at Ohio State University, the M.S. at California State at Long Beach, California, and the B.S. at San Fernando Valley State, California.

She spent two years at the Center for Vocational-Technical Education, Ohio State University where she was a Research Associate. The article below is related to her dissertation which dealt with the change process.

When the folk singers say "the times are a changing," they express what we all know. Innovation and change have become hallmarks of the contemporary American Society. The inevitability of continued change is beyond debate. The dynamic forces of change--social, cultural, technological, educational and economic--bring new ideas, new ways of making things, new products, new occupations and new patterns of living with their potential implications for the educational system of today and tomorrow. However, the literature clearly reveals a lag between the creation and the dissemination of knowledge.

Communication of Change

Philosophical foundations of the home economics profession advocate "creativity in extending, in applying or in dissemination of knowledge to improve personal and family living" [1].

The need for a strategy to implement change in home economics has been suggested by several scholars. For example, McGrath [2] reported a need for home economists to redirect their efforts from the rural to the urban population. In yesteryear, the agriculture extension framework facilitated dissemination of innovations to the rural community; no such large-scale provision exists for urban populations today where most of the people are. O'Toole [3] observed that some device was needed to integrate into regular programs sound innovations which research has discovered or developed. Garrett stated, "The Home

Economics Educator must be among those initiating change in educational programs, thus enabling people to utilize constructively the knowledge and techniques resulting from scientific, technological and societal developments" [4].

The contemporary home economist, whether administrator, supervisor, teacher, counselor, or a home economist in business, needs to be cognizant of societal changes, to be knowledgeable of forces causing them, to be able to *predict* the consequences of change, and either to adapt or seek to modify trends.

Opinion Leadership Phenomena

Home economists need to recognize that modern man (and woman) frequently relies upon the information and advice of key individuals in his local environment when confronted with a decision-making situation. That this seems to be true, in spite of the vast array of sophisticated communication media and advances in the educational level of man, has been shown in studies in medicine, rural sociology, communication media, as well as in vocational agriculture and in home economics. Researchers have identified these key individuals as: opinion leaders; influentials; informal leaders; local influencers; fashion leaders; human connectors; status leaders; spark plugs; influencers; key communicators and advocates.

Katz [5] described the same phenomenon as the "two-step flow of communication." Opinion leaders are influenced by mass communication and they in turn relay ideas to others with whom they have influence. Lionberger [6] added another dimension to the opinion leader function, that of "legitimization." Influentials, as he calls them, not only communicate but they transmit positive or negative recommendations.

Opinion leaders have certain common characteristics that can aid in their identification [7,8]. They

are exposed to the mass media to a greater extent than their associates;

symbolize or conform to their group norms more closely than their peers;

show particular competence in the sphere in which they are leaders;

are more innovative;

participate in more social and professional organizations than their followers;

have a higher educational level than their followers;

are slightly older than their associates;

are more cosmopolitan than other members of the social system.

Professional Applications

Home economists are already utilizing the opinion leadership idea. For example, a Cleveland community rehabilitation program, designed to update homemaking practices, trained and used "human connectors" who lived in disadvantaged neighborhoods to "make numerous home visits, to offer friendship and information and even to walk to the rehabilitation center with those needing security" [10]. Opinion leaders among vocational homemaking teachers have been identified by sociometric techniques in Ohio and Idaho [8,9] as the initial step in a strategy to implement change or provide in-service teacher education.

The existence of opinion leaders in a social system offers change agents, a "handle where by you can prime the pump from which new ideas flow through an audience via the 'trickle down process'" [9]. Cohen [11] of the Womens Talent Corps--New York, found in working in schools, community agencies and unions, it was essential to identify and support creative leadership where it already existed, as well as develop a joint strategy for promoting new ideas and innovations.

You are probably already aware of the opinion leaders in many of the communities where you work. Are you involving them to increase the scope and impact of your service to families?

Student-opinion leadership can be enlisted to support and implement ideational or program change. Faculty-opinion leadership can promote and validate educational innovation. Community-opinion leadership can consolidate support and understanding of educational objectives. National and state leaders can utilize opinion leaders to transmit new knowledge from researchers to the implementation level, thus diminishing the communication gap between the creation and dissemination of knowledge.

The Change Process

As well as utilizing opinion leaders in effecting change, home economists need to be aware of the stages through which an individual moves when considering change. There are five cognitive stages [6].

Awareness--the individual learns of a new idea, product, practice or becomes aware of a characteristic, an attitude, value, or habit needing change.

Interest--personal applications are considered and more information sought.

Evaluation--mental application of the innovation to the present and anticipated future, e.g., one might evaluate the idea of buying a maxi coat for their wardrobe or consider trying a commodity food in a certain recipe.

Trial--an individual tries the new idea or product on a small scale to assess its value to his own situation.

Adoption or rejection--the fifth and final stage. The individual decides to continue or reject full use of the innovation.

The time for change varies considerably according to persons, local needs, and compatibility with existing ideas and beliefs.

Potential Implications

Professional home economists need to be students of change--not only recognizing (1) that individuals turn to certain associates, i.e., opinion leaders, for information, advice and legitimization of products, ideas and practices; (2) that opinion leaders have identifiable characteristics; (3) that the process of adopting or rejecting change has five cognitive stages; but (4) that the opinion leadership phenomenon has far-reaching implications as a strategy for implementing change in home economics.

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SUMMER SCHOOL OPPORTUNITIES

University of Illinois, Urbana-Champaign

June 21 to August 14

Course offerings in home economics education will be enriched by the work of two visiting professors during the 1971 summer session.

Mrs. Lucile Fee, former State Supervisor of Home Economics Education in Colorado and former AVA President, will teach Vocational-Technical Education 456A, *Problems and Trends in Home Economics Education Curricula*. This will be offered during the first four weeks, June 21 through July 16 for one unit of graduate credit (equivalent to four semesters hours).

Miss Edna Page, from the Home Economics Education Department of the University of Arizona, will teach a *Workshop in Curriculum Development for Home Economics Occupations*, Votec 459D, one unit of credit, the second four weeks--July 19 to August 14.

An alternative opportunity for the first four weeks is a *Workshop in Curriculum Development for Consumer Education*. Votec 459C, one unit of credit, conducted by Dr. Hazel Spitze.

Rounding out the regular course offerings is Votec 451, *Directing Personnel Development in Vocational-Technical Education*. This is designed as an across-the-board course for all students in Vocational-Technical Education and deals with supervisory principles and techniques for pre-service and in-service education of teachers. Permission in advance of the summer school registration date is required. To be offered the second four weeks, July 19 to August 14. One unit of credit. Dr. Mary Mather.

In addition to the above, there will be a special two-week, non-credit, workshop to identify and develop low-reading materials in consumer education. Dates for this are June 21 to July 2. For further information about this, or the credit workshop in Consumer Education, Votec. 459C, contact Dr. Hazel Spitze, 355 Education Building, University of Illinois, Urbana, Illinois 61801.

For information about any of the other courses, contact Dr. Mary Mather, 354 Education Building, University of Illinois, Urbana, Illinois 61801.

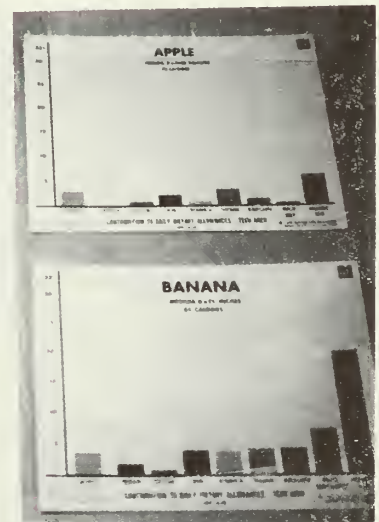
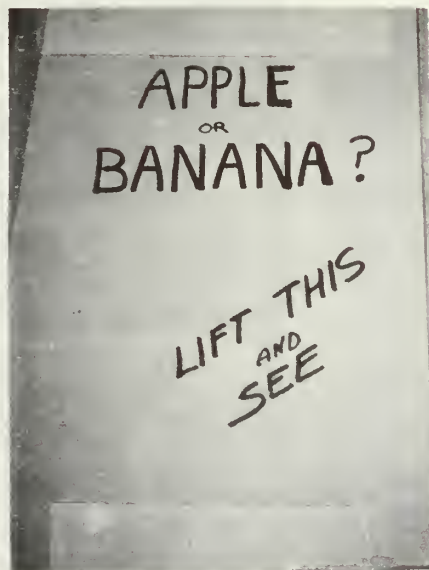
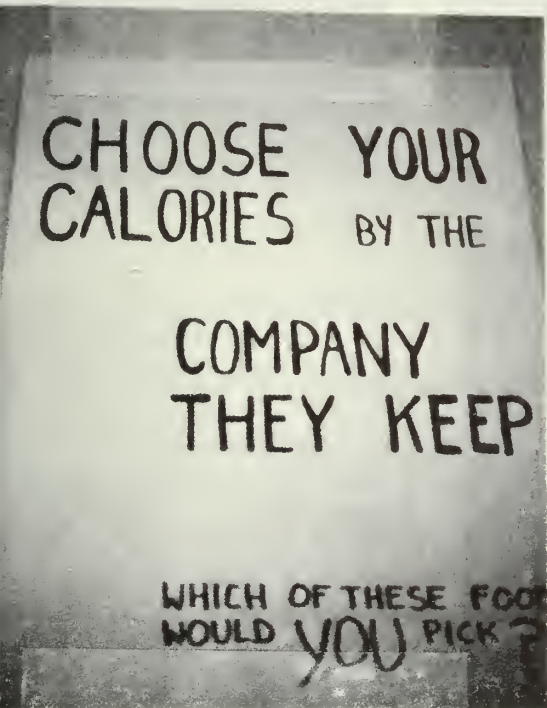
TEACHING TECHNIQUES

AN IDEA FOR A PARTICIPATION EXHIBIT

Capitalizing on a typical interest in one aspect of nutrition, the exhibit illustrated below was successfully used at a school open-house and later

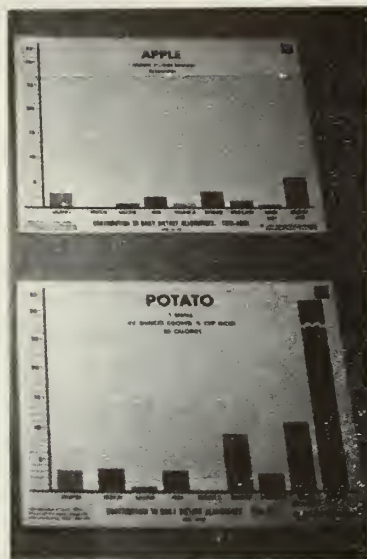
in a town library. Viewers were asked (1) to express a preference for which of two foods they would choose, then (2) to lift the poster board and compare the food values of the two. National Dairy Council Comparison Cards were used to show the relative amounts of various nutrients. These are shown here adjacent to the question board, but in the actual exhibit these cards were, of course, underneath.

Other classes may wish to develop other comparisons about calories, or to organize a similar display around a different nutrient such as protein, or certain minerals or vitamins.



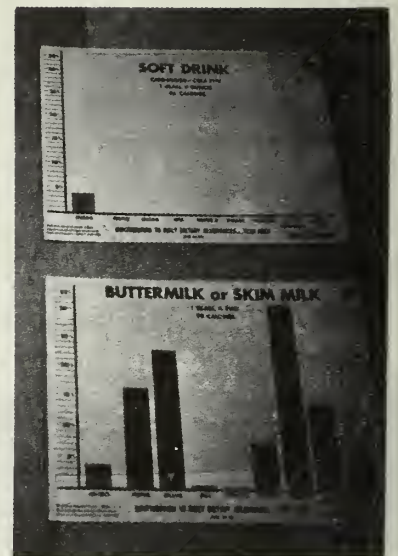
APPLE
OR
POTATO?

LIFT
THIS
AND
LOOK



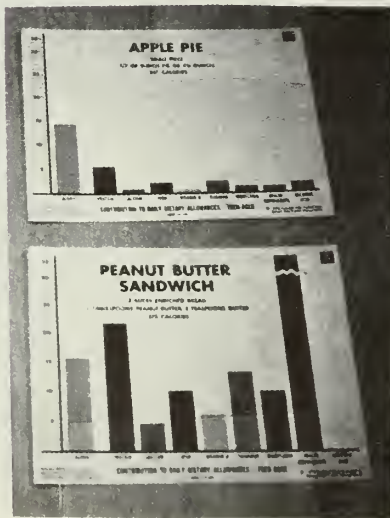
COKE OR
MILK?

LIFT
AND
PEEK



PIE OR A
PEANUT
BUTTER
SANDWICH

LIFT
THIS
TO
SEE



This exhibit was planned and executed by Mrs. Ann F. Rund, University of Illinois student teacher at Cerro Gordo high school, Cerro Gordo, Illinois.

Corrected recipe for bran muffins or bread

$\frac{2}{3}$ cup flour (that's 10 level tablespoons)

2 $\frac{1}{2}$ teaspoons baking powder

$\frac{1}{4}$ teaspoon salt

1 egg, beaten

$\frac{3}{4}$ cup milk

3 tablespoons melted shortening

1 $\frac{1}{2}$ cups bran flakes or raisin bran

1. Mix flour, baking powder, sugar, and salt.
2. Mix egg and milk. Add to flour mixture; add melted shortening.
3. Mix only enough to wet flour mixture.
4. Stir in cereal.
5. Grease muffin pans. Fill them $\frac{2}{3}$ full. Or cook in your cornbread pan.
6. Bake at 425 for 15 to 20 minutes for muffins, or about 30 minutes in bread pan.
7. Makes eight muffins or one loaf.



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Home Ec

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ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

HOME ECONOMICS FOR THE SEVENTIES

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PUBLISHED IN THE *ILLINOIS TEACHER*, prepared by *Christina Brown*. 200

A publication of the Division of Home Economics Education,
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FOREWORD

This issue of the ILLINOIS TEACHER focuses on Home Economics Occupations as a vital part of Vocational Education. Some of the ideas presented by our writers may be helpful for developing new vocational programs and for expanding programs that already exist.

In the introductory article, Vesta Morgan presents the role of occupational home economics as perceived by a member of the State staff. She also offers some exploratory ideas and sequential charts to aid in program development.

The articles by Johnson, Baker and Petrich, and by Wanda Turner describe the challenge of meeting the needs of students that led to the development of the cooperative vocational program at Sycamore High School, and the supportive health services at Decatur Area Vocational Center.

The use of Citizen Advisory Councils in Vocational Education has long been recommended. The Vocational Amendments of 1968 give increased impetus to their importance. The Rurban Educational Development Laboratory at the University of Illinois has been developing materials to facilitate the use of advisory councils as emphasized by Hofstrand and Shipley.

Christina Brown prepared an index of articles related to home economics occupations previously published in the ILLINOIS TEACHER.

Mildred B. Griggs
Editor for This Issue



Vesta C. Morgan
Consultant, Personal and Public Service
Occupations, Board of Vocational Educa-
tion and Rehabilitation, Springfield,
Illinois

A number of questions are frequently being asked today about home economics. "Where does home economics fit into vocational education today?" "Does home economics really have a place in vocational education now?" "Is the need for home economics increasing in the schools of Illinois or is it decreasing?" "What is the current emphasis in today's home economics programs?" "Is home economics really relevant in today's schools?" It is hopeful that some of the following will help to find answers to these and other questions which people might have.

There have recently been many changes in the home economics programs in the schools of Illinois and the trend is for many other changes to take place in the next few years. Of course, not all change means progress, but, hopefully, most changes will be made to better meet the needs of students in today's society.

The emphasis on home economics programs today is on planning programs which meet the needs of the students served by a local school. Programs should be planned which meet the needs of the students, the needs of the community, and the manpower needs of the area. As vocational educators, society expects us, among other things, to prepare youth and adults for gainful employment. It expects us to prepare youth while they are still in school for entry-level employment so that they can be self-sufficient and have a basis on which to succeed. We are also expected to take adults who are in need of training and retraining and upgrade their skills for their present positions or prepare them for new jobs. Vocational education is also expected to

help youth and adults who have dropped out of school to become employable. Also, we are expected to prepare people not only to obtain and hold jobs, but also to become competent family members and responsible citizens.

Basic Objectives of Total Program

Home economics today has a vital and important role in today's schools in occupational training as well as in the other phases of the total home economics program. A total home economics program today consists of courses with three basic objectives:

1. Homemaking (Useful)

A program or courses, the primary objective of which is educating students for the role of a homemaker.

2. Home Economics Occupations (Gainful)

Sequential programs of training the emphasis of which is upon training students to develop at least the minimum knowledge, attitudes and skills to become employable in some job or occupation where the knowledge and skills are related to the field of home economics.

3. Consumer-Homemaking

Special course or courses in consumer education as related to the home which prepares for the dual role of homemaker and wage-earner.

One of the over-all purposes of the 1968 amendments is that of "providing vocational education opportunities so that all persons 'will have ready access to vocational training or retraining which is of high quality, which is realistic in light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests and ability to benefit from such training'" [1]. Vocational education in today's schools can help provide every individual an opportunity to develop his potential as a worker and realize that all work is important in a democratic society.

In any school where there is a need for training programs which help provide needed workers in such occupational areas as food service, child care, clothing related occupations, jobs related to home furnishings, housing, home and institutional management and other jobs where the knowledge and skills are related to the field of home economics, home economics educators have an important and vital responsibility to provide such programs. Each school district must decide on the particular program relevant to their district.

One highly significant fact that affects the need for occupational training in home economics is the number of women who are entering the labor force. It can be assumed that most girls will be employed much of their lives outside of the home. Statistics show that nine out of

ten girls will work sometime during their lives as wage earners [2]. Also, women often simultaneously assume several different responsibilities, such as wage earner, homemaker, mother, and other roles.

The Women's Bureau of the Department of Labor reports that more than one out of every three mothers with children under six is in the labor force and the number is constantly increasing. The prediction is for a 32 per cent increase between 1975 and 1985 [3]. This fact not only shows an increase in the number of working women, but also an increased need for trained workers for day-care centers, nursery schools, and other places providing services for young children.

The National Restaurant Association says that within the next five years, one out of every three meals will be eaten outside the home. The labor shortage is reported to be the biggest problem of the industry.

The choice of a career related to fashion is wide and there are jobs related to varying personalities and qualifications depending upon whether a student shows interest and aptitude for the technical, administrative, or creative aspects of fashions. "There's something for everyone in fashion today" [4].

One of the priorities in the 1968 amendments is planning training programs for employment in a recognized or a new and emerging occupation for which persons normally receive pay. Also, there is an emphasis upon planning programs which will be available to and will meet the needs of individuals most desiring and needing education which will enable them to develop a salable skill [5].

There is a need for identifying the need for specific training in many areas related to home economics. It is easy to generalize on the need for more trained personnel to work as homemaker's assistants, home health aides, companions to the elderly, and other areas where there are recognized needs in our society. However, much work is yet to be done in working out the details of practical education programs in all of these areas.

With only these few references to job possibilities related to home economics, it is not difficult to see that there are many needs for occupational programs in home economics. Many of the working women as well as men now work and will continue to work in jobs related to the field of home economics. The goal should be to provide occupational training opportunities for all which will help each individual contribute to their highest potential wherever they work. It is, therefore, not only important to determine the needs of the community and the needs of the students in a local school and to plan training programs which will provide the needed workers, but also to match the student with the program which will help the student develop his abilities and potentials.

Suggestions for Initiating and Developing a Wage-Earning Program

Advisory Committees

When a school is considering the implementation of a gainful home economics program, one of the beginning steps is the formation of an advisory committee. The advisory committee can be made up of as many individuals as the school thinks will be helpful. The usual number is from nine to ten members; however, the number will vary according to the size of the community, size of school population, types of industries and job possibilities in the area, known interests and abilities of students, and other factors. It is helpful to have representation from the home economics advisory committee on the all-school vocational advisory council.

The make-up of the committee should be representative of the community. Some suggestions for types of people to consider are: representatives from the Chamber of Commerce, local labor office, Department of Public Aid, Department of Children and Family Services, and other local interested agencies, managers of food service establishments, nursing homes, hospitals, day care centers, clothing stores, dry cleaning establishments, furniture stores or whatever businesses are in the area that employ people needing knowledge and skills related to the field of home economics. Primary-grade teachers, administrators, vocational directors, guidance counselors or other interested teachers, representative parents, representatives from labor unions, personnel from factories or industries in the area are all possibilities of people who may help with an occupational training program. Professional people may be members or may be used as consultants to the committee.

The committee members should [6]:

- (1) show interest in the problems of the educational system;
- (2) represent the general opinion of the professions, business, management, industry, public services and the public;
- (3) have the necessary time to devote to committee work;
- (4) not exploit the committee for personal benefit.

The functions of the local advisory committee are to advise and counsel the educational system's administration and instructional staff in planning, implementing and maintaining vocational and technical education programs. Some specific functions might be to [6]:

- (1) provide important communication between the educational system and the community;
- (2) review the goals and objectives of the local vocational and technical education program;
- (3) make recommendations to administrators regarding standards for instructional facilities;
- (4) assist in the preparation of a local philosophy of vocational and technical education;

- (5) aid in a continuous review of the content and organization of the instructional program in keeping with the occupational needs of the community area or state;
- (6) advise the administration relative to setting up qualifications of instructors;
- (7) suggest criteria for selection of students;
- (8) assist in locating training stations for cooperative students;
- (9) assist in the planning of a student placement program;
- (10) assist in the development and recommendation of an equitable financial support program;
- (11) assist in the planning of a vocational education program for the adult workers in the community;
- (12) support state and national legislation affecting vocational education;
- (13) assist in long-term planning;
- (14) assist with a continuous appraisal of occupational opportunities in the community served;
- (15) assist in the identification of needed research in vocational and technical education.

Identify Training Stations

The advisory committee can be of great value in helping to identify training stations. There is probably not a school district in the state that does not have at least a few possible training stations for students where the skills needed are related to the field of home economics.

There are possible training stations in each of the areas of home economics. Some typical training stations are:

Child care training stations

Day care centers
Nursery schools
Kindergartens
Private homes where there are one or more preschool age children and the mother is at home to serve as a trainer-employer
Recreation centers providing child care services
Head Start programs

Clothing related occupations training stations

Clothing Production

Dressmaking shops
Garment factories
Home seamstress shops
Sewing machine company retail shops
Fabric stores

Clothing Alternation

Women's clothing stores
Men's clothing stores

Department stores
Home shops

Clothing Maintenance

Laundries
Dry cleaners
Laundry departments in institutions, such as hospitals
or nursing homes
Launderettes
Personal wardrobe maintenance

Clothing Merchandising (combination of home economics and business)

Fabric stores
Clothing ready-to-wear stores--men's, women's and children's
Department stores

Food service training stations

Restaurants
Hospitals
Nursing homes
Catering services
School cafeterias
Institutional food services
Food services in factories and plants
Food speciality companies
Food production plants
Meals for the shut-ins and elderly

Home furnishings training stations

Care and Restoration (combination of home economics and industrial oriented)

Furniture stores
Furniture upholsterers
Rug and upholstery cleaners
Dry cleaners

Construction for the Home (combination of home economics and industrial oriented)

Upholsterers
Drapery, slipcover, curtain seamstresses
Home-accessory seamstresses
Furniture manufacturers

Home Furnishings Merchandising and Consultive Services
(combination of home economics and business)

Furniture stores
Equipment stores

Hardware stores
Department stores
Fabric stores
Interior decorators

Home and institutional management training stations

Hotels
Motels
Hospitals
Nursing homes
Dormitories
Business places
Private homes

Analyze Jobs

After the possible jobs in an area have been identified, a job analysis can be made which will indicate the knowledge and skills desirable or helpful for a person to possess before starting the job as well as indicate the knowledge and skills that the individual can learn while on the job.

Some general job descriptions are available from the local employment service office, many from the Dictionary of Occupational Titles, and from other books and curriculum guides. To obtain the particular information for a given job in a local area, often it will be necessary to interview the employers to find out what they would like possible employees to know and to be able to do. The advisory committee is often helpful in providing or finding out this information.

The following is an example of a job analysis and will help to show how such information can be used as a basis for planning a sequential program of training.

Alteration Assistant [7]

An alteration assistant should be able to:

- Fit garments to the customer;
- Make alterations, such as:
 - lengthen or shorten a garment
 - change length of sleeves
 - alter waistline size
 - alter side seams to correct fit
 - relocate darts to proper position
 - replace zippers
 - finish length of slacks or pants;
- Interpret alteration markings on garment for correct altering;
- Select, use, and care for sewing and pressing equipment;
- Know and use appropriate sewing techniques;
- Understand and use appropriate pressing procedures;
- Work with customers;

Understand and be able to use correct charging techniques;
Repair clothing in such ways as:
 replacing zippers;
 sewing on hooks and eyes and other fasteners;
 sewing rips and seams;
 mending linings;
 mending pockets;
 repairing hems;
 sewing on buttons;
 replacing trim;
 ironing on patches

With this type of information a teacher should be able to plan for the individual student the types of experiences that will help him to acquire the knowledge needed and the ability to perform the required work.

There is much commonality, but also many differences in a home economics clothing production course with occupational goals instead of the traditional homemaking goals. Typically, a course using the above type of information is planned for juniors and seniors after the students have had a course in beginning clothing construction skills and a home economics survey orientation course. Instead of simply providing new knowledge and skills necessary to construct garments for themselves, the laboratory experiences are planned to give the students an opportunity to practice and repeat the needed techniques until the students' level of performance is such that they are ready for at least an entry-level job in that area. Needless to say, not every student in a class will progress at the same rate; therefore, every student will be working on individual projects planned to meet their individual job goal needs.

Sequential Programs of Training

A sequential program of training needs to be planned which will provide the opportunities necessary for a student to develop the attitudes, knowledge and skills which will enable him to obtain employment and succeed on the job.

The particular sequential program planned for a school should be defined in terms of task-analysis of the cluster of jobs related to a particular area of home economics. This cluster should be composed only of jobs which will be available when the students finish the training program.

Programs should be planned that are flexible and have the potential of meeting the needs of students with varying abilities, backgrounds, interests, and amounts of time.

Sequential programs should be planned that will provide the opportunities for students to acquire the knowledge and skills needed for employment regardless of whether the necessary courses are taught within the home economics department or in several departments within the school.

Junior high home economics ought to consider broadening its curriculum to include introducing girls to the world of work and helping them to look at life realistically. Home economics on the junior high level might emphasize the development of personality, employability, and ability to function in the world of work rather than restricting their offering to an emphasis on the family. A great deal needs to be done at the junior high level to change attitudes about the woman's place in the world of work. Students need a strong foundation of basic home economics education with later attention to acquisition of skills when they are at the developmental stage at which these tasks will be more meaningful and more easily accomplished. Most courses can be organized around the idea that the majority of the students will be working outside of the home as well as being homemakers [8].

A *typical ninth-grade* course is a one-year composite orientation course including introductory occupational information and experiences in the various areas of home economics. One of the general objectives for this course is to help the students gain insight and knowledge of the possible careers related to the field of home economics. This course usually includes units in personal relationships and grooming, child care, clothing, foods, housing and home furnishing and home and institutional management. Occupational information and experiences are included in each unit. The students should have a better basis on which to make some of their future decisions concerning their working career as a result of this course.

One of the objectives stated in an introduction to the food service industry is: "For students to gain an understanding and appreciation of the importance of getting along with people" [9]. This objective is one of the most important objectives of an occupational education program and should be a general objective for all programs.

Typical tenth-grade level courses continue as occupational orientation but in more depth than before. This level of courses is, typically, at least a semester in length in whatever subject matter areas occupational training is available to the student at the eleventh and/or twelfth grade level. For example, if the school offers a food service training program at the junior and/or senior level, they would offer a semester of foods at the tenth-grade level. This semester of foods should include both classwork and laboratory work in all phases of foods that would be related to the foods service occupations included in the upper level of training. Sometimes more than one semester of subject matter is needed for particular jobs. For some clothing jobs a semester of clothing selection and textiles is needed in addition to a semester of clothing construction. For a clothing merchandising job, a semester of retailing, possibly taught in the business department, would be necessary. The important point is to determine the needs of the students and the jobs and plan the programs accordingly. (See charts.)

Occupational training courses are typically at the eleventh and twelfth grade levels. They may be one or two years in-school laboratory experiences which are similar to actual job experiences; one year in-school and one year cooperative education; or they may be one or two

years of cooperative vocational education during which the students are working on the job with related classroom instruction.

Types of Programs

1. In-school laboratory experiences

- a. Laboratory experiences in the home economics department set up to be similar to actual job experiences.
- b. Extended laboratory experiences utilizing facilities available outside of the home economics department, but readily available in other parts of the school or convenient location, such as the school cafeteria, kitchen, or the kindergarten room.

2. Cooperative vocational education

"Cooperative vocational education is a well-developed instructional program which requires a coordinator to organize the learning activities of student-learners around their career interests and goals. He coordinates classroom instruction with on-the-job experience" [10]. Cooperative education is a program of vocational education developed jointly by the school and community in which the student is provided opportunities to develop job skills and to attain job adjustment through an organized sequence of job experiences in paid part-time employment and through classroom experiences in related instruction [10].

3. Area vocational schools

Area vocational schools serving two or more school districts within an area may offer occupational training opportunities that are not otherwise available for all students within the area served. Area vocational centers also offer programs which help meet the special needs of individuals having academic, socio-economic and other handicaps that prevent success in other vocational programs [11]. Often the local schools offer the first two years of the sequential program which give the students the beginning knowledge and skills needed to succeed in the actual occupational training offered by the area vocational school.

4. Joint agreements

Schools may sign joint agreements to cooperate on making occupational education available to the students in both school districts. When there are job opportunities in a given area, but a limited number of students in a local school district, as well as a limited amount of equipment, teacher time and other factors, often a feasible way to provide a needed educational program is by two or more schools combining their resources and students.

5. Contracts with private schools

In a limited number of situations, it is possible to work out a

contract with a local private school to provide needed training for students that cannot be provided training in any other way.

In-school occupational education programs are often made available to eleventh-grade students with a cooperative education program providing a training station in the same job area at the twelfth-grade level.

Some suggestions for the in-school laboratory programs are:

Child care aide training can be offered as an in-school occupational training program by setting up a child development laboratory in the home economics department where preschool-age children can be brought several days each week. This arrangement would provide the students with actual experience working with the children in a situation closely resembling a day care center or nursery school.

A similar training program can be offered through an extended lab program using the kindergarten and lower grades for the laboratory experiences. Extended lab programs seem especially feasible for small school districts. These laboratory experiences with children must be planned sequential educational experiences, not just work experience.

In-school training for clothing occupations related to clothing construction can often be offered in the home economics clothing laboratory by adding pressing equipment and rearranging the equipment to resemble typical work stations of an alterationist or seamstress. The students in this type of a class are provided with laboratory experiences where they have the opportunity to practice alterations and seamstress techniques until their skills are developed to a level of employability. Students should be permitted to progress at their own level of ability. This course differs from a useful home economics clothing construction class in certain ways. Their laboratory experiences often involve constructing garments for others instead of for themselves; repeating a process to a level of acceptability instead of being concerned with completing a garment; and learning to please the public rather than themselves.

Food service in-school occupational training is feasible where cafeteria equipment is available and a cooperative program can be arranged between the home economics department and the cafeteria manager. Some schools find that the cafeteria is not in use the latter part of the afternoon and can be used as a laboratory for food service training. Cooperating with the cafeteria also provides an outlet for the food prepared by the food service class. The cafeteria manager can sometimes be used as a teacher assistant. One of the important objectives for a food service training program is "for the student to gain an over-all view of the food service industry; . . . so that he may better understand and appreciate the importance of his role and his contribution to the success of the operation and his potential in the food service industry."

Summary

Occupational training programs should be sufficient enough in depth

and length to provide the students with the opportunity to develop the skills needed to become employable and to succeed on the job. These programs may be one year or two years in length. The length of the program depends on the amount of time necessary for the students enrolled in the program to develop at least entry-level skills. Some highly successful programs are in-school laboratory training programs at the eleventh-grade level followed by a cooperative vocational education program at the twelfth-grade level. Where possible, it is better to train students for a cluster of jobs related to an occupational area rather than to limit their job possibilities by training them for a single skill job [5].

Most of the programs in home economics occupations are for open-ended types of careers; that is, students are initially trained for beginning-level jobs requiring minimum skills, but with possibilities for advancement limited only by the students' abilities, ambitions, desire for further training, and other influencing factors. It is important to help students understand their chances for a satisfying career in terms of where they start and what the possibilities are for the future.

Havighurst states that "The goal of education for all children, rich or poor, from literate or illiterate families, is the same if it is expressed in general terms. This is to help the child become a competent and happy person, now and in the future, in a democratic, productive and socially integrated society" [12]. This goal has a definite meaning when planning curriculum in home economics vocational education. Plans need to be made considering the potential and the needs of all--boys, girls, men, women, potential school dropouts, school dropouts and all others. We have a challenge not only to teach students occupational home economics, but to make our home economics relevant to today's youth.

Explore Possibilities of Programs

By asking yourself a few questions you may be able to determine some of the possibilities of programs and some of the programs that may be needed in your area. Again, often the advisory committee can be a great help in answering such questions.

Is there a need for a class to upgrade the skills of the waitresses in the community?

Is there a need to provide an adult food service class for school lunchroom workers or some other adult group?

Have you contacted the Illinois Public Welfare Department to determine if there is a need for a class for adults to help them to become employable?

What are the possibilities for programs taught cooperatively with extension, home economists in business, public health, and other agencies in your community?

Have you analyzed the student body as to the students that are not having their vocational needs met by programs currently offered through your school?

Have you approached the administration and faculty concerning the services you could offer to all vocational students--such as teaching units on personal relationships on the job, grooming for the job, manners which help you to succeed, etc.?

Have you considered working out a sequential program of home economics occupational information from K through 8?

Have you investigated the possibility of your occupational clothing production class making garments for Head Start, articles for a business in town, clothes for the Migrant Day Care Center, draperies for the school, or many other possible ways of providing job-like experiences for the class?

What is the possibility of working with the kindergarten and first grade teachers to provide experiences for students needing experiences with young children?

Have you helped the cafeteria manager to understand the purpose and meaning of an occupational training program for students?

SUGGESTIONS FOR SEQUENTIAL PROGRAMS OF TRAINING

OCCUPATIONAL HOME ECONOMICS PROGRAMS
HOME FURNISHINGS AND EQUIPMENT

Job Goal	Construction for the Home	Home Furnishings and Equipment Merchandising	Interior Decorator's Aide	Home Equipment Demonstrator
12th Grade (and/or 11th Grade) Co-op One Year Occupational Training	Fabric Store Drapery Department Slip Cover Shop Department Store Carpet Store	Furniture Store Appliance Store Hardware Store	Department Store Interior Decorator's Office	Appliance Store Hardware Store Department Store
11th Grade (and/or 12th Grade) In-School One Year Occupational Training	Home Furnishings Construction	Art Principles and Their Application to Decorating and/or Merchandising		Principles of Demonstrating Merchandising
Typically 10th Grade Course Semester	----- Clothing Construction	Textiles ----- Home Furnishings and Equipment		Use of Home Equipment -----
Typically 9th Grade Composite Orientation Course One Year	Exploring Home Economics and Related Occupations			

OCCUPATIONAL HOME ECONOMICS PROGRAMS

CLOTHING RELATED OCCUPATIONS

Job Goal	Seamstress Alterationist Dressmaker	Clothing Maintenance Workers	Clothing Merchandising	Garment Factory
12th Grade Co-op One-half Day One Year (and/or 11th grade)	Aide to Seamstress Clothing Store Alteration Room Shop in home	Laundry Dry Cleaners Coin Laundry Institutional Laundry	Clothing or Department Store	Garment Factory
11th Grade In-school One year (and/or 12th grade)	Profitable Sewing (Fitting, Altering, Construction for others)		Salesmanship (Bus. Dept.)	Clothing Construction using Industrial Type Equipment
Orientation Semester Course Typically 10th Grade		Care and Repair of Clothing	Clothing Selection	
		Textiles		
			Beginning Clothing Construction	
Orientation One Year Composite Course Typically 9th Grade				Orientation to Home Economics and Related Occupations

OCCUPATIONAL HOME ECONOMICS PROGRAMS

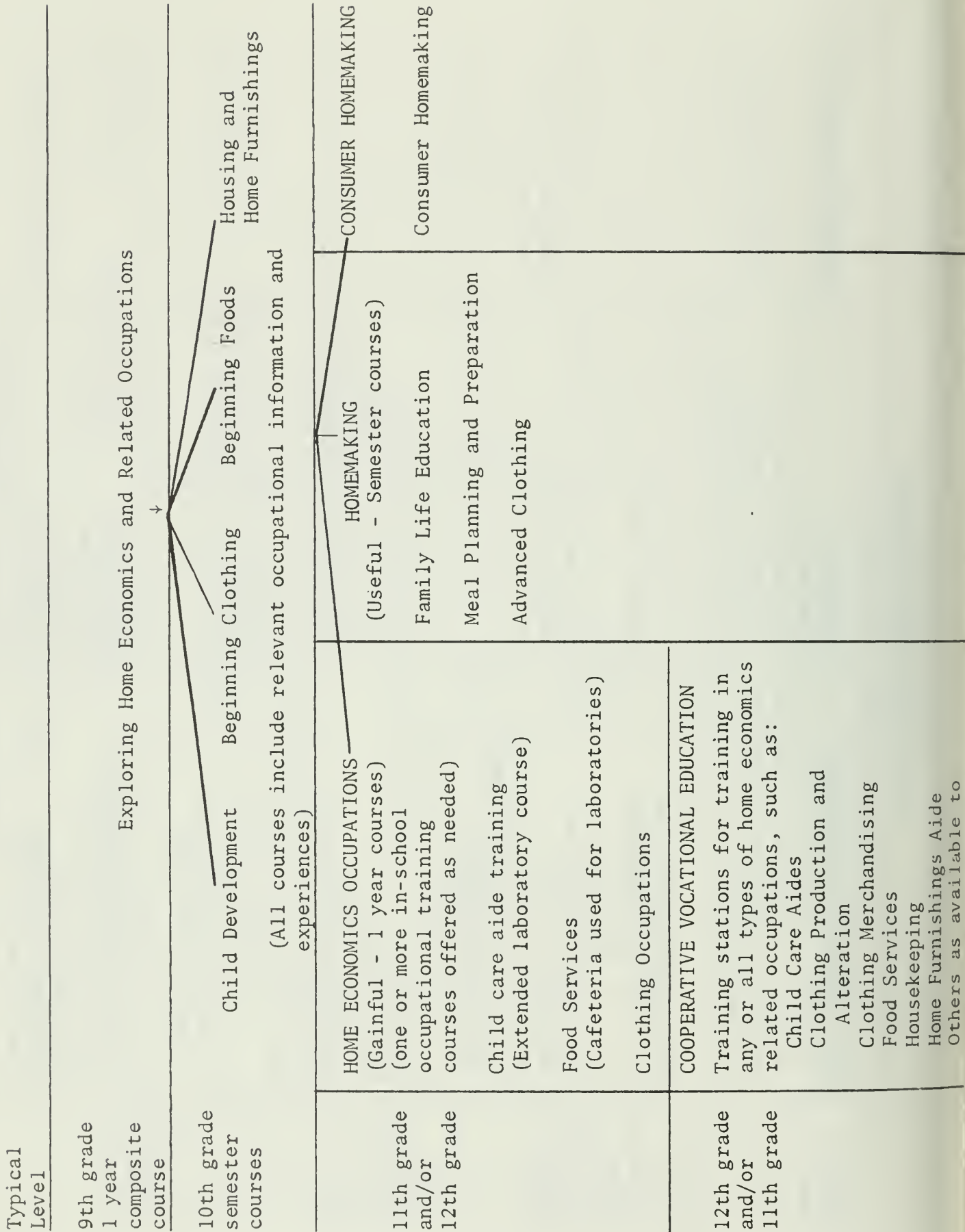
CHILD CARE OCCUPATIONS

Job Goal	Child Care Aide Day Care Center	Child Care Aide Institutional Service	Teacher Aide (with post-high school training)	Baby Sitting and Home Care of Children
12th Grade Co-op One-half day One Year (and/or 11th grade)	Day Care Center or Nursery School	Children's Home Institutions for Children Hospitals	Nursery School Kindergarten Primary Grades	Personal Care of Children in Homes
11th Grade In-school One Year (and/or 12th grade)	In-School Child Development Laboratory			
Orientation Semester Courses-- Typically 10th Grade	(Second Semester Courses Often Optional)			
	Food and Nutrition for Children	Children's Health (Health Department)	Activities for Children	Infant Care
Typically 9th Grade Orientation One Year Composite Course	Care and Understanding of the Young Children			
	Orientation to Home Economics and Related Occupations			

TYPICAL FLOW CHART
TOTAL HOME ECONOMICS PROGRAM
(Large High School)

Typical Level	HOME ECONOMICS OCCUPATIONS (Gainful) (Emphasis on attitudes, knowledge and skills related to occupations in Home Economics)	HOMEMAKING (Useful) (Emphasis on attitudes, knowledge and skills related to homemaking)	CONSUMER HOMEMAKING Consumer Homemaking
9th grade 1 year composite course	Exploring Home Economics and Related Occupations	Home Economics I	
10th grade semester courses	Child Care Occupations Beginning Clothing Introduction to Food Services Housing and Home Furnishings and related careers	The Young Child Fashion and Fabrics Food Preparation	Consumer Education for the Home
11th grade and/or 12th grade	(1 year in-school occupational training) Nursery School Profitable Sewing Beginning Food Services Construction for the Home Home and Institutional Management	(Semester Courses) Children in the Family Adv. Clothing Construction Meeting Family Food Needs Decorating for Effective Living Bachelor Living	
12th grade and/or 11th grade	(Cooperative Education (1 year - on the job) Child Care Aide Clothing Related Occupations Food Service Occupations Housekeeping Aide Homemaker's Assistant Home Furnishings Aide	(Semester Courses) Pre-Natal and Infant Care Adult Living Tailoring Management for Today's Homes Meals for Special Occasions Furnishings and Equipment	Consumer Homemaker

TYPICAL FLOW CHART
 TOTAL HOME ECONOMICS PROGRAM
 (Small--Medium High School)



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SYCAMORE HIGH SCHOOL MEETS STUDENT NEEDS
THROUGH A RELEVANT HOME ECONOMICS PROGRAM

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What do you *do* when a senior girl who has just completed four years of classes in your home economics department says on the night of her graduation, "I have my high school diploma, but now I wish there was something I knew how to do so I could get a job"?

At Sycamore High School we took a closer look at our home economics offerings and decided that some changes had to be made if we were to meet the needs of all of our students. Obviously, this girl was not familiar enough with opportunities in home economics occupations. She had not been given adequate preparation to bridge the gap between high school graduation and entrance into the world of work. How many students had we graduated with this feeling of inadequacy?

A critical look at the home economics curriculum revealed that emphasis was on foods and clothing with courses in IC (college-bound girls) and family living being offered at the senior level. Several weaknesses were apparent. First, the over-emphasis on cooking and sewing tended to limit instruction in other areas such as housing and

child care. Secondly, the philosophy in all classes seemed to be home economics for homemaking even though national statistics were showing increased numbers of women in the labor force. A third weakness appeared to be that most of the instruction was future-oriented instead of now-oriented (i.e., when you start your own home; when you go to college). Still another weakness seemed to be the lack of sufficient goal-setting and decision-making opportunities for the students. It was obvious that boys were avoiding courses in the home economics department.

The challenge was: to alleviate these weaknesses and still continue as a family-centered program offering the skills, knowledge, and attitudes necessary for students to assume the dual role of homemaker and wage-earner. Preparation for both roles is necessary since the proficiency with which one can do both will help determine the quality of one's home and family life *and* one's effectiveness as a wage earner. The goals of the home economics department became: (1) to strengthen home and family life through improving personal, family, and community living and (2) to prepare for employment in jobs which utilize knowledge and skills of home economics.

Curriculum Change

To better fit the vocational goals of Sycamore High School the home economics curriculum was evaluated. The previous home economics courses were each one full school year in length with *few* choices for students who wanted to continue in home economics. There was a possibility of emphasis on over-mastery of skills by students rather than on progression toward realistic goals. Students enrolled in Foods II and III were not capable of completing the technical material planned for these courses so the courses actually became "repeats" of Foods I. The combined efforts of school administrators, the guidance director, the home economics teachers, and home economics personnel from Northern Illinois University resulted in a new curriculum plan, including semester-length courses which give more variety in choice and progression of subject matter with increasing difficulty. A sequence of courses based on interests and abilities of students as identified by the guidance department may now be scheduled. The home economics curriculum at Sycamore High School changed from:

- 9th Homemaking I
- 10th Foods I and/or Clothing I
- 11th Foods II and/or Clothing II
- 12th Foods III and/or Family Living -
Home Econ. IC-college bound girls only

to the following:

GRADES K-6 - BEHAVIOR AND ATTITUDE DEVELOPMENT

Developing images of the world of work.

Providing family relations education.

Developing perceptions of the value of workers.

Developing images of adulthood, manhood, womanhood.

Developing images of the values of the contribution made by workers to the nation and its people.

Providing nutrition education.

Developing eating habits.

GRADES 7-8 - PREPARATION FOR HIGH SCHOOL CURRICULUM

GRADES 9-12
OCCUPATIONAL EDUCATION

Identification of pupil interest, aptitude and potential:

- a. Which students like to work with children?
- b. Which students like to work with food?
- c. Which students like to work with sick people?
- d. Which students like to see immediate results of work as in cleaning?
- e. Other?

First year: orientation to knowledge and skills needed in home economics related jobs; developing saleable skills. Choice of Home Economics I Survey or Home Economics for Special Needs to explore and develop skills in the areas of clothing, foods, child care, nutrition, housing, and consumer education.

Identification of Occupational opportunities:

- a. jobs available in food service, child care services, clothing services, homes for the sick, the aged, the handicapped, etc.
- b. tasks involved in the many different kinds of jobs.
- c. job entry requirements.
- d. job advancement opportunities.

Second year: development of competence in knowledge and skills preparatory for employment in home economics-related jobs. Developing competence in saleable skills and consumer education. Choice of semester courses in Food Management, Production, and Services I and II; Clothing and Textiles; Tailoring; Industrial Sewing/Design; and Home Economics for Special Needs; and Housing.

Determination of high school program correlating pupil aptitude and interests with occupational opportunities (guidance).

Third and Fourth Year: Preparatory education in employment commonalities such as knowledge of identifying, obtaining, and advancing in preferred jobs. Developing human relation skills. Acquisition of work experience through on-the-job training in employment establishments provided by cooperating employers of workers in child care centers, food service establishments, hospitals, nursing homes, homes for the aged, private homes, hotels, motels, clothing or yard goods departments, in retail stores, upholstering shops, garment factories, and other jobs using related knowledge and skills. Choice of semester or full year courses in Food Management, Production & Services I and II, Clothing & Textiles Production, Industrial Tailoring, Sewing & Design, Care & Guidance of Children, Housing, Nutrition, etc., and Home Economics Related Occupations.

FLOW SHEET FOR HOME ECONOMICS CURRICULUM

COURSE	PRE-REQUISITE	GRADE	SEMESTERS OFFERED
<i>Clothing Area</i>			
Home Econ. Survey I	-none	9,10,11	2
Industrial Sewing/Design	-clothing course or approv. of instructor	10,11,12	1
Clothing & Textiles	-Home Ec. I or approv. of instructor	10,11,12	1
Tailoring	-Clothing & Textiles or approv. of instructor	10,11,12	1
Home Econ. Related Occupa- tions (Clothing Services)	-any lead up course	11,12	2
<i>Foods Area</i>			
Home Econ. I Survey	-none	9,10,11	2
Food Mgmt. Production & Services I	-Home Ec. I Survey or approv. of instructor	10,11,12	1
Food Mgmt. Production & Services II	-Home Ec. I Survey or approv. of instructor	10,11,12	1
Home Econ. Related Occupa- tions (Food Services)	-any lead-up course	11,12	2
<i>Child Care and Family Living Area</i>			
Home Econ. I Survey	-none	9,10,11	2
Psychology for Living	-none	11,12	1
Care & Guidance of Children	-none	11,12	1
Home Econ. Related Occupa- tions (Child Care)	-any lead up course	11,12	2
<i>Housing Area</i>			
Home Econ. I Survey	-none	9,10,11	2
Housing	-none	11,12	1
Home Econ. Related Occupa- tions (Interior Design)	-any lead up course	11,12	2
<i>Special Interest Areas</i> (area may be selected in any sequence; ability level to be considered in placement)			
Clothing & Textiles	-approv. of instructor	10,11,12	1
Tailoring	" " "	10,11,12	1
Food Mgmt. Production & Services I/II	" " "	10,11,12	1
Housing	" " "	11,12	1
Psychology for Living	" " "	11,12	1
Care & Guidance of Children	" " "	11,12	1
Industrial Sewing & Design	" " "	10,11,12	2

Special Needs Area

Home Econ. I (Special Needs) -any student in special
Emphasis on personality needs 9,10 2
development, dress and
grooming, consumer buying,
management and decision
making in foods, clothing,
child care and housing.

Home Economics IC (Senior students who have not had
previous home economics courses in
high school)

H.E.R.O. -any lead up course and 11,12 4
recommendation of guid-
ance and home economics
departments

Student Participation

This curriculum has been in effect for two years. More than 250 students, both boys and girls with varying interests and varying intellectual abilities, are now being served by three full-time teachers. The instruction has been vocationalized to the extent that (1) a cooperative Home Economics Related Occupations course is offered for junior and senior students; (2) lead-up courses are offered for job exploration and the development of job-entry home economics skills, and (3) a pre-vocational course for students with special needs has been added; (4) careful guidance and instruction, planned and carried out cooperatively by the school and community, start the students where he is and take him as far as he can go.

An overview of the present sequence of courses shows that students may enter a course at the appropriate individual ability level by taking prerequisite courses or with the consent of the instructor. Also, a student may terminate experiences at varying levels of achievement in any one area and move into another area of interest quite easily. For example, a student proficient in sewing skills may choose a semester of foods or child care and then move into tailoring instead of taking clothing courses for a full year. More students may enroll in home economics courses under the present plan because a student who is emphasizing other major areas may now elect a semester of study in a selected area of interest. A student interested in interior design would be encouraged to study art or drawing in another department. The overall philosophy at Sycamore High School is to provide student-centered curriculum and this type of program achieves that objective.

Previously, few students had been enrolled in Foods III and Family Living. It has been rewarding to see increased numbers of students choosing courses in Psychology for Living and Home Economics Related Occupations. Also the addition of Industrial Sewing and Design and Home Economics for Special Needs is attracting students who have previously not been interested in taking home economics classes.

Emphasis has shifted from convenient scheduling to the offering of courses designed to give maximum utilization of students' individual abilities and resources. As a result, the student is feeling greater satisfaction from his participation and achievement. Closer coordination with the junior high school has been necessary to achieve this.

Identifying Student Needs

At Sycamore High School students needs are identified in the following ways:

1. A comprehensive testing program for all students in the district.
 - a. All students - kindergarten and grades 4 through 12 are given the Educational Development Series Achievement Test to identify students who have problems in reading, writing or speaking communications; who are mentally handicapped and are probably incapable of successfully completing a regular course of high school instruction; and who may have a negative attitude toward school because of cultural, mental or emotional problems and are potential school drop-outs.
 - b. The Ohio Vocational Interest Survey (OVIS) is administered to all 8th-grade students and is used for curriculum planning and educational and vocational counseling.
 - c. All students at the 10th-grade level are given the General Aptitude Test Battery (GATB) to help them understand their employment potential in job areas.

The students' vocational needs are met in the following ways:

1. The emphasis on vocational education from K through eight is occupational information. This is done through orientation, field trips, films, outside speakers, exploratory courses and projects in addition to guidance and counseling. The only exception is a program for those pre-vocational students who would not be successful in a regular program.
2. The secondary level vocational programs are designed to follow a definite developmental sequence whereby each student begins with a broad exposure to several occupational areas and gradually concentrates on a specific occupation achieving point where he will have salable skills for job entry.
3. The vocational disciplines offered at Sycamore High School are Industrial Oriented, Health (through Coop. only), Agriculture and Applied Biology, Business Marketing and Management, and Personal and Public Service.

Each vocational discipline has a cooperative vocational education program associated with it. Basically these are for juniors and seniors although freshmen and sophomores who are

15-years-old can enter. Students are selected on their ability to profit from the program.

Home Economics Related Occupational Curriculum

Home Economics Related Occupations provides on-the-job training in food services, clothing, child care, and interior design. Juniors and seniors apply through the guidance office and are approved by the home economics department. Students must have career objectives in a field related to home economics, be 16 years of age, and be physically fit to meet the demands of the occupation. It is recommended that Home Economics I Survey be a prerequisite. Food Management, Production and Services; Clothing and Textiles; Housing; Care and Guidance of Children; and Industrial Sewing and Design may be lead-up courses or may be taken concurrently with the work experience. Students receive two credits for the course; one for the related class which meets one hour each school day and one for the on-the-job experience. The occupations students attend school in the morning (taking four subjects) and train on the job in local business establishments in the afternoons.

Three students are training in child care, thirteen in food services, two in clothing, and two in interior design.

On-the-job training offers opportunities which are impossible to obtain in regular classes, as shown in this series of pictures.



Teacher aides observe and better understand child development as they work with groups of children every day.



The wide selection of items in a local specialty shop allows many experiences in the coordination of home accessories.



Serving meals to the aged increases awareness of the needs of others--dietary and social.



Counter waitresses develop good customer relations as they meet the public every day.

The curriculum for the related class includes:

GENERAL

Personality Development

- Grooming
- Attitudes
- Employer-employee relationships
- Personal health
- Co-worker or customer relations

Safety

- Use and care of equipment and supplies
- Working attitude
- Causes of accidents
- Working conditions

Finding a job

- Using community resources
- Applications
- Interviews
- Recommendations and references
- Job requirements (health training, education, etc.)

Keeping a job

- Human relations
- Work habits
- Job ethics
- Time and energy management
- Trends or work patterns (retraining)

Job Compensations	Personal Finance
Value of job to self and others	Values and goals
Fringe benefits	Kinds of budgets
Retirement benefits	Making a budget work
Promotions	Banking
Wages and hours	Keeping records
Social Security	Insurance
Deductions	Taxes
	Savings
Management and Labor Relations	Credit
Personnel policies	
Decision-making	H.E.R.O.
Labor unions	
Contracts	
Labor Legislation	

An important step in developing objectives for each concept to be studied has been to plan with the students in order to determine exactly what they feel their needs are. Behavioral objectives have been written very specifically. An example follows:

BANKING

As a result of this unit students should be able to:

1. understand bank services;
2. open an account;
3. Understand regular and special checking accounts;
4. make deposits;
5. write checks;
6. balance a check book;
7. use proper endorsements;
8. transfer funds;
9. make withdrawals;
10. close an account;
11. file cancelled checks;
12. understand job opportunities in banking;
13. apply for a loan;
14. stop payment on checks;
15. buy travelers' checks.

Besides instruction in the general curriculum for the related class, the students work in individual areas. The development of this aspect has depended greatly upon outside resources, such as field trips to training stations, selected written programmed materials, speakers, assigned reading, and student teachers from the home economics methods classes at Northern Illinois University. "Bit teaching" has gone over well with the high school students. One college student who has had extensive work experience and training in food services comes once or twice a week to do recipe work, time-motion studies, sanitation procedures, etc., with the students training as cooks. Another college student assists in teaching serving skills to a trainee who has been training on the job in clothing alterations and still another home economics senior-methods-student has taught the practical skills of drapery making and drapery hanging to two interior design trainees.

Another important aspect of the related class is participation in H.E.R.O., the youth leadership club for students enrolled in Home Economics Related Occupations. It is a regular part of the curriculum and the class meetings are held during the related class period two designated days per month.



Cheryl Weaver is president of our local club and she was a participant on the Occupational Committee for F.H.A. in Washington, D.C. in October. She is presently serving on the National Future Homemakers of America Future Development Committee. This committee is re-examining the possible needs of the organization and making recommendations for long-range development of the program.

The placement of students in the Home Economics Related Occupations course and the evaluation of their progress requires the cooperative efforts of school and community personnel as shown in the following pictures.



Students meet in the related class one hour per day. Individual study, group projects, conferences, lab work, etc., often take place simultaneously.

The three-way conference between student, coordinator, and trainer is one method of evaluating progress. (An evaluation form used by Sycamore High School accompanies this article.)



The Coordinator and trainer develop a training plan which will advance the student toward his career objective. (A typical training plan used by Sycamore High School accompanies this article.)



The student is interviewed by the employer and learns what her on-the-job responsibilities will be.

Evaluation and Future Plans

The *Plan for Vocational and Technical Education* at Sycamore High School summarizes the overall approach to vocational education:

The community has made it possible to broaden our vocational offerings through cooperative vocational education. We have been able to place over 100 students annually in training stations and this provides training opportunities which could not be possible in any other way. How else could we train cooks, dental assistants, tool and die makers, sales clerks, management trainees, medical technologists, maintenance men, cosmetologists, etc.? We have over 50 different occupational programs and curriculums available to our students by using the cooperative method. In addition, we feel that this type of program has provided tremendous holding power to those students who may have planned to drop out because of a lack of interest in school. We feel that a curriculum which is relevant to students has great holding power.*

In a recent study of vocational cooperative students who have graduated in the past ten years from Sycamore High School the following facts were revealed:

1. Fifty percent of vocational cooperative students stayed in the occupations for which they received training.
2. An additional twenty percent remained in occupations related to their field of training.
3. Approximately ninety percent of the graduates who had received vocational training through cooperative vocational education are still living in the community.

Future plans for home economics include:

1. addition of Home Economics for Special Needs 11, 12;
2. a study into what *really* serves the college-bound home economics student and an adjusted program to provide for this;
3. development of a more permanent child care facility;
4. development of a sequential program in health occupations in home economics education;
5. more utilization of team teaching by coordinators in all areas;
6. continuous evaluation and follow-up of students who have taken two or more courses in home economics;
7. increased home economics library facilities.

**Local Plan for Vocational and Technical Education*, Sycamore Community School District #427.

Sycamore Community High School
HOME ECONOMICS RELATED OCCUPATIONS

EMPLOYERS REPORT OF STUDENT LEARNER

Please fill out the following and return it at your convenience.

Name of student-learner _____ Date _____

Instructions: Check with an X in the proper column.

	Excellent	Good	Fair	Comments
DEPENDABLE				
PROMPT				
FOLLOWS INSTRUCTIONS				
KEEPS BUSY				
TAKES CARE OF EQUIPMENT				
PRACTICES SAFETY				
ACCEPTS RESPONSIBILITY				
WORKS WITH OTHERS				
ACCEPTS CRITICISM				
LEARNS NEW WORK EASILY				
PERSONAL APPEARANCE				
AMBITIOUS				
MAKING SATISFACTORY PROGRESS				
CUSTOMER/STUDENT RELATIONSHIP				
SALES ABILITY				

ADDITIONAL REMARKS:

Rated by _____

Student-Learner _____ Date _____

Trainer _____

Training Station _____

Job Title _____

- OBJECTIVES:
1. To do tasks which free the teacher to do more teaching.
 2. To observe and better understand child development.
 3. To work more efficiently with children.
 4. To get work experience in a real situation.

JOB TRAINING	RELATED INFORMATION	SOURCES AVAILABLE
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TEACHER AIDE AS A VOCATION

- Employment opportunities as teacher aides.
- Training required.
- Nature of a teacher aide's work.
- Personal grooming and personality traits for a teacher aide.
- Communication--verbal and non-verbal.
- Standards of conduct and job ethics.
- Salary
- Fringe Benefits.
- Housecleaning supplies
- care of equipment

HOUSEKEEPING AND ARRANGING OF PHYSICAL SURROUNDINGS

1. Wash tables
2. Dust furniture and shelves
3. Wash piano keys
4. Straighten cupboards, shelves and drawers
5. Clean sinks and counters
6. Straighten room
7. Clean show-case windows
8. Feed pets
9. Clean animal cages
10. Water plants, wash leaves
11. Take down bulletin boards
12. File bulletin board pieces
13. Dust chalkboard, erasers
14. Put classroom materials away after use
15. Sort and file new equipment and supplies
16. Pull shades and close windows
17. Refill straws, crackers, and paints

JOB TRAINING

RELATED INFORMATION

SOURCES
AVAILABLE

CARING FOR AND OPERATING AUDIO
VISUAL EQUIPMENT

18. Request and check out equipment
19. Return equipment
20. Prepare films for mailing
21. Show films and filmstrips
22. Put records and record player
away
23. Check out library books and
materials
24. Get T.V.

-Use of audio-visual equip-
ment, movie projector,
overhead projector and
filmstrip projector

PREPARING INSTRUCTIONAL MATERIALS

25. Cut paper for projects, paper
strips for weaving, name tags,
etc.
26. Make drama props
27. Type and run off dittos
28. Staple papers
29. Cut and mount pictures
30. Make illustrative materials
31. Assemble notebooks

-See following "Guide
for Study"

HELPING CHILDREN WITH CLOTHING
AND PERSONAL HYGIENE

32. Supervise washing of hands
33. Supervise in cloakroom
34. Take children to nurse
35. Assist with ear and eye
testing

MONITORING LUNCH PERIODS,
HALLS, AND PLAYGROUNDS

36. Serve snacks
37. Take children out for recess
38. Supervise area of playground
39. Lead children back from
recess
40. Go with children on errands
41. Help supervise in lunchroom
42. Take children to gym

ARRANGING ROOM DISPLAYS

43. Cut and mount pictures
44. Make holiday room decorations
45. Put up decorations, take down
and store
46. Put up bulletin boards

-See attached "Guide
for Study"

JOB TRAINING

RELATED INFORMATION

SOURCES
AVAILABLE

ASSISTING WITH FIELD TRIPS

47. Make name tags
48. Address letters to parents
49. Lead children on walks
50. Help supervise on trips
51. Help supervise on bus
52. Fill out permission slip

-See attached "Guide
for Study"

HELPING WITH GAMES AND
ACTIVITIES

53. Play with small groups of
children or individuals
54. Teach games, songs
55. Read stories
56. Play piano
57. Practice with small groups
(plays, readings, etc.)
58. Assemble toys
59. Label toy shelves, toys, etc.
60. Clean and repair toys (doll
clothes, puzzles, etc.)
61. Make puppets
62. Supervise at milk break
63. Supervise at rest time
64. Use proper classroom pro-
cedures when teacher must
leave room

-See attached "Guide
for Study"

HELPING WITH CLASSROOM PROCEDURES

65. Record attendance
66. Pass out weekly readers
67. Collect papers
68. Grade papers
69. Average papers
70. Record grades
71. Type tests, lessons,
checklists
72. Staple material
73. Fill out enrollment cards
74. Assist students with make-up
assignments
75. Greet guests
76. Take messages
77. Answer phone and make calls
78. Collect lunch money
79. Fill out forms
80. Give tests
81. Work individually with
children on letters, numbers,
etc.

-Importance of following
instructions

-Importance of accuracy
and neatness

JOB TRAINING	RELATED INFORMATION	SOURCES AVAILABLE
HELPING WITH ARTS AND CRAFTS	-Recipes for finger paints, clay	
82. Mix paints		
83. Clean painting area and store paint		
84. Clean paint brushes and store		
85. Prepare easel for painting		
86. Demonstrate crafts		
87. Store painting and crafts for drying		
88. Pass out coloring materials		
89. Pass out paste or glue		
90. Trace patterns		
91. Cut out patterns		
92. String the weaving loom		
93. Help supervise finger painting		
HELPING WITH SAFETY PROCEDURES		
94. Learn fire, disaster drill procedures		
95. Lead children from room during drills		
96. Watch children who cross streets		
97. Help care for scratches and bruises		
98. Take child to room or nurse for first aid		
MISCELLANEOUS	-Organization of school system	
99. Observe children		
100. Use good speech patterns		
101. Practice courtesy		
102. Maintain neat, well-groomed appearance		
103. Maintain professional attitude		
104. Meet other staff members		
105. Attend P.T.A.		

GUIDE FOR STUDY IN RELATION TO CERTAIN ASPECTS
OF TEACHER AIDE PREPARATION

Show evidences of studying the following:

CHILD CARE

Job opportunities

- Types of jobs
- Requirements for workers

Basic Needs of Children and (Special Needs)

- Love
- Proper feeding
- Bathing
- Adequate rest
- Suitable clothing
- Exercise

Development of Children

- Physical
- Intellectual
- Emotional
- Social

Supervision of Special Activities

- Mealtime
- Play
- Rest
- Safety
- Assignments

Agencies for Child Care

- | | |
|--------------|------------------|
| Policies | Day Nurseries |
| Problems | Pre-schools |
| Financing | of Kindergartens |
| Organization | Private Centers |
| Regulations | Schools |

Suggestions:

- Bulletin boards or displays
- Reports--oral or written
- Outlines of reading
- Recorded observations of individual children (obtain observation sheets from instructor)
- Prepare snacks or menus
- Visits to child care centers
- Planned wardrobe for a child; figure cost
- Handmade toys
- Collection of articles about child care; make comments about articles

WHY CHANGE?

Wanda Turner

Coordinator, Supportive Health Services
Decatur Area Vocational Center
Decatur, Illinois

"We can change any situation by changing our attitude toward it. Nobody ever *finds* life worth living. One always has to *make* it worth living."¹

Listening to the Students

The challenge of a new curriculum is to change the attitude of teachers. It is easy to continue with the familiar materials, but if we listen to the comments of students, many times the cue for a change in directions is in their words.

"Diane has always liked to work with children."

"I know I could do a good working job in a hospital,"
commented Marilyn.

"Denise is such an orderly person, just give her a chance
in a supply room."

"Sandy is so nice to her grandmother."

These were common statements I overheard as I listened to student conversations. It made me, as a teacher, realize that the traditional courses in Foods and Clothing were meeting only a surface need and that the students' comments should be capitalized upon. Three common words were often evident. *Work! Helping Others!*

What were we offering in our home economics program at Eisenhower High School that involved students in work and in helping others? Any program in our field is related to the physical and mental well-being of people regardless of the age level or subject matter taught. But to interest high school students in a new course, you cannot use a stereotyped titled--it must have 'ear' appeal.



Drawings by Jennifer Maves, Student Teacher from Eastern Illinois University.

¹Nardi Reeder Campion, "The Unforgettable Harry Emerson Fosdick," *Reader's Digest*, January, 1971, p. 71.

Title Choice for Effective Student Election

Many suggestions have been made for occupational courses that relate to home economics and health. It is fast becoming recognized that both disciplines need to supplement the other if the employment demand for qualified workers is to be met in the health and child care facilities.

When our first occupational program was offered at Eisenhower High School, a cooperative venture in foods and health was suggested. After businesses and schools were contacted it became apparent that many job stations might have employment for student-workers in both foods and health. The administration felt, however, that one area should be concentrated upon at a time. A two-year cooperative program in Food Service was first offered in 1965. This program quickly expanded and it was added to the offerings for area vocational students at the Decatur Area Vocational Center in 1967.

Home Nursing and/or the Care of the Sick, Elderly, and Infants was offered at the junior and senior level and with the enthusiasm of the instructor, Mrs. Marie Corey,² drew a large enrollment. As students graduated it was apparent that they were using their Red Cross pins and certificates as an entry into the understaffed health field. It was noted that girls from this class also were interested in enrolling in licensed practical nursing and some, even in registered nursing.

Using this course as a basis and realizing that employers were accepting the young graduates as employees, we decided to offer a pre-training course in Health Service. The course objectives included developing positive attitudes towards employment as well as developing salable skills. In short, this class would be the background for a cooperative health service course for seniors.

The first cooperative students were enrolled in a joint food and health service class. In this way the necessary class size could be maintained and a coordinator justified. It might be explained here that when job stations overlapped, the coordinator could call on several students in one visit. Another valuable observation was realizing the possibility of using food service pre-training in many supportive health openings.

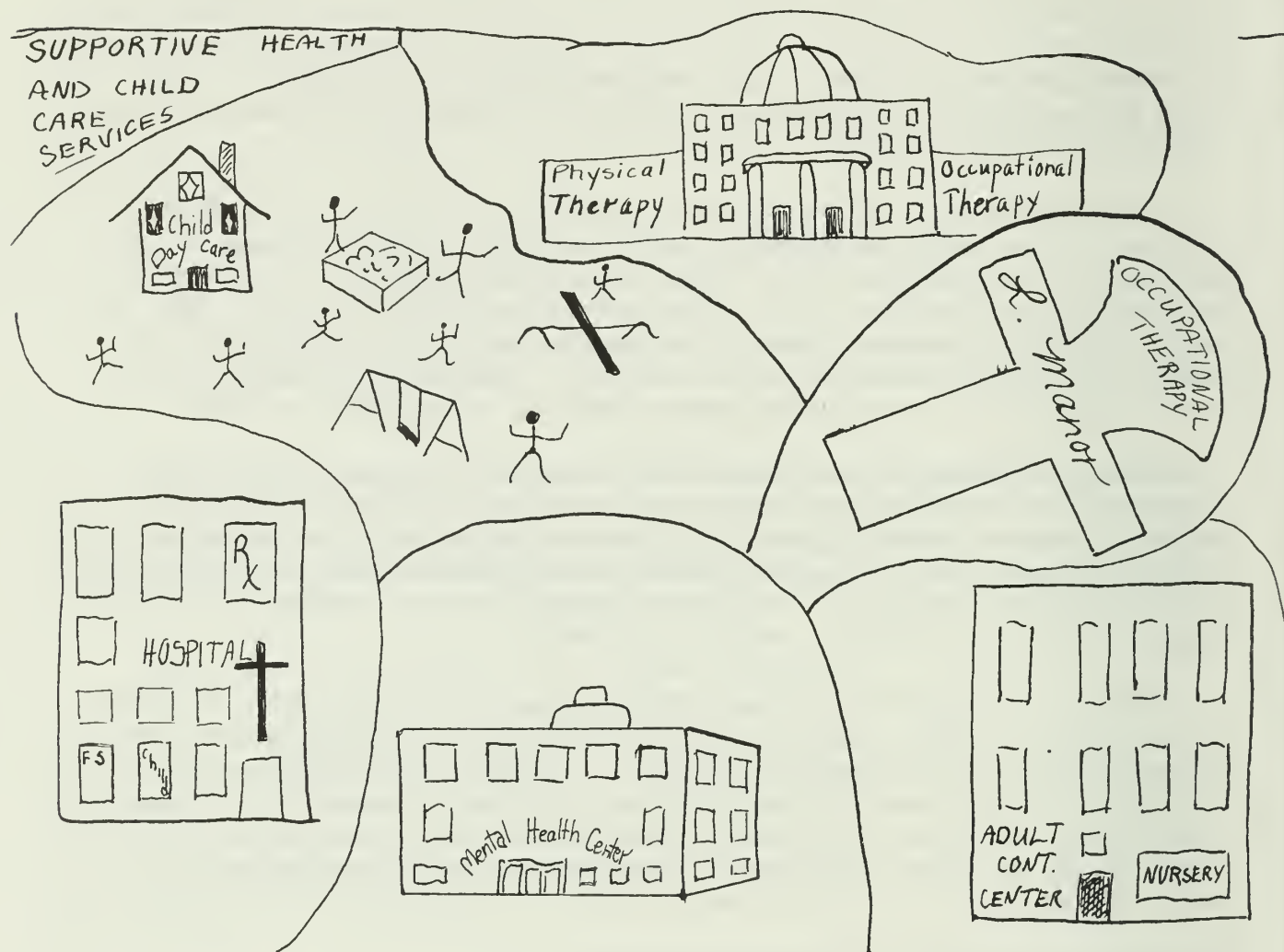
Expanding Programs as Elections Increase

As a program develops and as student interest grows, the program must broaden. Thus Health Service Cooperative was incorporated at the Decatur Area Vocational Center as Supportive Health and Child Care Services.



²Mrs. Corey is presently Home Economics teacher, MacArthur High School, Decatur, Illinois.

After completing pre-training offered in the area high school home economics classes, students then apply at the Center for admission to the cooperative program. (Tentative plans are to offer pre-training in the supportive health services and child development in 1972-73 at our expanded vocational facility.) As you can see the title, Supportive Health, is descriptive of the many job areas related to home economics for which student aides might be trained. These areas include working with the mentally retarded, crippled children, the elderly, children in deprived area schools, very young children, plus helping in the service areas of their respective institutions. A coordinator is always on the alert for possible openings for student placement if the program is to grow and succeed.



The Counselor's Brochure

Supportive Health and Child Care Services

1. What is it?

This is an instructional and job-training program which is directed toward employment in our expanding field of health care for young and old as well as the teaching of youngsters in the early years. The goal is to prepare people who can successfully work under direction and supervision of adults.

2. How does it operate?

The student spends 1/2 day in school pursuing a regular prescribed course of study and 1/2 day on the job. During the half-day in school he will spend one class period in a related information class studying materials specifically related to his area of training. For this related class he will earn 1 credit a year. For the half-day spent on the job he will earn 1 credit a year plus an hourly wage. Students are required to work a minimum of 15 hours a week.

3. Requirements for selection and recruitment: male or female

STATUS

Juniors or completed 10th grade, for pre-training class in Family Living and Health Service I
Seniors or completed 11th grade for on-the-job (preferred); may take Health Service I above as Juniors and/or concurrently while on job.

AGE

At least 16 years old

CHARACTER

Able to pass a health examination
Genuine interest in serving people in the health or teaching field
Pleasing personality
Acceptable attendance

APTITUDE

Average mental ability
Use testing devices
Intelligence, reading, aptitude
Vocational aptitude
Determined by performance tests in pre-class or teacher approval

4. Selected occupational situations for training stations:

Teacher aides	Supply centers	Laboratory aides
Nursery aides	Housekeeping aides	Hospital unit helpers
Therapy aides	Pharmacy aides	

5. Selected cooperating agencies:

Hospitals	Child care centers	Public schools
State institutions	Progress school or other special education units	Nursing centers

6. How do you enroll?

- a. See your counselor
- b. Complete a vocational application form
- c. Interview the coordinator

7. Suggested electives:

Home Economics 1 and 2, Family Living and/or Social Problems, Home Care of Sick, Elderly and Infants, Typing, Bookkeeping, Art Activities

The Coordinator's Reward

I wish I could take you on a visit to job stations or have you see the faces of students when they return to the co-op class to share their experiences on the job--sometimes so elated--sometimes nearly in tears. But comments like these I am including have encouraged me to "change" and to continue to change.

From a present student's Christmas greeting: "You're a special teacher because of the extra things you take the time to do."

From a former student (in my first Food Service class) now studying to be a registered nurse: "I think of you quite often. Thank you for your counseling and the inspiration you gave me to reach my goal."

From an employer since the innovation of our health service program: "Peace and joy . . . through the year ahead for the splendid things you do in behalf of our youth."

"Life has always been a struggle but the secret of living is the same today as it ever was. Find a high purpose, and build your life around it. Give yourself to it with all your heart."³

*"Effective teaching is really the best interpreter available. The time is now. Never has home economics in the schools had a greater challenge to meet changing times; never has home economics had a greater challenge to serve families through its unique contribution to the stability and creativity of the home."*⁴

With the above in mind, I would add, never has the challenge been greater for home economics to serve the world of work by preparing students for employment in fields related to the well-being of all our people.

³Campion, *op. cit.*, p. 72.

⁴Lelia Massey, "Home Economics Faces Change," *Illinois Teacher*, XI(3) (Winter 1967-68), p. 236.

WHY HAVE AN ADVISORY COUNCIL?

Richard K. Hofstrand, Field Consultant
Rurban Educational Development Laboratory
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Why have an occupational advisory council for Occupational Home Economics? The program appears to be going along smoothly. The students appear to be happy. The administration is not complaining. The community says they are behind the program. What could be better? A home economics program *with* an occupational advisory council--that's what.

An occupational advisory council can be instrumental in helping you as an instructor of Occupational Home Economics improve and conduct your instructional curriculum. Such councils are usually made up of employees, employers, and lay citizens of the community. The benefits of such a council accrue to everyone concerned--you, the students, the council members, the department, school and community. Let us look at these benefits more closely.

STUDENT BENEFITS: *relevance, expanded options, and increased recognition*

Any effort on the part of a public educational institution must finally be judged in terms of the learner. Any activity which does not ultimately benefit the learner, whether day school or adult, should not be retained. Local occupational advisory councils for home economics help learners by increasing the relevance of their course work, by expanding the options available to the learner, and by providing increased recognition for achievement.

A representative, well-informed, and interested advisory council can help to increase the relevance of occupational curricula and courses. Who knows better the problems and practices of a commercial and institutional food preparation occupation than persons currently employed in those jobs? Advisory council members need not be trained educators. They should be people who can advise on the specific skills, knowledges, and abilities needed to enter a job or cluster of jobs.

By using an advisory council, the options available to the individual students will be increased. Many times, students have occupational interests which cannot be met by the school because of lack of facilities, talent, time, and/or money. Many advisory councils help locate learning opportunities outside the school thus helping students to achieve their occupational goals. Advisory councils can also help find part- and full-time employment for students who wish to increase and improve their skills while attending school or for full-time employment upon completion.

Another benefit is increased student recognition. The recommended practice of including students on the occupational advisory council

serves as a most effective means of recognition. Students serving on such a council are held in high regard by their peers, parents, and community. Students not on the council can be honored at banquets and parents' nights which can be sponsored and conducted by the advisory council. Recognition via the mass media as well as in one-to-one relationships are other important and effective means of council conducted recognition.

INSTRUCTOR BENEFITS: *advice and assistance*

Solicited and freely given advice is the major benefit of an occupational advisory council. Advice on unrecognized community needs, existing and emerging employment needs and opportunities, program policies, course content, and potential instructional resources are valid concerns of such a council.

If the benefits of an occupational advisory council were to terminate here, they would still be well worth their existence. But the progressive home economics instructor is already carrying a full load of activities. Finding time to organize, develop, and utilize an advisory council is almost out of the question. *Assistance* is the redeeming benefit. Although an effective advisory council will take extra time to organize and develop, the benefits of time and effort saved over ensuing years will greatly outweigh the instructor's original investments. Occupational advisory councils that are well organized and up to date with their responsibilities can play an extremely effective and efficient assistance role.

Examples of assistance activities include work in the development, execution, and evaluation of the local home economics program. Advisory councils that are involved in the improvement of existing coursework and in the development of new coursework will prove invaluable in increased student relevance. Advisory councils can also assist by advising on course content and by identifying and obtaining qualified persons to assist in teaching the courses. The team approach of a trained educator teaching in harmony with a person who is experienced in the specific course content has shown itself to be an effective approach to occupational instruction. Advisory councils assist by identifying and obtaining other instructional resources such as prototype equipment, publications, audio-visual aids, and other resources.

Occupational advisory councils can also be a great time and effort saver in terms of program evaluation. They can survey present and past students, interview employers, and obtain other school and related data on which to base judgments. The council must realize that they are to report directly to the instructor. Evaluation of individual instructors is the responsibility of the institution's administrative staff and is *not* the responsibility of the advisory council.

COUNCIL MEMBER BENEFITS: *source of employees, educational involvement, community status, and vehicle for service*

By being a member of an occupational advisory council, an individual can have a ready source of new and well-trained employees for his

business. Involvement in a cooperative work-experience program, i.e., where students receive occupational instruction in the school and related occupational experience on the job, serves as a source of emergency help.

Membership on an advisory council is a recognized vehicle for local employees and employers to become involved in their public educational efforts. Through this means, their complaints, criticisms, and compliments may be effectively communicated.

Every advisory council member is held in high regard by his or her peers and by the community. Employees and employers, as well as unemployed and disadvantaged persons, are seen as representatives of their particular concerns. Although not representing any group in particular, members are seen as leaders by their peers.

Many occupational advisory council members see their membership as a means of being of service to youth, to learners of all ages, and to the community as a whole. This opportunity to serve on an advisory council allows members to be of service to their fellow man, their community, and their nation.

DEPARTMENT AND SCHOOL BENEFITS: *public relations, improved curricula, and community service*

The Occupational Home Economics program as well as the school will benefit from the efforts of an occupational advisory council. The benefit of improved public relations is a natural benefit of an advisory council. Whether it is through *involvement* of additional people from the community via sub-committees or ad hoc committees or through "selling" the department via one-to-one and group communications, the image and acceptance of your program within the community will be enhanced. Once involved, advisory council members discuss the broad aspects of the program with their friends and neighbors as well as making formal presentations to various community organizations and groups. The ultimate in educational programs will never gain due community respect if hidden under a bushel basket.

The advisory council can help in the development of a superior curricula. The school and community will reap the benefits. Community needs thus become community benefits.

Although advice and assistance are the major functions of an occupational advisory council, they can become involved in service activities for the community. The development, duplication, and distribution of student handbooks, parent handbooks, policy changes, and other such publications are valid activities. Presentation of pertinent workshops, speakers, and short courses are other benefits. Use your imagination to generate other service ideas.

POTENTIAL DANGERS: *overpowering councils and self-serving members*

Occupational advisory councils have been known to become either overpowerful groups who attempt to run the department *or* inactive

groups who do nothing but "rubber stamp" and approve whatever the instructor proposes. The solution to both of these problems lies in the preventative measure of developing and communicating specific operational guidelines for the advisory council. Councils must be made to realize that *they are advisory only, and not a board of directors*. Secondly, they must be made to realize that they have certain responsibilities to themselves, the students, the instructors, and the community to advise, assist, and cooperate in every way possible to ultimately improve the quality of education.

Self-serving members, i.e., individuals who wish to use their place on the council to satisfy personal wants and desires, can be avoided through careful member selection. A three or four member selection committee to advise and assist in the selection of council members is recommended.

Summary

The benefits of a well-organized and well-utilized occupational advisory council will accrue to the learners, to the instructors, to the council members, and to the department, school, and community. These benefits have been recognized by vocational educators and legislators. As a result, the Vocational Education Act of 1963 and the Vocational Amendments Acts of 1968 made the National and the State Advisory Councils mandatory, and recommended the use of local advisory councils. Almost every state or U.S. possession now stipulates or highly recommends that a local occupational advisory council be used in the preparation, execution, and evaluation of local plans for occupational education. The reason appears to be clear. As former U.S. Commissioner of Education James E. Allen once stated: "You can't buy what a volunteer gives."

SUGGESTIONS FOR ORGANIZING ADVISORY COUNCILS

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The use of advisory committees in vocational education has been highly recommended ever since the Smith-Hughes enactment of 1917. In home economics, the use of such committees has varied with the teacher and with the state. Some teachers have used advisory committees for part of their program but not all of it. Where they have been used, the effectiveness of the advisory committee is proof of the value of such a group. The requirements of the Vocational Amendments of 1968 give an increased impetus to home economics teachers to move forward in this area.

How to initiate an advisory council?

If the use of an advisory committee is a new idea in a school and community, the teacher or the vocational coordinator will make a written recommendation to the school board requesting the establishment of an advisory council for home economics. The school board in turn would discuss the request and then upon agreement draft a charter or resolution to authorize the formation and operation of an advisory committee.

How to select advisory members?

There are a variety of ways that the committee members may be selected. Whether or not it is teacher selection or nominating committee selection, the important aspect is to select those people who will fill the following criteria:

- a. representative of different areas within the community
- b. representative of a cross-section of interest groups
- c. persons with time and energy to devote to the program
- d. persons with professional or occupational interests

How to organize the advisory committee?

The selection of a chairman and a secretary is the first step. Inasmuch as this is an advisory council the teacher should not chair the committee but act as a member of the committee. In school districts that have a general advisory committee, the chairman could serve as a representative to the general advisory committee. This would provide liaison between the home economics committee and the school board.

In laying the ground work for an advisory committee, the teacher will need to outline tentative guidelines which may be incorporated into an advisory committee constitution and bylaws. These guidelines should include such things as the (1) persons whom the committee is to advise, (2) purpose and duties of the committee, (3) number and manner of selecting future members, (4) time to serve as well as provisions

for dealing with inactive members, (5) representation of the committee at other meetings, (6) duties of officers. To be most useful and effective the original guidelines must be tailored for the local situation and then reviewed periodically and updated.

How to operate an advisory committee?

There is no agreement on the maximum number of meetings to be held each year, or whether meetings should be scheduled at regular intervals or called as necessary. The chairman might call a special meeting or the committee might decide when the meetings are to be held. Whatever, the meetings should be informal and short. Two hours would allow for committee reports and time for further discussion. Brief luncheon meetings are often most effective. Meeting dates whether preset or not, should have some identified objectives. These objectives should be incorporated into an agenda for the meeting by the chairman and the home economics teacher. It is advisable to send the agenda to the committee members before the meeting. Minutes usually provide a summary report or record of the meeting, rather than a transcript of the discussion. Ordinarily, a verbatim report is to be avoided, but pertinent comments of members might be recorded at appropriate times. The minutes then may be distributed to absent members, the general advisory executive, the school board and administrators, and those other persons directly involved in the home economics program.

The use of consultants and outside resource people will help in planning and carrying out purposeful activities for the group. There should be an annual evaluation of the work of the committee and its constitution and bylaws.

Remember the citizens' committee studies, interprets and recommends, but that policy decisions rest with the Board of Education. The New York Citizens Committee for the Public Schools gives the following advise for the care and treatment of volunteers. "Once you have her, treat her well and she will be a source of inspiration and joy forever."

In conclusion, communication is a two-way street. Listening is as large a part of communication as talking. Remembering and understanding are part of listening. For further information contact REDL, the Rurban Educational Development Laboratory, 357 Education Building, University of Illinois, Urbana, Illinois 61801, or telephone 217/333-3274, Dr. Lloyd J. Phipps, Director.

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INDEX OF ARTICLES RELATED TO HOME ECONOMICS OCCUPATIONS
PUBLISHED IN THE *ILLINOIS TEACHER*

Prepared by *Christina R. Brown*

This index consists of articles in the area of Occupational Education that have appeared in past issues of the *Illinois Teacher*. The index may provide information helpful to anyone developing employment education programs at the secondary and post-secondary levels.

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WANTED: ^{more} TEACHING TESTIMONIALS

To repeat what we said in Vol. XII, No. 3:

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.

ALSO WANTED: IDEAS FOR TEACHING TECHNIQUES

Won't you take a moment to write down what you and your students did on a day that you felt especially successful, so that another teacher can benefit?

What "made the day"? What *techniques* did you use? What created a special climate for learning? Why did the students go away wanting to learn more?

If you share your big moments with us and others share their big moments with you, the whole profession will gain.

Use the back of this page for sending in either idea.

JOYS AND SATISFACTIONS OF TEACHING
OR
TEACHING TECHNIQUES

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ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

HOME ECONOMICS FOR THE SEVENTIES ACCENT ON THE DUAL ROLE

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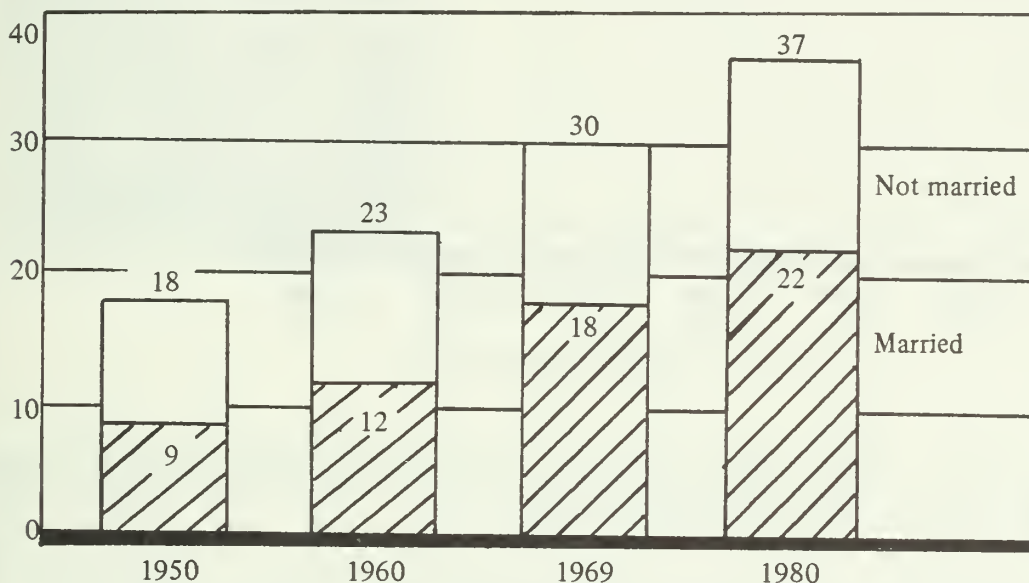
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FOREWORD

The title of our publication indicates a continuing concern about roles of people in today's society. In this issue, we wish to highlight "dual roles" of women. Facts about women and their activities, as well as attitudes held toward some of these activities will be explored.

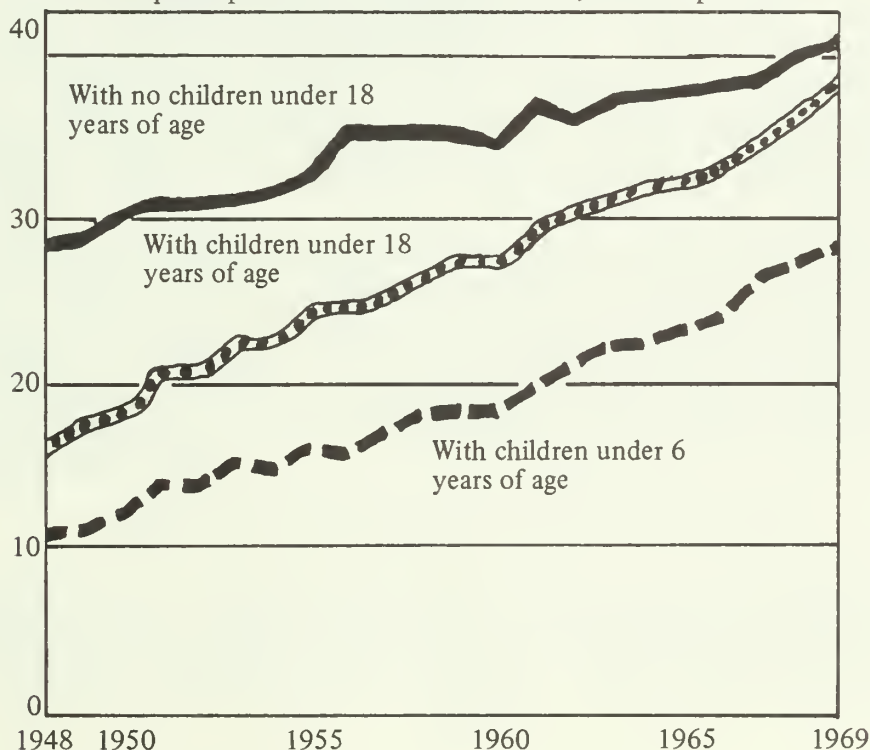
The proportion of women in the workforce will continue to rise, with married women accounting for the major share of the increase. By 1980 the number of women at work will be double the 1950 figure, reflecting a major change in American life style.

Millions of women in the labor force



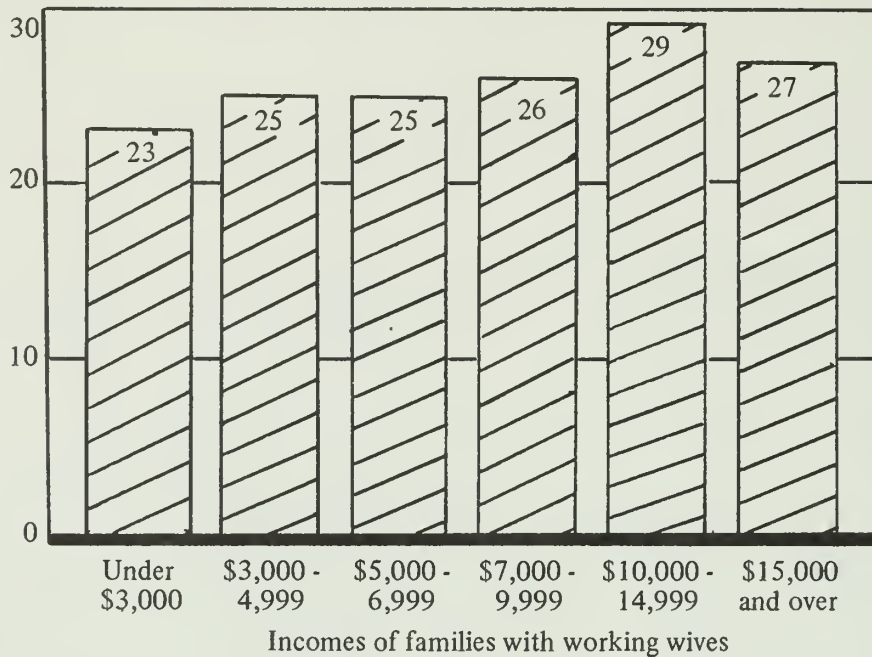
Labor force participation of married women with children has increased sharply, even for those with very young children.

Labor force participation rate of married women, husband present



Working wives make significant contributions to total family income. In each income bracket, women contribute about one-fourth or more of the family income.

Median percent of family income
contributed by wives' earnings - 1968



The data cited in the foreword came from U.S. MANPOWER IN THE 1970'S, published by the U.S. Department of Labor.

We hope articles featured in this issue will serve as stimulants for classroom discussion to help students clarify their personal role concepts.

Mildred Barnes Griggs
Editor for This Issue

DUAL-ROLE DOUBLE TALK



Bessie Hackett
Home Economics Education Faculty
Illinois State University

As dual-role practitioners, home economics teachers are able to speak with authority about combining a job with homemaking. Not only are they both homemakers and wage earners, but they are also highly educated for these particular roles. Moreover, they comprise a unique occupational group in that they function in two major life roles which have the unusual distinction of being reciprocal--what is done in one job may be applied directly to the other. In effect, they can practice what they teach and teach what they practice.

It is universally recognized, therefore, that home economics teachers, by virtue of training and practice, qualify as specialists capable of helping individuals to understand and manage home-job responsibilities. However, in spite of this acknowledged expertise, teachers often remain semantically confused when it comes to generalizing about the dual role. These teachers are victims of *dual-role double talk*.

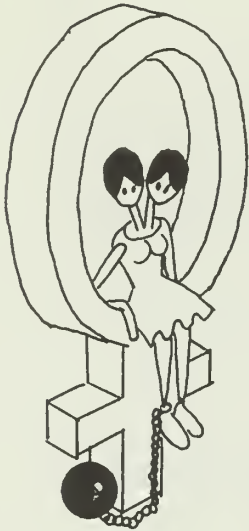
Many home economics teachers have inner reservations about interpreting the dual-role concept--reservations which transcend their personal experiences and beliefs. These reservations usually concern differences in perceptions of the dual role and approaches which should be taken in teaching for the dual role. Now, prompted by federal and state legislative sanctions, teachers throughout the country are seeking clarification of the dual-role idea.

Alternative Positions on the Dual Role

Theoretically, there are at least five basic positions with respect to the meaning of the dual-role concept, and each position suggests a slightly different approach for teaching. These positions are identified

for the reader by the use of five key words--*double*, "*duel*," *duo*, *divided*, and *discretionary*--as substitutes for "dual."

Double Role



The classic definition of the dual role is "double job for women." It is based on the theory of "gender identity." Each sex is believed to have unique, inherent capabilities that are biologically determined. Accordingly, role functions are defined by sex, and homemaking tasks are supposed to belong in the distaff domain. This theory also carries the Freudian assumption that egos are damaged when sexes cross role boundaries; but actually, in patriarchal societies, it is the *male* ego which is the predominant concern.

In most western cultures, the gainfully employed (and dutiful) female must do two jobs--at home for free and away for pay. Her spouse is entitled to assume a single role because he is a male, his pay check is higher, his job has more prestige, and/or his occupational responsibilities are more taxing. Many double-role wives insist that they prefer traditional role styles. However, as indicated by Dr. Jessie Bernard in the *Journal of Home Economics*, some of these women may be "simply reconciled and adjusted."¹

Teachers who view the dual role as an inevitable double role for women are not likely to encourage boys to study home economics. Instead, they might concentrate their efforts in helping girls to learn shortcuts in home management and exploit all available resources--except, of course, the talents and abilities of male family members.

Duel Role

Stresses in family living have brought forth an interpretation of the dual role which is merely a matter of vowel substitution--*duel* role. According to this negative point of view, home is the setting for an endless drama in which male and female task performers experience either inner conflicts or outright inter-personal clashes about their home responsibilities. There is constant confusion concerning "who does which homemaking tasks and how often." Often the wife's

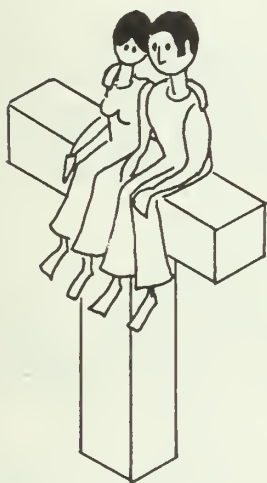


¹J. Bernard and C. Chilman. Changing Lifestyles for women. *Journal of Home Economics*, 1970, 62:576.

employment is a threat to smooth-functioning home life. She has to connive in order to convince her chauvinist spouse and her children that if she works full time outside the home, they should help with the housework. Whatever assistance she receives from husband or children may be the result of a continuous hassle.

Duel-role problems are reportedly the primary cause of dissolution of most contemporary communes. Sociologist Carlfred Broderick asserts that most communes fail because of disputes over "who does the dishes," rather than "who sleeps with whom."

Teachers who look upon the *duel* role as a fact of life would be likely to include lessons on the art of persuasion and to discuss local resources for family therapy. Instruction would be oriented toward coping with conflict, and there would be lots of socio-drama and role playing.



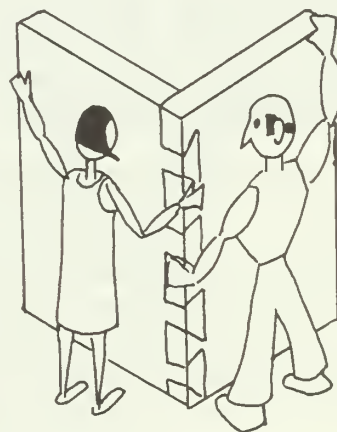
The position which completely disclaims gender identity is the *duo role*. It operates on the "T-principle"--*togetherness*. As a team, male and female tackle homemaking tasks together. Not only do both sexes share household responsibilities equally, but task differentiation between them is non-existent. Each partner is reasonably competent to handle all types of home duties.

In programs attuned to the duo-role concept, every effort would be made to induce boys to take home economics. Emphasis would be placed upon cooperation between sexes in the performance of housekeeping tasks, in decision making, and in child rearing. Employment of male teachers in home economics departments might be considered a wise move.

Divided Role

The position which recognizes individual differences in abilities and preferences of family members is the *divided role*. Here each person contributes separately (but not necessarily equally) according to his or her qualifications. Tasks performed by male and female are dovetailed in order to get the homemaking job done.

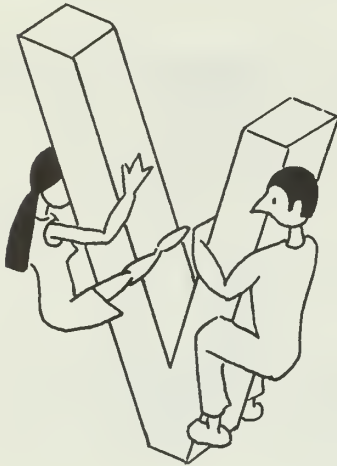
Teachers subscribing to this interpretation would tend *not* to believe that everyone



²C. B. Broderick. Trends in family life. Speech presented at the National Conference on New Directions for Vocational Home Economics, sponsored by the American Vocational Association and the American Home Economics Association, Washington, D. C., January 23, 1971.

should have a comprehensive course in homemaking. There might be many different special-interest offerings. Boys would be welcome in such a program, and there would be a great deal of cooperative planning so as to take into account students' interests and felt needs. "Efficiency" and "getting the most out of resources" would necessarily be high-priority lessons in the study of home management.

Discretionary Role



The most accommodative position is the *discretionary role*. In this case, roles assumed by family members are based upon *values*. It is recognized that there are alternatives in styles of living and that working couples are free to choose which style suits them best. (Hopefully, husband and wife would have similar values.)

Teachers oriented toward the discretionary role would be likely to provide wide exposure to varying patterns of family living. Students of both sexes would be encouraged to identify their own values and helped to make choices in terms of their values.

There are advantages and disadvantages to all five theoretical positions which have been suggested for interpreting the dual role. The best position--in terms of the purposes of home economics--would be that which contributes most to strengthening family life while at the same time promoting self-fulfillment of family members.

Questions and Issues

Home economics teachers are asking questions, with respect to dual-role education, that are provocative and relevant. Certain questions are old but they require new answers. Others impinge upon the ethics of home economists taking a stand in directing social change. Some of the pertinent queries are grouped according to four current issues related to homemaking education:

1. *Contemporary job description of homemaking*
 - Precisely what is the nature of the homemaking job for most people today?
 - What homemaking tasks are becoming obsolete?
 - What new competencies will be needed by homemakers if they are to function adequately in the social-technological milieu of the approaching final quarter of the twentieth century?
2. *Distinctions between homemaking for employed and non-employed*
 - How do homemaking roles differ between employed and non-employed homemakers?
 - What homemaking problems handicap persons trying to function in a dual role?

3. *Implications of Women's Lib for dual-role education*

- In the final analysis, who is to be considered a homemaker?
- Is it likely, with continued liberation of women that eventually men will assume a homemaking role equal to women?
- Or will there be wide variations in roles among individuals and families?
- What will happen to children's homemaking roles if the trend continues toward employment of both parents?

4. *Brainwashing*

- Exactly what stance should home economics teachers take with respect to teaching for the dual role?
- If they are to face facts regarding citizens' present wants and future needs, just what are these facts?
- Should teachers try to perpetuate accepted and longheld "ideal role" concepts?
- Or should they encourage young women to relinquish beliefs regarding "proper" female functions?
- Should teachers seek to indoctrinate young men with the idea that homemaking work is likely to be one of their inevitable responsibilities and they should be prepared?

Examination of the Issues

Obviously there are no pat answers to the preceding questions. At best, in examining the issues, it is hoped to suggest ways of thinking about the dual role, provide a few clues for drawing conclusions, and speculate on future directions.

Contemporary job description of homemaking. Homemaking leads all occupations in numbers of workers involved, and it is considered by many to be the most important and far-reaching of all callings; yet its true nature remains an enigma. Everybody recognizes its importance, but nobody can describe it. This fact is cited by Lewis in *Developing Woman's Potential*: "But for all its importance numerous questions surround it. What, exactly does she [sic] do? How demanding is it, as a job?"³

Unfortunately, a precise description of the job of homemaking as it is generally practiced in America is difficult, if not impossible, to formulate--even by experts in the field. Home economics specialists, Steidl and Bratton, contend: "The study of homemaking work is almost an entirely neglected area of study, yet the job of homemaking encompasses a core of activities essential to our existence."⁴

³E. C. Lewis. *Developing Woman's Potential*. Ames, Iowa: Iowa State University Press, 1968, p. 82.

⁴R. E. Steidl and E. C. Bratton. *Work in the Home*. New York: John Wiley & Sons, 1968, p. 176.

In an attempt to discover some answers to the problem of defining homemaking (and relating findings to teaching), the writer undertook an exploratory investigation in McLean County, Illinois.⁵ Seventy-two subjects--home economics teachers and mothers of school children--analyzed the job of homemaking. These individuals rated forty homemaking tasks as to importance, difficulty, frequency, and time spent in performance. Ratings of equal groups of employed and non-employed mothers were used to construct job profiles in six designated areas of homemaking. These job profiles suggest that the traditional concept of homemaking is no longer valid in this central Illinois county. Certain tasks, sometimes labeled "critical" in regions which are primarily agricultural, are seldom performed and are regarded as relatively unimportant. Among the low-rated tasks were: "preservation of food," "caring for vegetable garden," "painting and refinishing," "making draperies and curtains," and "caring for outside surroundings." At the other end of the scale, tasks which rated high in both frequency of performance and importance were: "planning and shopping for food," "preparing and serving family meals," "cleaning bathrooms," "attending to machine washing," "giving personal attention to children" and "to husband," "socializing with friends and relatives," and "caring for self."

Continuing job analyses will be necessary if home economists are to teach homemaking "as it is" or "as it is likely to be." Teachers might find it helpful to conduct their own job analyses in their local communities.

Distinctions between employed and non-employed homemakers. In the study previously described, the researcher found only four differences between the jobs of employed and non-employed homemakers among 160 mean ratings of homemaking tasks. (All of these ratings were statistically significant at the .05 level of probability.) Compared to their non-employed counterparts in central Illinois: employed homemakers attached more importance to "shopping for clothing;" they spent more time "cleaning bathrooms" (Why this task assumed such importance is, indeed, perplexing.) and more time in "caring for self;" they performed the task of "giving physical care to children" less frequently. These minor differences were insufficient evidence to conclude that the homemaking jobs of the employed and non-employed women differed. (It is felt, however, that other comparative measures of homemaking tasks might have revealed more differences.)

Descriptive data obtained in this job analysis study suggest additional distinctions between the employed and non-employed groups. Employed homemakers, and to a lesser extent non-employed homemakers, received assistance with homemaking tasks from the children "more than often." As for the home economics teachers, those with families had help from their children less frequently than the homemakers. However, the home economics teachers were able to get more assistance from their husbands than either group of homemakers.

⁵B. D. Hackett. Job Analyses of Homemaking by Selected Groups of Homemakers and Home Economics Teachers. Doctoral Dissertation. University of Illinois, 1970.

Implications of Women's Lib for dual-role education. As evidence of a widening role concept and, perhaps, an influence of the feminine movement, writers (including home economists) are beginning to resist using the pronoun "she" in reference to "a homemaker." The word is losing its gender distinction and becoming a neuter noun. Even legislators are making this subtle semantic shift, as indicated by terminology used in a portion of the Consumer-Homemaking Section of the 1968 Vocational Amendments: ". . . to prepare youths and adults for the role of homemaker, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner."⁶ It is obvious that through choice of the words "youths and adults" (instead of "girls and women"), the writers did *not* define "homemaker" in sexual terms.

It seems to many observers of the phenomenon that if the radical fringes of the women's liberation movement do not "kill the cause," eventually a large proportion of males will, indeed, be assuming homemaking roles very similar to females. If this occurs, the length of the transition period is anybody's guess. Meantime, there are likely to be varying degrees of role differentiation between the sexes and diversity in choices of family life styles. It may be, with continued automation, that children will be assuming a sizeable share of homemaking responsibilities as a matter of course if their parents work.

Brainwashing. One of the side effects of rapid social change is stress brought about by confusion and ambivalence toward sex roles. If citizens, themselves, are confused about their sex roles, it is no wonder that home economics teachers are having problems with the double talk about the dual role. Although many home economics teachers may support women's quest for equal rights at home and at work, they tend to reject the "bra-burning" extremism of the women's liberation movement. They wonder about "brainwashing" students in terms of promoting certain role models. Regardless of the stance they take, home economics teachers may experience guilt feelings. They simply do not know what is "right" for contemporary living, and they have few facts to rely on which justify their own position in teaching for the dual role. They do know that women can expect to work from 25 to 35 years in gainful employment. They do know that, generally, women work from 50 to 80 hours a week in both aspects of their dual role. They also are painfully aware that a substantial proportion of men scoff at the idea of equal sharing of homemaking duties.

There is increasing pressure for the home economics profession to recognize its obligation to women and to take action in helping women achieve civil rights. The time may not be far off when home economists will be actively participating in redefining the "dual role" so that it no longer is a female sex symbol.

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⁶U. S. Congress. House. *Vocational Education Amendments of 1968*. H. R. 18366, 90th Cong., 1st sess., 1968, p. 22.

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THE AMERICAN WOMAN TODAY¹

Elizabeth J. Simpson

Research Associate

Instructional Materials and Practices

Bureau of Research, U. S. Office of Education

Department of Health, Education and Welfare

Washington, D. C.

(The author bears sole responsibility for views expressed. They are not to be construed as representing Office of Education positions.)

Today's American woman - there is infinite variety. She is a militant feminist--a Betty Friedan, a Kate Millet, a Gloria Steinem--charging against the limiting forces of sexism. She is a gentler Judith Viorst, still feminist enough to ask, "Where is it written that husbands get twenty-five-dollar lunches and invitations to South America for think conferences while wives get Campbell's black bean soup and a trip to the firehouse with the first grade?"²

She is Congresswoman Shirley Chisholm declaring that she has been more discriminated against as a woman than as a Negro. She is 17-year old model Jane Forth with her shaved brows and her circles of rouge on cheek bones "super-starring" in an underground movie. She is black writer Renee Ferguson explaining that, "The women's liberation movement touches some sensitive nerves among black women--but they are not always the nerves the movement seems to touch among so many whites."³

She is Sister Sally, about whom Lenore Kandel wrote:

"Moon-faced baby with cocaine arms

nineteen summers

nineteen lovers

novice of the junkie angel

lay sister of mankind penitent

sister in marijuana

sister in hashish

sister in morphine

against the bathroom grimy sink

pumping her arms full of life."⁴

¹Speech presented March 6, 1971, I.V. H.E.T.A., Chicago.

²Viorst, Judith, "It's Hard to be Hip Over Thirty and Other Tragedies of Married Life," New American Library, Inc., 1970, p. 55.

³Ferguson, Renee, "Women's Liberation Has Different Meaning for Blacks," *Washington Post*.

⁴Kandel, Lenore, "Blues for Sister Sally," *Word Alchemy*, Grove Press, New York, 1967, p. 61.

She is the little hippie, Linda Kasabian, whose humanness was not completely destroyed in the morass of evil which had sucked her in.

She is voluble Martha Mitchell with her telephones; rising singer-star and former D. C. teacher Roberta Fleck; first woman president of the American Technical Education Association, Ruth Midjaas; and Aleene Cross, AVA's vice-president for Home Economics. She is an elementary teacher in Clinton, Iowa; a New York City high school dropout without skills for earning a living; a young potential member of the Pussycat League; the twenty-year-old mother in a California commune; the recent bride shopping for groceries in the neighborhood Safeway; and the former Future Homemakers of America president combining her work life and family life in a harmonious synthesis. She is today's American woman living in a complex world of rapid change. The neater linearity of the female life style of the past with its relatively predictable sequence of life experiences has given way. A maelstrom of sensation and experience influence today's woman. The result is a wide variety of life styles. There is more concern with affect today, less with reason and logic. Our work lives and our family lives are affected.

Excesses of emotion, sensation, and sensuality are symptoms of the times. Restraint and discipline are values meagerly prized in present-day American culture.

Modern dress with its color and variety and frequent unisex character; the passionate wordless wail as song; art expressed as impassioned anti-establishment protest; R-rated movies; sexually titillating T-V ads, even for such mundane products as shaving cream and, more frequently, the breakfast oranges; sensitivity training; the drug scene; "soul" - these are only a few of the evidences of emphasis on sensation and feeling.

The theme today appears to be, "I don't want to read; I want to feel. I don't want to learn; I want to experience. I don't want to look; I want to touch."

And, women's lives and modes of response are, of course, affected in myriad ways by all of the emphasis on feelings, the down-playing of reason. Wholly consistent with this emphasis are some of the forms taken by the movement for female equality. Women have been afraid of not being heard if they speak with soft reasonableness, so they have raised the angry voices and fists of the hot communications of the day.

Perhaps it is not really as paradoxical as it might seem at first thought that along with much violence in emotional response to the social problems of the day we are also seeing an increased tenderness. Many young people seem to be groping toward a life style of increased social concern, of humaneness, of gentleness. Helping them find expression for these goals and feelings through responsible family life is one of the chief challenges to the educational field of home economics.

Emerging Role Alternatives

Women today are expected to be full human beings. They are involved in expanded expectations--and frustrations. At a recent conference on

teacher education, someone voiced the often repeated notion that women have abandoned the home. An educational philosopher replied, "No, the home has abandoned women. That is why women are seeking new role definitions and new modes of expression." It is a provocative idea that needs further exploration.

Whatever the cause, women are seeking new paths in both family life and work life. The female's search for new occupational identities and for fair and equal treatment in the vocational role should be of concern to all educators. There are no basic differences in intelligence between the sexes and women can succeed at almost any job a man can do. These are well-established facts. However, stereotypes are operative which limit the vocational opportunities open to women. Certain occupational roles, such as nurse, teacher, or secretary, are generally considered acceptable; certain ones, such as business executive or airplane pilot, are frowned upon, not only by men but by many women.

Of the "acceptable" roles for women, the wife-mother role is still the *most* acceptable. Opting for the career role as first in importance, as a *reasoned* choice, raises questions of the woman's femininity among "Freud-and-Spock thinking males." Regretfully, many women see a career as a choice of last resort - an evidence of failure to achieve the primary feminine goal.

Ambivalence with respect to her role goals is felt by many women - although my observations lead me to believe that this ambivalence is giving way. My generation felt it (still feels it) more than the current crop of young women in their 20's and early 30's. They appear to see their roles as more of a synthesis of roles, if you will, and they are less torn between them.

Ambivalence with respect to his roles is not unknown to the male, but tradition is on his side when he makes his job or career central in his life. Particularly for the male, self-identity is found in the occupational role. He concentrates his energies in this role with little feeling of guilt or conflict. On the other hand, many females find their identity through association with husband, lover, or boss. It is still rare to find a couple who choose their geographic location in terms of the female's occupational situation. If the woman's employment is the primary consideration she connives to make the man somehow feel that he gains by the choice. She assiduously sets about mending the purple toga of male ego which she feels has been rent by her dominance. Thus she seeks to reassure him and assuage her own guilt feelings.

Whether the roots are in tradition, training or female anatomy, most women respond with considerable submissiveness in the personal relationships with the men they love. Certainly loving men are also giving, gentle, and considerate in intimacy. But, for the most part, it is the woman who is the more accommodative and adaptable, who accedes rather than proposes - although admittedly, she may have stage set the proposing.

Those who are concerned with women's educational and work lives need, at the least, an awareness of the fact and nature of feminine role conflict experienced by many women. And, they need an awareness that this conflict

may be lessening as women achieve greater equality, and, in a very real sense, liberate their men from some of the unfair overprotective demands that society has made on them.

Women and Motherhood

A basic fact to be taken into account is that women will still have to bear the children. Because of motherhood, the woman's work life, and her educational life as well, are likely to be discontinuous in nature. Just as the majority of men desire fatherhood, so do the majority of women desire, and achieve, motherhood.

But, the problems of population explosion are forcing us to take another look at parenthood. Stringent limitations on family size appear to be inevitable, essential from a social point of view and possibly from a medical point of view. It has been suggested that the day is not far off when girls will be inoculated against ovulation at, say, age ten, and will need to take a baby license before they can get the pill or shot that temporarily allows fertility. All of which will result in greater availability of many women for the work force for more years of their lives. Hence, the concept of the "discontinuous nature of women's work and education" will be a somewhat *less* important factor in considering womanpower in the economy as well as education for women.

In addition, modern methods of contraception, changing abortion laws, and the social necessity for family size limitation, along with changes in sexual mores and other changes that impinge on family life, are bringing about alterations in family forms and functions. Alvin Toffler, in his book, *Future Shock*, discusses these changes.⁵ He refers to the nuclear family, "stripped-down and mobile," as the standard model in all the industrial countries. But, he sees as emerging, new couple arrangements of varying commitments with respect to time and goals--some based on mutual interests and matched careers, some based on parenthood as a primary function, some perceived as relatively temporary arrangements, some as permanent. He suggests that some families may defer child rearing until the retirement years; the post-retirement family could become a recognized social institution. Other alternatives lie in communal family life, group marriages, homosexual family units, and polygamy. And, the field of home economics education must decide whether to adapt in terms of these developments or to take a stand for one or more particular concepts of home and family.

Confusing the problem further, but adding a new dimension of challenge to home and family life education, is an interesting situation articulated by Renee Ferguson in a recent issue of the *Washington Post*. She said: "At a time when some radical white feminists are striving for a different family structure, many black women are trying to stabilize their families. They are making a special effort, in a great number of cases, to assume the wife and mother role more effectively."⁶

⁵Toffler, Alvin, "The Future of the Family; Weird and Novel Forms?" *Sunday Star*, Washington, D. C. December 20, 1970, p. B-3. Also, see Toffler, Alvin, *Future Shock*, Random House: New York, 1970.

⁶Ferguson, Renee, "Women's Liberation Has Different Meaning for Blacks," *Washington Post*.

The modern black woman is trying to become more effective as wife and mother within the more conventional concept of family. She sees the instability of the black family as perpetuator of disadvantage. Hence, she wants education for her homemaking role as well as her work role. But, the old home economics stereotypes are not acceptable to her - nor should they be.

It should be noted here that an April, 1970, publication of the Bureau of Labor Statistics states that the proportion of Negro women in the labor force may be expected to decline from 49 percent in 1968 to 47 percent in 1980. This change will reflect the improving economic situation of Negro men and the lessening pressure on the female to contribute toward the support of the family.

I do not believe that I am in error when I say that home economics education classes are still based on the assumption that the girl will be a full time homemaker or, perhaps, a homemaker with a part-time job, but not a career woman (heaven forbid!).

Facts About Women's Work Lives

Thirty million American women are gainfully employed. Nine out of ten women will be gainfully employed at some time during their life.

- In 1968, about 2.7 million working women were heads of families.
- About three in five working women, old and young, are married. In fact, 34 percent of all married women work.
- Working women have not abandoned the home. They simply do two jobs and they need *realistic* preparation for their two roles.

(A recent study by Dr. Bessie Hackett of Illinois State University dealt with a job analysis of homemaking. Using a card sort technique, she obtained descriptive data from 20 randomly-selected employed and 20 randomly-selected non-employed homemakers, all 40 of whom were also mothers. The jobs of the employed and the non-employed homemakers were found to be very similar.

Tasks associated with preparing family meals, routine cleaning, giving attention to children and husband, and personal grooming were most frequently performed. Shopping, meal preparation, and seasonal cleaning demanded the most time. Homemakers did not perceive any task as very difficult. Rated as the most important tasks were: managing finances, food purchase and preparation, bathroom cleaning; laundry; helping children; giving husband and children personal attention; and participation in church, school, and community affairs. Seldom performed tasks were: furniture buying, food preservation, gardening, seasonal cleaning chores, home improvement, and sewing. Rated least important were: gardening, food preservation, washing the car, home repairs, sewing, and caring for pets.)

- Working mothers need help in caring for children. In March, 1967, more than ten and one-half million mothers - 38 percent of all mothers with children under 18 - were in the labor force.
- Women are living longer, hence have more years in which to be productive workers.

- Discrimination against women in the world of work is an appalling fact of life in the '70's. With respect to their occupational roles, they are limited by female occupational stereotypes, sex quotas in professional schools, and their own limited vocational self-concepts. This is changing - women are seeing to that - with the help of these sensitive males who are liberated from outmoded attitudes about the sexes.

Home economics should accept as a major challenge the problem of helping girls and women understand the many facets of their roles, the increasing options, the increasing opportunities open to them.

Out of the efforts to improve the vocational and family lot of women may come a new concept of what it means to be a mature, fully-functioning woman. Such a woman will be a partner to men, neither subservient nor threatening and "emasculating;" feminine in the sense of womanly rather than helpless and childlike; more interesting to her husband and children; and fully responsible in her roles as homemaker, employed person, and citizen. In a satisfying, contributing, wholly "human" synthesis of her various roles she will find her identity.

WOMEN'S CHANGING LIFE STYLES--
SOME IMPLICATIONS FOR HOME ECONOMICS

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In an article in a popular magazine entitled, "The Motherhood Myth," it is proposed that the role of motherhood is not one that all women instinctively want, need, or will enjoy.¹ The article proposes that biology is not destiny, and that motherhood is a myth. The myth began because of the following societal needs:

1. to populate the earth;
2. "to clean up sex" (encouraging procreation could make sex legitimate);
3. to "clean up women who have always been considered somewhat evil because of Eve's transgression."

The article claims, then, that the motherhood myth grew out of "need, inevitability, and pragmatic fantasy" and was reinforced by society--its laws and propaganda. If we can assume that the role of "mother" has been forced to some extent upon women by society, then we must beware that society does not force upon women another unnatural role--that of the liberated woman.

Quest for Identity

In current newspapers and magazines one finds articles that relate to women's liberation or to the changing roles of women. We read that many women have been, and are, restless, unhappy, bitter, and withdrawn as a result of an unsuccessful search for personal fulfillment. We read that many women have talents, energy, and motivation which they have no opportunity to use at home. We read that women are entering the labor force in vast numbers. They are becoming more vocal in community and public affairs. They are pursuing careers traditionally considered masculine.

But the trends we read about do not include every woman. Because of the publicity concerning women, are we not possibly causing many women to feel guilty about being "just a homemaker"? In the past society has romanticized motherhood and consequently made the working mother feel guilty because she might be neglecting her children and her husband. Now are we making the full time homemaker feel guilty because she is neglecting her personal fulfillment outside the home?

¹Rollin, Betty, "Motherhood: Who Needs It." *Look*, Vol. 34, No. 19 (Sept. 22, 1970).

Human beings seem to have a great need to know who they are. Women now are pondering the immediate past, the puzzling present, and the unpredictable future. Each girl and woman needs help in obtaining an identity, in understanding the ambiguity and limitations of roles imposed by herself and society, in becoming less of a threat to men because she is a person in her own right, and in becoming acquainted with the world and her relationship to it.²

All women--the woman who achieves fulfillment in the world outside of the home and the woman who finds the role of full time homemaker rewarding--need opportunities to explore their potentials.

This phenomenon of women exploring their potentials must be recognized, defined, and dealt with in the classroom. While we as educators strive toward self-actualization of individuals in our home economics programs, we must devote ample time to critical examination of possible roles and combinations of roles for women. The home economics teacher can play an important part in helping a student understand and make decisions concerning the role(s) she assumes by encouraging her to examine the facts, values, and motives involved in these decisions.

Does a young girl marry and have a family because since childhood she has been conditioned to believe all women wish to marry and rear children or, rather, because she truly possesses the qualities we attribute to motherhood and perceives this role to be a source of self-fulfillment? Does a young girl pursue a career as a doctor or strive toward a Ph. D. because she is caught up in the women's liberation movement, convinced that women should pursue careers traditionally held by men, or because she is truly dedicated to a career in medicine or whatever field she has chosen?

We in home economics are challenged to help girls *and boys*, women *and men*, sort out the feelings, ideas, and goals that are truly theirs and which will lead to self-fulfillment from those that are currently the trend and may be in conflict with their individual needs, talents, interests, and goals.

Emerging Trends

In a dialogue presented at the American Home Economics Association meeting in June 1970, entitled, "Changing Lifestyles of Women - Their Significance to Families,"³ some of the trends accompanying the emerging "liberated woman" movement were discussed.

It was suggested that women should be freed from the compulsion to marry. A woman should be free to choose the life style, married or unmarried, that best suits her as an individual. Children should not be

²Kagan, Esther, "Women." *Adult Leadership*, Vol. 13, No. 5 (Nov. 1960)

³Bernard, Jessie, and Chilman, Catherine. "Changing Lifestyles of Women - Their Significance to Families." *Journal of Home Economics*, Vol. 62, No. 8, October 1970, pp. 575-583.

conditioned from early childhood to believe that everyone grows up, gets married, and has children. Rather children should be helped to respect unmarriedness as well as marriedness.

Home economics educators should de-emphasize the structured masculine and feminine roles. We should help both men and women to see themselves as carriers of the culture, instead of continually relying upon the mother and woman teacher as major transmitters of values of customs. Marriages without children, marriages for companionship, marriages for procreation, and singleness should be discussed more seriously and extensively in the classroom as equally possible and acceptable alternatives to the present family structure.

It was also suggested in the dialogue that an increased concern for the welfare and development of children is of concern to "women's lib" proponents. Society as it is now, according to the women's liberation followers, is anti-children and consequently, a good share of mothers' problems stem from the fact that they are trying to raise children in the midst of a myriad of "no-no's." It is proposed that homes and public places gear themselves toward children so that they may be taken almost any place and there will be provisions for them.

This proposal is thought provoking, not only from the standpoint of child-rearing, but also in a much broader context. Are we not molding children to conform to what society declares is "right" and "good"? Should we instead be molding society to fit children? And further, are society and its institutions now structured so as to stifle and interfere with growth and self-actualization of people (children and adults)? Could and should not the traditional expectations of society be changed to meet people's needs rather than teaching people to conform to society's rules? This would necessitate that home economics change its objectives somewhat, focusing not only upon helping individuals realize their full potential, but also upon becoming more socially conscious and involved in order to create an environment for individuals which will allow them to grow physically, mentally, socially, and emotionally. Increased effort would be needed to feed the under-nourished, to solve pollution problems, and to create home and urban environments conducive to psychological and physical health. This focus would emphasize encouraging and nurturing openmindedness. It would mean encouraging (not just giving lip service to encouraging) the questioning mind in our students and children. It would mean continued and extensive study of children and their needs; also, providing day-care for children that would not only promote their health but also allow their parents to leave them, assured they are doing the "best" they can for their children.

The "Changing Lifestyles of Women" movement is multi-faceted, making the implications for the field of home economics numerous. The authors propose that the goal of the home economics teacher should be to promote growth for each of her students toward self-actualization. We are then challenged to help each student to examine values transmitted through home, school, church, and society. We are challenged to help a student to know himself and then relate those values to that self. Hopefully then he can determine his own life goals realistically, and his expression of self will result as he strives to achieve those goals. The student may choose to

express that self as a center of a home and family, as a participant in the community, as a contributor to the arts and sciences, or through a combination of roles. Hopefully, in our classrooms he can become increasingly aware of a variety of roles he might assume and will become more able to choose the roles that suit him.

The challenges are many. The challenges are great. But they must be met if the home economics teacher is committed to remaining vital and relevant within the field of education.

CURRICULUM MATERIALS - DUAL ROLE

The following sections are taken from the Resource Curriculum Materials developed as part of the Home Economics Research Project - *Preparation For A Dual Role: Homemaker - Wage Earner*, by Julia I. Dalrymple, Phyllis R. Lowe, and Helen Y. Nelson.

BASIC CONCEPT: DUAL ROLE

Subconcept: Looking Forward to Marriage

Behavioral Objectives	Generalizations	Learning Experiences
<p>Student identifies factors which influence selection of a mate and is able to relate these factors to himself and his situation.</p> <p>Student knows the legal requirements of marriage and can relate these to needs of society.</p> <p>Student comprehends the advantages and disadvantages of teenage marriage and can express these in class discussion.</p> <p>Student is able to recognize various responsibilities involved in marriage and can cite from observation, reading, or televising instances in which responsibilities in a marriage were or were not met.</p>	<p>WHEN THE INDIVIDUAL CONSIDERS FACTORS INVOLVED IN SELECTING A MATE, A STABLE MARRIAGE IS MORE LIKELY TO RESULT.</p> <p>*****</p> <p>TEACHER NOTE: Suggested texts: <i>Personal Adjustment, Marriage, and Family Living</i> [2] or <i>Your Marriage and Family Living</i> [3].</p> <p>*****</p> <p>A successful marriage requires realistic adjustment on part of both partners.</p>	<ol style="list-style-type: none"> 1. Class discuss "What are things you would look for in a mate?" 2. Panel discuss same topic. Include men and women, married and unmarried; e.g., teachers, parents, community leaders. 3. Student committee investigate local legal requirements for marriage and report back to class. 4. Use filmstrip and record on teenage marriage, "And They Lived Happily Ever After?" [8] Discuss, using accompanying guide. 5. Use resource persons (e.g., priest, rabbi, minister or marriage counselor) to discuss what marriage can mean to a couple. 6. Panel of young married couples to discuss adjustment in marriage. <ol style="list-style-type: none"> A. Money--plan for spending. B. In-laws. C. Planning for children. D. Changes when the first baby comes. E. Working wife.

Subconcept: Roles of Family Members

Behavioral Objectives	Generalizations	Learning Experiences
<p>Student can identify one factor that influences his role as a family member and can explain how this factor is related to his role as a family member.</p> <p>Student comprehends factors that cause variations in roles of family members and is able to cite instances where these have affected roles of family members.</p> <p>Student comprehends that roles are inter-related and that the individual plays different roles at different times as illustrated by citing diversified family roles.</p>	<p>THE INDIVIDUAL'S INTERPRETATION OF HIS OWN ROLE AND THE ROLES OF OTHER FAMILY MEMBERS INFLUENCES HIS INTERACTION WITHIN THE FAMILY.</p>	<ol style="list-style-type: none"> 1. Define roles and use Minute Drama or role playing to show what roles an individual assumes. 2. Draw picture(s) of your role. How many roles do you play? Write and act out scenes showing some of the roles which you have. 3. Use filmstrips from "Older Teens & Family Relationships" and "Young Teens & Family Relationships" series [9]. (Use selected frames throughout teaching of this subconcept.) 4. Groups present interpretations of roles of family members. Some suggested ones might include father, teenage daughter, step-brother, middle child, pre-school child, aunt, grandmother, god-mother, and others that teacher or class might select. At the conclusion of each presentation, the class identify characteristics of role of that family member. This could be accomplished by role playing, cartoons, TV shows, or radioscopics. 5. Use radioscopics depicting various roles and how a family member performs a role not expected, as father diapering the baby. 6. Write or tape individual summary "My Job as a Family Member." 7. Role Play family situations with family puppets: <ol style="list-style-type: none"> A. Moving to a new neighborhood.

Behavioral Objectives	Generalizations	Learning Experiences
	<p>Roles of family members are changed when the mother is employed.</p>	<p>B. Well-adjusted family. C. Maladjusted family.</p> <p>8. Class members suggest problems that might arise when family members do not carry out their roles as expected. Teacher writes on slip of paper for students to draw. Students give possible solution to problem drawn: Are any of these problems due to a working mother?</p>

Subconcept: Employed Woman's Role and Position

<p>Student recognizes the likelihood that a wife will have a dual role for some portion of her life as shown in class discussion regarding "Will I be a Homemaker-Wage Earner?"</p>	<p>LARGE NUMBERS OF WOMEN ARE BEING EMPLOYED TODAY FOR VARIOUS REASONS. IF THE TREND CONTINUES, GIRLS NEED TO PREPARE FOR PAID EMPLOYMENT AS WELL AS HOME MAKING.</p>	<p>1. Panel discussion or symposium by three women who have assumed dual roles at some time in their lives.</p> <p>A. What are reasons for women assuming dual roles? B. What family adjustments are necessary when the homemaker is employed? C. What are the reactions of the women to being both homemakers and wage earners?</p> <p>2. Circular discussion of question "Will I be both a homemaker and wage earner?" Base discussion on information contained in such references as "Marital and Family Characteristics of Workers" [5], <i>Handbook on Women Workers</i> [6], "Will I be a Homemaker-Wage Earner?" [1], and "Women's Work Patterns" [4].</p> <p>3. List and discuss economic and non-economic needs met by the working woman.</p>
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Behavioral Objectives	Generalizations	Learning Experiences
Student recognizes the impact of economic conditions on women at various stages of the family life cycle.	A woman becomes a wage earner to meet either the needs of her family or her own needs.	4. Complete checklist "Why Work???" (page 231) to determine what needs a job will meet now as a student; in the future as a wife, as a mother, as a head of the family; and the needs met by one's own mother, if working.

References and Resources: Dual Role

Student References:

1. Hughes, Ruth. *Will I be a homemaker-wage earner?* Department of Community Service Education, New York State College of Human Ecology, Cornell University, Ithaca, N.Y. 14850, 1967.
2. Landis, J. & Landis, M. *Personal adjustment, marriage, and family living.* Prentice-Hall, Englewood Cliffs, N.J. 07632, 1970.
3. Landis, P. *Your marriage and family living.* McGraw-Hill, 330 West 42nd St., New York 10036, 1969.

Teacher References:

4. Lee, S. *Implications of women's work patterns for program development in vocational and technical education.* The Center for Vocational and Technical Education, Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212.
5. Perrella, V. & Waldman, E. *Marital and family characteristics of workers.* Special Labor Force Report No. 64. Bureau of Labor Statistics, U.S. Department of Labor, Washington, D.C., March, 1965. (free)
6. United States Department of Labor. *1969 handbook on women workers.* Women's Bureau Bulletin 294. U.S. Government Printing Office, Washington, D.C. 20402. (\$1.00)
7. Women's Bureau. Fact sheet on changing patterns of women's lives. WB67-242, U.S. Department of Labor, March, 1967.

Visual Aids:

8. Filmstrip and record. *And they lived happily ever after? Understanding teenage marriage.* Guidance Associates. Harcourt, Brace & World, Pleasantville, N.Y. 10570.
9. Filmstrips. Family Relationship Series. Senior High: You're part of a family; How to get along with parents. Junior High: Living with brothers and sisters; Learning to understand your parents; Helping at home. Society for Visual Education. 1345 Diversey Parkway, Chicago, Illinois 60614.

WHY WORK???

Name _____

Directions: Read the list of needs for a man or a woman to work. Place a check (✓) next to this need if this is why you (or your wife) would work as a student, as a wife or mother, or as the head of a family.

NEEDS	AS STUDENT (now)	AS WIFE	AS MOTHER	AS HEAD OF FAMILY
1. To support the family completely.				
2. To add to the family's income in order to buy what the family needs.				
3. To add to the family's income in order to decrease the family's worry about money.				
4. To add to the family's income in order to have more things which are not really needed.				
5. To have income for yourself which you can spend as you like.				
6. To get away from home.				
7. To use a special training which is in demand.				
8. Everyone else does it.				
9. To not be lonely.				
10. To have something interesting to do.				
11. To do something that you like.				
12. Others: (list)				

WHY YOU SPEND MORE OR LESS TIME THAN OTHERS¹

You may spend more than average time in your household to do the work of the home if you:

- Have no pressures to get the work done
With little work to do and much time to do it, there may be no need for reducing the work time.
- Have inexperienced help with your work
If a young son or daughter does a job, it may take longer than if you do it; but you may be more interested in his learning to work than in getting the job done quickly. You may need the help and not be concerned that it takes longer.
- Have little or no automatic equipment
For example, washing clothes in a wringer-type washer takes more time than using an automatic washer.
- Are past middle age
We all slow down, some sooner than others, as we grow older.
- Have high standards of work
Possibly you do not mind working a long time at a job, because a job "well done" gives you a strong feeling of satisfaction.
- Like the work
You may spend more time doing those jobs that you like. This may be because you want to prolong the pleasure of the job, or because you have a high standard for the job.
- Have a health problem in your family
In addition to the time you spend for physical care of the person who is ill, you may need more time for many homemaking tasks.
- Have many interruptions in your work
It takes time to start and stop a job.

You may spend less than average time in your household to do the work if you:

- Have good equipment²
This is especially true if you have automatic equipment.
- Plan your work
Time saved by planning ahead can be applied to getting the work done.

¹From: Walker, Kathryn, "New York State Homemaking Work Units." Cornell Miscellaneous Bulletin 28, 1958 (out of print).

²Editor's Note: However, ecological problems may influence us to demand fewer products and services that add to pollution.

- Have no help with your work from family members or others
If there is much work to do, and no one to help, you may have found ways to make the work easier.
- Dislike the work
You may have found a way to get the job done more quickly because you do not enjoy it, or you may be less concerned with doing the work as thoroughly as others do.
- Are relatively young, yet an experienced worker
The heavy work load usually comes at the time when children are small and the homemaker is young.
- Have time pressures
When there is much to do in a day, you may have found ways of doing work efficiently, or have accepted its being done less thoroughly or its being left undone.
- Have relaxed your standards of work
Possibly you have found that by being less "fussy" you can save time to spend with the family, work away from home, or take part in community activities.
- Have simplified your work
Time saved by changing your methods of doing routine tasks may have freed time for doing the things you want to do.

WHAT ARE MY FAMILY'S VALUES?

Name _____

Directions: Ask members of your family the questions on this paper. Write the answers in the space after each question.

1. What are the most important things to my family?

2. Why are these things important?

3. How does what my family thinks is important affect me?

MY OWN-FAMILY-FRIENDS-COMMUNITY VALUE RELATIONSHIPS

Name _____

Directions: Choose several values. (Chart may be enlarged.) Write in each column how each group feels about the value. Are there differences or similarities? Place a check (✓) in the appropriate column if there are differences or similarities.

Value					
Me					
My Family					
My Friends					
My Community					
Different					
Similar					

HOUSEKEEPING: FAMILY RECORD

Is mother employed outside the home? _____

Directions: In the Day column, list the family member who did the job that day and the approximate time that it took him. Do this for _____ days.

Job and Description	Days	1	2	3	4	5	6
Meal Preparation (table setting, cooking, serving each meal of the day)							
Dishwashing (the whole cycle from clearing table to cleaning sink, counters)							
Physical Care of Children (all physical care including help with homework and chauffeuring, but not just playing with or checking on them)							
Clothes Washing (gathering, sorting, spot removing, washing, rinsing, drying)							
Ironing (sprinkling, ironing, folding, putting away)							
General Weekly Cleaning							
Floor Care (washing, waxing)							
Bed-making							
Taking Out Trash							
Cutting Grass							

ATTITUDES OF HIGH SCHOOL SENIORS TOWARD WORKING WOMEN

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The potential of vocational education can be enhanced when educators are aware of student attitudes as a basis for curriculum decisions. Educators, however, are sometimes inclined to make generalized assumptions about student attitudes, when in fact, they can study the attitudes of the students whom they plan for and teach.

A study was made by this author to provide information about the attitudes of certain high school seniors toward mothers and wives working outside the home. The term mother was used to mean a woman with natural or adopted children in the home. Wife was used to mean a married woman with no natural or adopted children in the home. The data were studied according to the sex, social class, mother's employment status and location of the school attended by the high school seniors.

Objectives of the Study

The objectives of the study were: (1) to determine whether there is a significant difference in the sex of the respondents and their mean attitude scores for mothers and wives working outside the home; (2) to determine whether there is a significant difference in the mean attitude scores for mothers and wives working outside the home across social classes; (3) to determine whether there is a significant difference in the mothers' status of employment and the respondents' mean attitude score for mothers and wives working outside the home; (4) to determine whether there is a significant difference in the location of the school the respondent attended and the mean attitude scores for mothers and wives working outside the home; (5) to determine whether there is a significant difference in the mean attitude scores of high school seniors and their mothers for mothers and wives working outside the home; (6) to apply the inference drawn from the data to recommendations for curriculum development.

Population and Sample

The subjects for the study were high school seniors and their mothers from a small industrial city and a rural-farm community. There were 628 high school seniors and 248 mothers who participated in the study. Two hundred and eighty of the high school seniors were males and 348 were females. Forty-four of the high school seniors attended school and in a rural-farm community and 584 attended school in a small industrial city.

Research Questionnaire and Procedures

The research questionnaire was developed by using attitude statements regarding mothers and wives working outside the home. The

statements were based on factors that research has shown tend to influence a woman's decision whether to seek, or not seek, employment outside the home. Among these factors are: perception of social role by self and family; effect of employment on the children; housekeeping responsibilities; meal preparation; expenses incurred due to employment; and economic need. Personal data were collected to determine the respondents sex, social class and mothers' status of employment.

The questionnaire was administered by the investigator to the two groups of high school seniors within each of the schools. Data were collected from the mothers by mail. A letter explaining the research and providing instructions for completing the instrument was sent to the mother of each of the high school seniors.

A mean attitude scores for mothers and wives working was computed for each subject. The dependent variables were attitudes toward mothers and wives working outside the home. The highest possible mean score was five points and the lowest possible mean score was *one* point. The .05 level of significance was a criterion established for the study. Personal data were used to classify the subjects into five social classes according to Hollingshead's *Two Factor Index of Social Position*.¹

Findings

The data obtained in the study were analyzed according to attitudes expressed toward mothers and wives working outside the home based on the respondents' sex, social class, mothers' status of employment, location of high school attended, and mothers' attitudes toward mothers and wives working outside the home.

Sex of the Respondents

There was a significant difference in the attitudes of male and female high school seniors toward mothers and wives working outside the home. The female respondents expressed more favorable attitudes towards mothers working outside the home than the male respondents. The male respondents, however, were more favorable toward wives working outside the home than the female respondents. This finding was significant at the .05 level.

Social Class

The respondents were classified into five social class groups based on their fathers' educational status and occupation. There was no significant difference in the attitudes of the respondents from various social classes toward mothers and wives working outside the home.

Mothers Employment Status

The respondents were grouped according to mothers reported employment status. There was a significant difference in the mean attitude scores of

¹Hollingshead, August B., *Two Factor Index of Social Position*, Yale Station, New Haven, Conn., 1957.

the respondents whose mothers work outside the home and those whose mothers do not work outside the home. Respondents whose mothers did not work outside the home, as compared to respondents whose mothers did work outside the home, indicated more favorable attitudes toward mothers and wives working outside the home. These findings were significant at the .001 level.

Location of High School Attended

Subjects who participated in the study were classified according to the location of the school that they attended. The schools were located in a rural-farm community and a small industrial city. There was no significant difference in the attitudes of the respondents toward mothers and wives working outside the home according to the location of the school attended.

Mothers' Attitudes Toward Mothers and Wives Working Outside the Home

There was no difference in the attitudes of students and their mothers toward mothers working outside the home. There was a difference, however, that was significant at the .0001 level, in the attitudes of students and their mothers toward wives working outside the home. The students expressed more favorable attitudes than their mothers toward wives working outside the home.

Implications for Home Economics Curriculum Development

This study tends to emphasize the need to approach curriculum development regarding working wives and mothers from an intellectual rather than only an emotional or a stereotyped viewpoint. Curriculum materials designed to deal with concepts related to the employment of wives and mothers needs to be informative and analytical, yet flexible enough to allow students to make personal decisions regarding their future roles.

Knowledge and understanding of the varying roles of women and other family members can serve as a foundation to improve family and marital relations. This does not call for a teacher to dictate standards, values or roles to students. However, it does require the teacher taking some responsibility to make students aware that roles are changing. Thus, girls may be better able to make decisions regarding future roles and to plan whether to marry, to have children, to have a career, or to combine roles.

Increasing numbers of wives and mothers are working. Inherent with this change in the roles of women are factors that tend to effect, both negatively and positively, a majority of family members. Students need the opportunity to examine these factors and their own values in order to make rational and intellectual decisions regarding their roles as family members.

There were certain findings in this study that may be generalizable; however, teachers are encouraged to assess the attitudes of their own students. The instruments used in this study can be used as they are or adapted for use at local levels.

This study suggests that there is a difference in the attitudes of male and female high school seniors, and between students and their mothers toward mothers and wives working outside the home. This tends to indicate that teachers need to help students examine the basis of their attitudes about the roles of women. Girls, in particular, need to be introduced to facts about women working and encouraged to make long-range plans that are compatible with their needs, ambitions, abilities, and plans for marriage and parenthood. This approach is applicable to a Consumer and Homemaking program as well as an occupational program.

There was no significant difference in the attitudes of the students toward wives and mothers working outside the home when considered across social classes. Teachers need to be careful not to make false assumptions about student attitudes about employment based on social class differences. Teachers should also be cautious not to feel that certain students should be encouraged to prepare for work because economic necessity is likely to occur in their adult lives, and others be discouraged because of the opposite reason.

This study seemed to indicate that there was no difference in the attitudes of high school seniors attending school in a rural area and a small city toward mothers and wives working outside the home. Each community will need to make its own investigation about the attitudes of the population, however, this may be an indication that rural-urban differences in society have diminished. In the past, home economists have often felt a need to make regional differences in content selection, this may no longer be appropriate.

Students whose mothers did not work outside the home as compared to students whose mothers did work outside the home indicated more favorable attitudes toward mothers and wives working outside the home. A teacher might assume the opposite because of her own background. Knowledge about students' family background and how it seems to condition student attitudes may provide clues to ways to approach curriculum development in this area.

Teachers are encouraged to study the attitudes about women working of the students whom they teach. The following questionnaires that were used to collect data in the present study may be adapted for local use.

GUIDE FOR SCORING THE QUESTIONNAIRE

The responses to questions numbers 2, 3, 5, 6, 10, 15, 17, 20, 21, 24, 25, 27, 28, 30, 31, 32, 33, and 35 are assigned the following values:

A - 5
B - 4
C - 3
D - 2
E - 1

The responses to questions numbers 1, 4, 7, 8, 9, 11, 12, 13, 14, 16, 18, 19, 22, 23, 26, 29, 34, and 36 are assigned the following values:

A - 1
B - 2
C - 3
D - 4
E - 5

Teachers may want to look at student responses to particular questions or average the response values for each person for comparison in some meaningful way. Mean scores can be compared according to sex, grade levels, age groups, and other ways.

ATTITUDE QUESTIONNAIRE

IN THE FOLLOWING QUESTIONS *MOTHER* IS USED TO REFER TO A *WOMAN WITH CHILDREN AT HOME*.

1. I feel that
 - a. a mother's place is in the home regardless of the financial situation of the family.
 - b. a mother's place is in the home if the family is financially well off.
 - c. it is all right for a mother to work part time to improve the financial situation of the family.
 - d. it is all right for a mother to work full time to improve the financial situation of the family.
 - e. it is all right for a mother to work if she wants to, regardless of the financial situation of the family.

2. Working mothers are
 - a. a great deal more concerned with their personal appearance than nonworking mothers.
 - b. somewhat more concerned with their personal appearance than nonworking mothers.
 - c. equally as concerned with their personal appearance as nonworking mothers.
 - d. somewhat less concerned with their personal appearance than nonworking mothers.
 - e. a great deal less concerned with their personal appearance than nonworking mothers.

3. A mother who works outside the home is likely to cause
 - a. a major improvement in the emotional adjustment of her children.
 - b. a slight improvement in the emotional adjustment of her children.
 - c. no emotional adjustment problems for her children.
 - d. a few emotional adjustment problems for her children.
 - e. many emotional adjustment problems for her children.

4. Spending most of your time taking care of your home and family can be
 - a. a delightful experience.
 - b. a challenge.
 - c. a full-time job.
 - d. unfulfilling.
 - e. a bore.

5. Mothers who work outside the home tend to have attitudes toward children and motherhood which are
 - a. a great deal more favorable than those of nonworking mothers.
 - b. somewhat more favorable than those of nonworking mothers.

- c. equally as favorable as those of nonworking mothers.
 - d. somewhat less favorable than those of nonworking mothers.
 - e. a great deal less favorable than those of nonworking mothers.
6. The number of divorces among mothers who work outside the home is
- a. a great deal lower than among nonworking mothers.
 - b. somewhat lower than among nonworking mothers.
 - c. equal to that among nonworking mothers.
 - d. somewhat higher than among nonworking mothers.
 - e. a great deal higher than among nonworking mothers.
7. Mothers who work outside the home should expect their teen-agers to assume
- a. nearly all of the housekeeping responsibilities.
 - b. a large number of housekeeping responsibilities.
 - c. an equal share of the housekeeping responsibilities.
 - d. a small number of the housekeeping responsibilities.
 - e. none of the housekeeping responsibilities.
8. Being a successful housewife and mother is
- a. the dream of every girl.
 - b. all that a girl should want out of life.
 - c. only part of a girl's plans for life.
 - d. not very satisfying.
 - e. not enough out of life for the average girl.
9. Mothers who work outside the home as compared to mothers who do *not* work outside the home spend
- a. a great deal less time with the family in recreation activities.
 - b. somewhat less time with the family in recreation activities.
 - c. an equal amount of time with the family in recreation activities.
 - d. somewhat more time with the family in recreation activities.
 - e. a great deal more time with the family in recreation activities.
10. Mothers who work outside the home are likely to be
- a. a great deal neater in their housekeeping than nonworking mothers.
 - b. somewhat neater in their housekeeping than nonworking mothers.
 - c. equally as neat in their housekeeping as nonworking mothers.
 - d. somewhat less neat in their housekeeping than nonworking mothers.
 - e. a great deal less neat in their housekeeping than nonworking mothers.
11. Mothers who do *not* work outside the home tend to show
- a. a great deal more interest in their children's school work than do mothers who work outside the home.
 - b. somewhat more interest in their children's school work than do mothers who work outside the home.

- c. interest in their children's school work equal to that of mothers who work outside the home.
 - d. somewhat less interest in their children's school work than do mothers who work outside the home.
 - e. a great deal less interest in their children's school work than do mothers who work outside the home.
12. The children of mothers who work outside the home are
- a. a great deal more likely to become juvenile delinquents than children of nonworking mothers.
 - b. somewhat more likely to become juvenile delinquents than children of nonworking mothers.
 - c. equally as likely to become juvenile delinquents as children of nonworking mothers.
 - d. somewhat less likely to become juvenile delinquents than children of nonworking mothers.
 - e. a great deal less likely to become juvenile delinquents than children of nonworking mothers.
13. When there are children in the family, I believe that
- a. almost all husbands prefer that their wives not work outside the home.
 - b. about 80 percent of all husbands prefer that their wives not work outside the home.
 - c. about 60 percent of all husbands prefer that their wives not work outside the home.
 - d. about 40 percent of all husbands prefer that their wives not work outside the home.
 - e. about 20 percent of all husbands prefer that their wives not work outside the home.
14. A mother should work outside the home
- a. only in the case of extreme financial necessity (to buy food).
 - b. to be able to purchase modern conveniences (a dishwasher).
 - c. to be able to provide family entertainment (movies, etc.).
 - d. to improve her standard of living (move to a better neighborhood).
 - e. to buy luxuries (summer home, mink coat, etc.).
15. Mothers should *not* work outside the home until their children are old enough to be in
- a. day-care centers (nursery schools).
 - b. elementary school.
 - c. junior high school.
 - d. high school.
 - e. college.
16. I believe that a mother who does *not* work outside the home spends
- a. a great deal more time doing things with her children than a working mother does.

- b. somewhat more time doing things with her children than a working mother does.
- c. about the same amount of time doing things with her children as a working mother does.
- d. somewhat less time doing things with her children than a working mother does.
- e. far less time doing things with her children than a working mother does.

17. Working mothers tend to

- a. prepare attractive, nutritious meals for their families.
- b. prepare somewhat attractive, fairly nutritious meals for their families.
- c. open a few cans without much concern for nutrition.
- d. rely on sandwiches and TV dinners without concern for nutrition.
- e. expect each person to prepare his own food without any concern for nutrition.

18. A mother who does *not* work outside the home is

- a. a great deal easier to discuss your problems with than a mother who does work.
- b. somewhat easier to discuss your problems with than a mother who does work.
- c. equally as easy to discuss your problems with as a mother who does work.
- d. somewhat less easy to discuss your problems with than a mother who does work.
- e. a great deal less easy to discuss your problems with than a mother who does work.

IN THE FOLLOWING QUESTIONS *WIFE* IS USED TO REFER TO A MARRIED WOMAN WHO *DOES NOT* HAVE *CHILDREN*, OR ALL CHILDREN ARE AWAY FROM HOME.

19. I feel that

- a. a wife's place is in the home regardless of the financial situation of the family.
- b. a wife's place is in the home if the family is financially well off.
- c. it is all right for a wife to work part time to improve the financial situation of the family.
- d. it is all right for a wife to work full time to improve the financial situation of the family.
- e. it is all right for a wife to work if she wants to, regardless of the financial situation of the family.

20. Most husbands would prefer their wives to spend free time

- a. working for a salary.
- b. doing volunteer community work.
- c. playing bridge.
- d. reading.
- e. watching television.

21. Working wives are
- a great deal more concerned with their personal appearance than nonworking wives.
 - somewhat more concerned with their personal appearance than nonworking wives.
 - equally as concerned with their personal appearance as nonworking wives.
 - somewhat less concerned with their personal appearance than nonworking wives.
 - a great deal less concerned with their personal appearance than nonworking wives.
22. Spending most of your time taking care of your home and husband can be
- a delightful experience for a wife.
 - a challenge for a wife.
 - a full-time job.
 - unfulfilling.
 - a bore.
23. A majority of husbands view working wives as
- very threatening to their masculinity.
 - mildly threatening to their masculinity.
 - having no effect on their masculinity.
 - mildly strengthening to their masculinity.
 - very strengthening to their masculinity.
24. The number of divorces among wives who work outside the home is
- a great deal lower than among nonworking wives.
 - somewhat lower than among nonworking wives.
 - equal to that among nonworking wives.
 - somewhat higher than among nonworking wives.
 - a great deal higher than among nonworking wives.
25. Wives who work outside the home as compared to wives who do *not* work outside the home are
- a great deal more likely to wear the latest fashions.
 - somewhat more likely to wear the latest fashions.
 - equally likely to wear the latest fashions.
 - somewhat less likely to wear the latest fashions.
 - a great deal less likely to wear the latest fashions.
26. Wives who work outside the home tend to be
- a great deal less aware of current events than those wives who do not work outside the home.
 - somewhat less aware of current events than those wives who do not work outside the home.

- c. equally as aware of current events as those wives who do not work outside the home.
 - d. somewhat more aware of current events than those wives who do not work outside the home.
 - e. a great deal more aware of current events than those wives who do not work outside the home.
27. Wives who work outside the home tend to provoke
- a. far less quarrels with their husbands than do nonworking wives.
 - b. somewhat less quarrels with their husbands than do nonworking wives.
 - c. the same amount of quarrels with their husbands as do nonworking wives.
 - d. few more quarrels with their husbands than do nonworking wives.
 - e. many more quarrels with their husbands than do nonworking wives.
28. Wives who work outside the home generally have
- a. many more friends than wives who do not work.
 - b. a few more friends than wives who do not work.
 - c. an equal number of friends as women who do not work.
 - d. a few less friends than women who do not work.
 - e. many less friends than women who do not work.
29. How often should working wives expect their husbands to assume a share of the housekeeping responsibilities?
- a. Never.
 - b. Only when she is sick.
 - c. When he feels like helping.
 - d. Weekends.
 - e. Daily.
30. When a wife chooses to work outside the home, her husband's self-concept is
- a. greatly strengthened.
 - b. somewhat strengthened.
 - c. unaffected.
 - d. somewhat lowered.
 - e. greatly lowered.
31. Wives who work outside the home are likely to spend
- a. a great deal more money for personal grooming than do nonworking wives.
 - b. somewhat more money for personal grooming than do nonworking wives.
 - c. an amount of money for personal grooming equal to that of nonworking wives.
 - d. somewhat less money for personal grooming than do nonworking wives.
 - e. a great deal less money for personal grooming than do nonworking wives.

32. Wives who work outside the home are
- a great deal neater in their housekeeping than nonworking wives.
 - somewhat neater in their housekeeping than nonworking wives.
 - equally as neat in their housekeeping as nonworking wives.
 - somewhat less neat in their housekeeping than nonworking wives.
 - a great deal less neat in their housekeeping than nonworking wives.
33. The trend for more wives to work outside the home tends to be
- very desirable for most women.
 - somewhat desirable for most women.
 - desirable for most women.
 - undesirable for most women.
 - very undesirable for most women.
34. I believe that
- almost all husbands prefer that their wives *not* work outside the home.
 - about 80 percent of all husbands prefer that their wives not work outside the home.
 - about 60 percent of all husbands prefer that their wives not work outside the home.
 - about 40 percent of all husbands prefer that their wives not work outside the home.
 - about 20 percent of all husbands prefer that their wives not work outside the home.
35. How often should wives who do *not* work outside the home expect their husbands to assume housekeeping responsibilities?
- Never.
 - Only when she is sick.
 - When he feels like helping.
 - Weekends.
 - Daily.
36. A wife should work outside the home
- only in the case of extreme necessity (to buy food).
 - to be able to purchase modern conveniences (dishwasher).
 - to be able to provide family entertainment (movies, etc.).
 - to improve her standard of living (move into a better neighborhood).
 - to buy luxuries (summer home, mink coat, etc.).

QUESTIONNAIRE ANSWER SHEET

Write the letter of the response that best indicates your beliefs about each of the statements in the questionnaire in the spaces provided below. Be careful and make sure that the number of the question corresponds to the number on the answer sheet. Respond to each statement that is numbered by selecting *one* response.

- | | |
|-----------|-----------|
| 1. _____ | 19. _____ |
| 2. _____ | 20. _____ |
| 3. _____ | 21. _____ |
| 4. _____ | 22. _____ |
| 5. _____ | 23. _____ |
| 6. _____ | 24. _____ |
| 7. _____ | 25. _____ |
| 8. _____ | 26. _____ |
| 9. _____ | 27. _____ |
| 10. _____ | 28. _____ |
| 11. _____ | 29. _____ |
| 12. _____ | 30. _____ |
| 13. _____ | 31. _____ |
| 14. _____ | 32. _____ |
| 15. _____ | 33. _____ |
| 16. _____ | 34. _____ |
| 17. _____ | 35. _____ |
| 18. _____ | 36. _____ |

PERSONAL DATA SHEET

* What is your sex? _____ Male _____ Female

Total number of brothers and sisters including yourself in your family? _____

Place an "X" in the space provided for the statement that best describes your *mother's highest educational status*. (Check only one category.)

- _____ Less than seven years of school
- _____ Junior high school graduate
- _____ Partial high school
- _____ High school graduate
- _____ Partial college education
- _____ Completed four years of college (earned a degree)
- _____ Graduate professional education
- _____ Do not know

Place an "X" in the space provided for the statement that best describes your *father's highest educational status*. (Check only one category.)

- _____ Less than seven years of school
- _____ Junior high school graduate
- _____ Partial high school
- _____ High school graduate
- _____ Partial college education
- _____ Completed four years of college (earned a degree)
- _____ Graduate professional education
- _____ Do not know

* Did your mother ever work outside the home after she was married, or is she working now?

- _____ Yes
- _____ No

* Mother's current occupation or last job _____

Where does she work? _____

What does she do? _____

* Father's current occupation or last job _____

Where does he work? _____

What does he do? _____

Which family members presently live in your household?

Husband _____ Wife _____ Sons _____ Daughters _____ Others _____
(Check) (Check) (Give the numbers)

* These items may be used alone as a simplified form or a teacher may wish to make up her own form.

MULTI-ROLES IN TEAM TEACHING

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Dr. Pestle's article suggests emerging multi-roles for home economics teachers as they work with other groups and individuals within the school and community.

Home economics teachers have experienced much autonomy in the past as they worked within the four walls of their classrooms. Lessons have been planned, taught and evaluated alone; there may have been occasional observations by principals and supervisors for the purpose of making reports, or by college students who observed in order to see some of the intricacies of teaching.

Now the school scene is changing. Larger home economics departments may contain several teachers who share common teaching space. Teacher aides and work-study students are part of the educational work force. Across the country examples can be seen of at least four types of teamwork of which the home economist is a part.

Teaming with vocational educators

One type of team situation involves the home economics teacher working in conjunction with other vocational teachers. This may be in an area vocational school or in a comprehensive high school. Here the special role of the home economics teacher, in addition to teaching such occupational classes for child care aides or homemaker aides, often includes teaching both boys and girls some of their dual responsibilities of being a wage earner-family member. Her knowledge of family relationships and consumer behavior give her a very special place on the vocational team.

Teaming with general education

A second type of teamwork is illustrated by the home economists in FEAST (Food Education and Service Training) on the west coast or CVET (Coordinated Vocational Education and Training) in Oklahoma. These new curricula, taught by home economists and academic teachers, are for boys and girls who find the usual high school program unrewarding. The English, mathematics, and home economics teachers, with the guidance counselor, plan learning experiences which provide the student basic language and computational skills, the mastery of which will increase his chances for employment. The recent growth of these programs is testimony to the success of the team experience in meeting needs of pupils.

Teaming with community members and other agencies

Still another type of team role is performed by the home economist who works with the community members to solve a common problem. For

example, in Florida lay people have helped parents to stimulate their child's curiosity and his interest in learning during very early childhood. The training team for the community lay worker consists of teachers, home economists, social workers, nurses and doctors. The impact of such a program on a child's potential is truly exciting to imagine. Home economics teachers can be expected to move out of the classroom for more of their teaching.

Teaming with paraprofessionals

The home economist working with a paraprofessional in the classroom is another example of teamwork. Knoll made successful use of an adult aide over a decade ago in Michigan [1]. In the summer of 1970, Western Michigan University held a special workshop to train teacher aides for vocational home economics classes. The results of this four-week workshop are expressed by some class members as follows:

"Each one of us had to talk in front of the class and tell how something was done. Many of us had never done this before. It was not all just cooking and sewing. We learned how to make many, many things. It also taught us what to expect in the classroom. . . We are not to have any job like teaching the class or grading any students. We are there just as a helper." [2]

To explore the area of paraprofessional-home economist teamwork, the author attempted to discover how ten experienced high school home economics teachers would feel about working with a teacher aide. In each interview the author was pleased to see visible delight at the first mention of the topic. Some teachers reminisced gayly about the student help which they had had in years past, associating the idea of paraprofessional help with student assistance. This immediate acceptance of the idea of working with an adult aide is directly contrary to the point of view of some authors; i.e., a professional may at first feel worry or concern about her own job when another worker is introduced into the situation.

When asked how an aide should be selected, the teachers made several suggestions. All felt that an interview involving the principal, home economics teacher, and applicant was essential. By this means they hoped to judge such intangible qualities as the ability of the aide to keep confidences and to work with others. Letters of reference would be desirable. It was also suggested that each applicant fill out a time sheet specifying the length of time necessary to complete her housework. Such information might be helpful in making a judgment of her organizational ability. The ability to type and to drive a car were mentioned as needed. In regard to age requirements, the expression "young at heart" has special meaning. One teacher felt that people over forty might be unable to stand the pressure of the job. Some liked the idea of a probationary period to allow both the aide and the school to find out if the relationship should be continued.

Potential activities of paraprofessionals

Just what would the home economics teacher aide do and not do? The first need appeared in the area of clerical jobs including typing, duplicating, collating, filing and recording of such items as student grades, expenses, and inventories. Duties related to preparation of lessons included setting up audio-visual equipment, placing visual aids on bulletin boards, organizing supplies for demonstrations, checking laboratory equipment, purchasing groceries, averaging grades, and transporting students on field trips. At this point, the list appeared to be endless. There was agreement that an aide should not be involved with confidential reports, discipline of students, "teaching," or generally planning lessons. The amount of student supervision which teachers would assign to an aide varied from none to nearly total, after appropriate training. The teachers interviewed felt that aides should have training both before and after the school year had begun. Such an arrangement somehow presumes that the teachers would find time to do this extra teaching. Information as to school policies, home economics course outlines, standards expected from students, and familiarity with the community customs and habits represented only a part of the information to be shared with an aide.

Evaluation and promotion

The author asked the home economics teachers how an aide should be evaluated in order to decide upon a raise in pay. The logical solution of paying more money for putting in more hours of work was somehow a surprise, since teachers seldom punch time clocks. A teacher-constructed rating sheet was often suggested. However, only two teachers thought the aide might fill out the rating sheet on herself or do cooperative rating with the teacher.

How would aides be encouraged to go on for further study? Here the author almost drew a blank! The only suggestions were including the aide in teacher's meetings and giving her verbal encouragement. One wonders, did the teachers see their imaginary aide as uninterested in advancement? Are colleges ready to give aides credit for this work experience, or is there a failure to see possibilities for a career ladder in the field of education? Teacher educators interested in designing new careers are reminded of Signey A. Fine's excellent statement in the *Journal of Home Economics* [3].

A look to the future

As new schools are built, space is being made increasingly flexible so that immovable walls need no longer dictate the form of the lesson. Today's students want teachers to focus on the difficult problems in society, those for which no one kind of person-economist, politician, biologist has an answer. Will the home economists see the possibilities of teaming?

The theoretical role of home economics teacher and team member presents more questions than answers at this time. If an experienced teacher shifts to team member, will her sense of autonomy so decrease

that she loses some of her former pride of accomplishment? Or will she experience new satisfactions in a free give-and-take of ideas with colleagues who still are free to "do their own thing" to some degree? Will she shift roles easily or are there special kinds of experiences for present and future teachers which could make either independent or team-teaching equally possible? Hopefully, colleges will encourage and allow choices in teacher education experiences until more is known about teaming.

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PLANS FOR THE SUBSCRIPTION YEAR OF 1971-72

Volume XV of the *Illinois Teacher* will be entitled "Old Values and New Applications." Contemporary roles for home economics teachers, individuals, and families will be explored in several dimensions: evaluation means; middle school and junior high programs; consumer and environmental education; nutrition and health education; career education; student-centered instruction; and individualized learning.

We invite your reaction and ideas. If you have descriptions of projects, lessons, or other activities that fit into this theme, please share them with us. Or if you wish to share your viewpoints about home economists' responsibility for the quality of life, please send us your letters or articles. We will publish as many contributions as we can.

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ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

HOME ECONOMICS FOR THE SEVENTIES

ACCENT ON CLOTHING

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FOREWORD

Someone expressed surprise that the ILLINOIS TEACHER would have one of its issues devoted to clothing since she thought we "didn't believe in teaching clothing." This seems to indicate to us, once again, that for many teachers the teaching of clothing must mean "sewing." We have spoken on that issue to some extent.

The subject area of textiles and clothing as part of home economics has many ramifications; garment construction is only one of these. We should like to remind readers that the National Curriculum Project, reported in the A.H.E.A. publication "Concepts and Generalizations," uses the following major concepts to encompass the area of textiles and clothing.

- I. Significance of textiles and clothing to the individual and society.
 - A. Interrelationship of clothing and culture.
 - B. Social and psychological aspects of clothing.
 - C. Clothing as a medium for artistic perception, expression, and experience.
 - D. Textiles and clothing in the economy.
- II. Nature of textiles and clothing.
 - A. Textiles
 - B. Garments
- III. Acquisition and use of textiles and clothing.
 - A. Selection.
 - B. Use and care.
 - C. Responsibilities of consumers.

This particular issue, ACCENT ON CLOTHING, does not deal with sewing, but attempts to provide teachers with ideas for teaching other important parts of the subject field.

Mary Mather
Editor for This Issue

CLOTHING FOR CONSUMERS

An Outline of Concepts and Generalizations and Teaching-Learning Units for Selected Areas

Beverly Koch

Graduate Student, University of Illinois

Miss Koch has organized this outline with junior college students in mind, but it is equally appropriate for advanced high school students. Four big areas have been suggested as a focus for a semester course. In each area major generalizations and supporting sub-generalizations are given. Each is assigned a number for easy referral. Sample teaching-learning units have been developed for selected generalizations. These are marked with an asterisk (*). A comprehensive list of up-to-date references concludes this section.

CONCEPTS AND GENERALIZATIONS

I. INFLUENCES ON ONE'S CLOTHING BEHAVIOR

- *1-0. An interrelationship exists between clothing and culture.
 - *1-1. The clothing behavior of a people emanates from the culture and reflects a social inheritance of antecedent dress styles, customs, morals, and religion.
 - *1-2. Surviving fragments of clothing are tangible resources for the study of cultures of the past, and help to preserve elements of a culture for future generations.
 - *1-3. The type of clothing available is related to the material culture which includes the raw materials and technology of a society.
 - *1-4. Clothing has a reciprocal effect on social attitudes and values; it reflects the ideas already extant, but also shapes ideas in the direction of change.
 - *1-5. Fashion change in society usually parallels change in other spheres of human activity.
 - *1-6. Customs and folkways which are more stable than fashion affect the clothing in any given cultural group over a long period of time.
- *2-0. An individual's choice of clothing is influenced by social and psychological factors.
 - *2-1. Clothing customs are transmitted from group to group, generation to generation, and from society to individual.

- *2-2. The means by which society governs the individual's choice of clothing may be either direct through laws or rigid customs, or indirect through example and more subtle social pressures.
- *2-3. Clothing functions to symbolize man's status in life and as such obtains recognition, approval, or identification for the individual.
- *2-4. Clothing is used in defense or enhancement of the self.
- *2-5. Rewards or punishments received in connection with clothing behavior tend to reinforce the generalized feeling toward the self.
- *2-6. The imitation of clothing behavior is a direct and tangible means of identifying oneself with a model per person or reference group.
- 2-7. The more stable or clear cut the societal role, the more explicit the requirement of dress is likely to be.
- *2-8. A strong sense of personal conviction and psychological security is required to confidently wear dress that deviates from the norm.
- *2-9. Clothing may be used as a means of satisfying basic needs when these needs are not met in other ways.
- 2-10. Clothing is important in projecting a first impression, but is a less reliable clue to personality upon closer acquaintance with the individual.
- 2-11. Fashion, a social-psychological phenomenon, is a force that affects clothing choice.
- 2-12. A fad which is related to more superficial aspects of fashion may affect clothing behavior.
- 3-0. Physical forces in the environment affect one's clothing needs and one's ultimate choices.
 - 3-1. Clothing is a buffer between man and his environment.
 - 3-2. Clothing functions to satisfy man's need for physical protection.
 - 3-3. Clothing helps man adapt to environmental factors which affect the comfort of the body such as air temperature, humidity, air movement, and radiation intensity.
- 4-0. Economic factors may enhance or limit the freedom one has in making clothing decisions.
 - 4-1. The complex interaction of the world economy, the clothing industry, and consumption patterns affect the cost, quality, and availability of goods to individuals and families.
 - 4-2. The welfare of society may be affected by economic

- decisions of the clothing industry, governments, and consumers.
- 4-3. Economic conditions may place limitations on the quantity or quality of dress available, but not necessarily on its character.
 - 4-4. Expenditures on clothing are related to income size.
 - 4-5. Family composition and stage in the family life cycle affect the amount of money available to satisfy individual clothing needs.
 - 4-6. Money available to meet an individual's clothing needs is dependent upon other family member's clothing needs and family goals.
 - 4-7. Planning clothing expenditures in terms of priorities may be necessary if money available for clothing is limited in any way.
- 5-0. Clothing can be a medium for artistic perception, expression, and experience.
- 5-1. Adornment of the body is universal in mankind and appears to be a function related to the search for beauty.
 - 5-2. In the individual's search for beauty, the ornamental value of clothing provides active aesthetic experience and sensuous satisfactions.
 - 5-3. The creation of clothing is a form of artistic expression through which feelings and ideas are conveyed.
 - 5-4. Art components in clothing may be utilized to express meanings, feelings, ideas, and emotions.
 - 5-4-1. The expressiveness of line in clothing is determined by its function, type, direction, and quality.
 - 5-4-2. In clothing, form is created by the body itself, by the silhouette of the costume, and by the individual shapes within the external contour.
 - 5-4-3. Spatial voids in clothing provide a unifying backdrop for decorative detail.
 - 5-4-4. The character of texture in clothing is expressed through its visual appearance, feel, and hand.
 - 5-4-5. Color is a stimulating element contributing to the overall effect of total design in clothing.
 - 5-5. In organization of dress, the whole transcends the sum of parts for each component either reinforces or mitigates the effect of all others with which it is combined.
 - 5-6. Aesthetic expression in dress is conveyed through a satisfying balance between order and interest.

- 6-0. The activity one engages in may suggest specific types of clothing.
 - 6-1. A particular set of clothing norms is generally associated with each occupational role.
 - 6-2. An individual's security and success in any given role is related to his accuracy in estimating the clothing expectations of the group.
 - 6-3. The comfort of clothing is influenced by fabric, finish, construction, and style, and the suitability of these for various activities.
 - 6-4. Because of its chemical and physical characteristics, a fabric may be better adapted for some activities than others.
 - 6-5. The developmental stage of the wearer may affect the type of clothing chosen.
 - 6-6. Physical limitations on the activity of the wearer influence the type of clothing selected.
 - 6-7. Varying activities may require garments that fit differently.
 - 6-8. Safety and efficiency of clothing in relation to one's activity may be a consideration in clothing selection.
- 7-0. Individual tastes are conditioned by one's value pattern.
 - 7-1. "Taste" in dress refers to a set of values used by an individual in making critical judgments or fine discriminations.
 - 7-2. Values and goals in relation to clothing selection develop from an individual's experience, part of which is determined by the culture in which he lives.
 - 7-3. An individual's attitudes and values toward clothing are consistent with his attitudes and values in other areas.
 - 7-4. Choice of clothing on the basis of values is more likely to carry the consumer in the direction of his long-range goals.
 - 7-5. Where two or more values lead to alternative courses in clothing behavior, the individual resolves the conflict through a unique ordering of alternative choices.
 - 7-6. As an individual matures his clothing values may change.
 - 7-7. Clothing requirements change as the individual's values change.

II. RESOURCES FOR MEETING CLOTHING NEEDS

- 8-0. Federal, state, and local regulations and agencies aid in protecting the consumer of clothing.

- 8-1. The textile industry is required to cooperate with garment makers, wholesalers, and retailers in providing adequate information about the product to the consumer.
 - 8-2. Standards have been established by various groups to describe the minimum expectations desired in a textile or garment.
 - 8-3. The National Bureau of Standards evolves and records measurable standards which are used by the clothing manufacturer.
 - 8-4. The Federal Trade Commission protects both the consuming public and business community by preventing and eliminating deceptive practices and unfair methods of competition.
 - 8-5. The Better Business Bureau is a local agency maintained by business firms to help protect consumers and merchants who do their best to maintain good standards.
 - 8-6. Some magazines and manufacturers maintain testing laboratories and employ independent agencies to examine products for advertising.
 - 8-7. Stores, mail-order houses, and industrial houses sometimes maintain testing laboratories to check merchandise sold and to investigate customer complaints.
- *9-0. Textile and clothing information is a resource which aids the consumer in making clothing decisions.
- *9-1. The consumer's judgment can be no better than the information he possesses.
 - *9-2. Informative labels and hang tags may state performance characteristics of a garment.
 - *9-3. Brand names help to identify a product which through past experience has proven to have satisfactory characteristics.
 - *9-4. Advertising is a medium through which the consumer can gain product information and evaluate the integrity of the seller.
 - *9-5. The validity of advertising and the advice of salesmen and shopping companions may be determined by the consumer in light of his own knowledge.
 - *9-6. Educational materials distributed by respectable commercial concerns, as well as USDA publications and state and county extension bulletins, are valuable sources of consumer information.
 - *9-7. National organizations such as the American Home Economics Association, Consumer's Research, Inc., Consumer's Union of the United States, the National Better Business Bureau, and The American Council on Consumer Interests are sources of consumer information.

- *9-8. Seals of approval inform the consumer that the sponsoring organization believes the product to be a satisfactory one.
- 10-0. Personal resources and various services aid the consumer in obtaining clothing.
 - 10-1. The resources available for meeting clothing needs include available goods and services, purchasing power, personal information, ability, time, and energy.
 - 10-2. The availability and use of resources for achieving clothing goals is related to the allocation of resources to other individual and family goals.
 - 10-3. Skill in the market place may be developed through observation and experience.
 - 10-4. An individual's observational skills of general fashion trends, of printed information, and of merchandise itself may aid in meeting clothing needs.
 - 10-5. An individual's attitudes may enhance or limit his ability to satisfy clothing needs.
 - 10-6. Manipulative skills in construction and alterations may aid an individual in fulfilling clothing needs.
 - 10-7. Skill in the care of clothing may contribute to other personal resources such as time, money, and energy.
 - 10-8. Payment plans such as installment buying and credit may extend one's buying power.
- 11-0. The way one manages resources influences one's consumer skills.
 - 11-1. Use and knowledge of all types of resources available contributes to flexibility in making decisions about clothing.
 - 11-2. Clothing goals can be reached only through the use of resources.
 - 11-3. Since all resources are limited either quantitatively or qualitatively, management of resources is needed.
 - 11-4. Decisions about one resource affect other resources.
 - 11-5. Alternative resources may be substituted when a given resource is limited, enabling one to satisfy clothing wants.

III. MAKING CHOICES TO MAXIMIZE UTILITY OF CLOTHING

- 12-0. Purchasing clothing involves decision-making.
 - 12-1. A rational choice of clothing is predicted upon an honest evaluation of why we want the things that we do,

what resources we have to work with, and what limitations, if any, are placed upon us.

- 12-2. Once clothing needs are identified, one can evaluate the articles of clothing already on hand by a wardrobe inventory.
 - 12-3. Annual additions or replacements of clothing can be determined by the difference between clothing requirements and clothing already on hand.
 - 12-4. Once a clothing need is defined, another decision is required if more than one item is available which might satisfy that need.
 - 12-5. The process of decision-making involves five basic components: clarification of the choice to be made, recognition of possible alternatives, weighing advantages of the alternatives, choosing one of the alternatives, and accepting the consequence of one's decision.
- *13-0. The intelligent consumer explores alternatives before making a clothing decision.
- *13-1. Sources of clothing include the purchase of ready-to-wear items on the retail market, gifts, used clothing, home sewing, and custom-made clothing.
 - *13-2. The selection of where to buy may depend on such factors as the range of merchandise, the type of service provided, the convenience in shopping, business practices of the store, and its accessibility.
 - *13-3. The decision of when to buy depends on such factors as emotions, bargains, payday, necessity, pleasure, and pressure.
 - *13-4. The alternative of when to buy is closely tied to the method of payment.
 - *13-5. Cash, installment buying, charge accounts, and lay-away plans are alternative methods of purchasing clothing.
 - *13-6. Comparison shopping is a method of exploring alternative products available.
 - *13-7. Items of differing quality and price may be more or less appropriate in light of specific clothing needs.
- 14-0. Intended use determines the qualities that a consumer desires in textiles and clothing.
- 14-1. The suitability of a textile product for its intended use is dependent upon the nature of the textile, its design, and its construction.
 - 14-2. The service ability of a garment is related to its fiber content, yarn construction, fabric construction,

color-fastness, finish, and garment construction.

- 14-3. Good workmanship contributes to the durability of a garment at the same time that it enhances its aesthetic appeal.
- 14-4. Intended use may determine the design and fit that one desires in a garment.
- 14-5. The becomingness of a garment desired by the consumer may vary with its intended use.
- 14-6. Whether a garment is needed for long-term or short-term use may vary the qualities desired by the consumer.
- 14-7. Each fiber has physical and chemical properties which affect its performance in a fabric.
 - 14-7-1. Fibers vary in such properties as length, luster, resiliency, strength, and crimp, and also in their reaction to such conditions as light, moisture, temperature, and stress.
 - 14-7-2. Some characteristics of fibers may not be retained in the finished fabric if blended or combined with other fiber(s) or modified during some stage in the manufacturing process.
 - 14-7-3. Fibers may be modified both chemically and physically to produce desirable characteristics for specific end use.
 - 14-7-4. Differences in yarn result from variations in ply, twist, count, weight, crimp, texturizing processes, and other design variations.
 - 14-7-5. The characteristics of yarns produce variation in fabrics with respect to texture, design, function, and end use of the fabric.
 - 14-7-6. Fibers and/or yarns may be converted into cloth by various methods such as weaving, knitting, knotting, interlacing, bonding, felting, and extruding.
 - 14-7-7. Finishes may be applied to fabrics to produce and control desired qualities.
 - 14-7-8. Factors influencing the choice of finish for a fabric are: the type of fiber and its arrangement in yarn and fabric, the receptivity of the fabric to various finishing preparations, the extent to which the fabric can be chemically modified, and the use for which the fabric is intended.
 - 14-7-9. The finished textile will give more satisfactory service if the characteristics of the fabric are compatible with intended end use.

- 14-7-10. Knowledge of the physical and chemical characteristics of textiles and clothing helps individuals predict their performance and gain increased satisfaction from selection, use, and care.
- 15-0. Impulse buying may be effective or ineffective in contributing to one's overall clothing plan.
 - 15-1. Impulse buying is an unplanned purchase made largely on a subjective basis.
 - 15-2. Impulse buying can be premeditated so that guilt feelings will not occur after an impulse purchase has been made.
 - 15-3. An impulse buy can be integrated into one's buying plan if the plan is flexible.
 - 15-4. Buying for present-day gratification alone may have to be limited if future wants are to be met.
- 16-0. Maximizing the potential use of clothing extends clothing value.
 - 16-1. The wear life of a garment is dependent to a large extent upon the care that it receives.
 - 16-2. The type of care needed by the product will be determined by the nature of the textile, construction, and ornamentation.
 - 16-3. General care, laundering, dry cleaning, and storage are aspects of clothing maintenance.
 - 16-4. Renovating or modifying present clothing extends one's wardrobe.
 - 16-5. Using an article of clothing in a variety of ways and in harmonizing combinations with other clothing items extends one's wardrobe.
 - 16-6. Passing no longer used clothing on to others who could use it extends the value of clothing.
- 17-0. The consumer, as well as the manufacturer, has a responsibility for quality maintenance and improvement in the clothing and fabrics provided by industry.
 - 17-1. Changes in consumer values, tastes, and living habits force continual adjustments in the clothing industry.
 - 17-2. Good citizenship in the clothing market includes education to be discriminating shoppers, and to have a broad social intelligence about economic problems.
 - 17-3. The consumer can improve production and distribution by communicating needs, wants, satisfactions, or dissatisfactions to the retailer and the manufacturer.
 - 17-4. The concerted efforts of consumers can aid in bringing about improved standards of clothing products and

increased consumer information and services.

- 17-5. Every clothing purchase one makes contributes to the continued production of similar kinds of merchandise.
- 17-6. Respect for customer privileges aids in the creation of a good relationship between the consumer and the retailer.

IV. THE CONSUMER AND CLOTHING IN THE FUTURE

- *18-0. Technological change may affect the type of products available to the consumer in the future.
 - *18-1. Fabrics having new concepts of performance may make obsolescent such homemaking chores as ironing, washing, and drying.
 - *18-2. Disposable clothing may add a new dimension to the clothing industry, to one's plan for providing clothing, and to problems of waste disposal in our environment.
 - *18-3. New construction techniques for fabrication of fabrics and clothing may be developed that will be better suited to new textiles.
 - *18-4. New clothing developments may enable man to withstand environments to which he is presently susceptible.
 - *18-5. New textiles may have to be used by consumers, as well as tested in the laboratory, before their limitations and/or advantages are discovered.
- 19-0. Changes in man's life style may have an effect on clothing choices in the future.
 - 19-1. Social and psychological reasons for clothing choice will vary with man's changing life style.
 - 19-2. Creative satisfactions gained from doing jobs personally, that could be done by the use of technology, may influence choices as one evaluates one's use of time and money.
 - 19-3. Increased leisure time gives impetus to fashion.
 - 19-4. Shopping for commodities that express individuality may become a social activity.
 - 19-5. Individuality in dress may become more important as society becomes more complex and man reaches out for his own personal identity.
 - 19-6. Breakdown of the traditional male and female role distinctions may be accompanied by a continued trend toward unisexual dress.
- 20-0. Changes in our methods of merchandizing and shopping may suggest new consumer skills and services needed for the future.

- 20-1. More convenience and enjoyment from shopping may be expected in the future.
- 20-2. If more shopping is done from a distance through the use of telephones and television screens, consumers may need to be more skilled in judging quality from factual information printed about the product rather than the conventional "see and feel" method.
- 20-3. As the trend in packaging continues, the interpretation of material on labels may be even more important than it is today.
- 20-4. The consumer may have to assume more responsibility for learning about new products that are brought to the market.
- 20-5. With increased choices among products available, consumers may need to better define what end use they expect from a product and what quality features will be demanded for performance expected.
- 20-6. Communication of ideas may be one of the biggest challenges to the textile industry in the Space Age.

SAMPLE TEACHING-LEARNING UNITS

In the following section all numbers refer to items in the previous section. Objectives, expressed as hoped-for learning outcomes, are always presented in *italics*, with the verb underlined to accent the behavior.

Whether an experience is primarily for the students to learn new ideas, apply old ones, or for the purpose of evaluation, may depend on the intent of the teacher at the time the experience is used for a given student or group of students. Several experiences which could serve the purposes of evaluation are identified by (Eval) following the suggested experience. Evaluation experiences may be for feedback to teacher or students to see if ideas can be applied and to see what next steps are needed, or evaluation experiences may be to collect evidence of achievement "for the record." Both purposes are part of the total picture.

I. INFLUENCES ON ONE'S CLOTHING BEHAVIOR

Major conceptual statement: When the influence on clothing behavior and the motivations for buying clothing are understood, an individual is better able to plan and predict his own clothing behavior.

Major objectives. The student

understands factors that influence clothing behavior.

understands the motivations for buying clothing.

perceives influences on his own clothing behavior.

is willing to apply understanding of motivations for buying clothing to his own clothing decisions.

1-0. An interrelationship exists between clothing and culture.

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>1-1. The clothing behavior of a people emanates from the culture and reflects a social inheritance of antecedent dress styles, customs, morals, and religion.</p> <p><i>Comprehends how present dress is reflective of a people's past and present culture.</i></p>	<p>1-1. Students compare pictures of three generations in a family relating the differing fashion trends to the culture of the time.</p> <p>1-1. Each student chooses a specific group of people or culture and illustrates pictorially the clothing typical of the people discussing why this mode of dress or adornment was adopted. (<i>National Geographic</i> may be a good reference.)</p> <p>1-1. Pictures of people from various times in history are displayed or projected. Students recall from study of history what conditions (political, economic, or religious) might have influenced the dress of the individuals during that period.</p> <p>1-1. Individual students may research the origination of a specific piece of clothing.</p> <p>1-1. Students assess items in their own wardrobe in terms of cultural implications.</p> <p>1-1. In a written assignment, students discuss the extent to which social, economic, or religious conventions influence their dress and self-adornment. (Eval.)</p>
<p>1-2. Surviving fragments of clothing are tangible resources for the study of culture of the past, and help to preserve elements of a culture for future generations.</p> <p><i>Values clothing from the past as a means of understanding and preserving a people's culture.</i></p>	<p>1-2. Students do reading in historic costume references, choose a limited thesis on the subject of what the clothing of the people says about the culture, and write a paper supporting this thesis.</p> <p>1-2. Students interview experts on campus or in the area on the subject--sociologists, psychologists, and anthropologists.</p> <p>1-2. Students take a field trip to a museum where historic costumes are displayed. Students later discuss what they learned by viewing the display.</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>1-3. The type of clothing available is related to the material culture of a society, i.e., raw materials and technology.</p> <p><i>Understands how the material culture limits the type of clothing that can be produced.</i></p>	<p>1-2. Student participates in setting up a historic costume display in the school or in the community. (Eval.)</p> <p>1-3. Students observe the evolution of dress of primitive man in a copy of Life's, <i>Epic of Man</i>.</p> <p>1-3. Students discuss technological advances which have made present day clothing possible.</p> <p>1-3. Each student chooses a specific culture and compares the material resources available to the type of clothing produced.</p> <p>1-3. Students discuss the importance of weaving to the clothing of man.</p> <p>1-3. Students explain differences in clothing produced in the United States, and another country of their choosing, on the basis of differing material cultures. (Eval.)</p>
<p>1-4. Clothing has a reciprocal affect on social attitudes and values, reflecting the ideas already extant, but also shaping ideas in the direction of change.</p> <p><i>Perceives the inter-relationship between clothing and social attitudes and values.</i></p>	<p>1-4. Students work in committees to compile a list of social attitudes and values existent in a certain period in history and the fashion of that time. Committees may choose differing periods.</p> <p>1-4. Each student uses props to imitate a famous person of any period in history. Their dress is related to the social attitudes and values of that time.</p> <p>1-4. Students cite present social values and attitudes that are influencing current fashion.</p> <p>1-4. On the basis of social attitudes and values, students forecast changes in future clothing.</p> <p>1-4. Given specific social attitudes and values, students state what implications this has for the dress of a people, or vice versa. (Eval.)</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>1-5. Fashion change in society usually parallels change in other spheres of human activity.</p> <p><i>Realizes that fashion change parallels other cultural changes.</i></p>	<p>1-5. Students view film on fashion as related to history.</p> <p>1-5. Students make a list of technological advances such as heated homes, which have brought about changes in wearing apparel.</p> <p>1-5. Students support or rebut the statement: "Dress design runs parallel to trends in architectural design."</p> <p>1-5. Students discuss the influence of physical mobility upon dress.</p> <p>1-5. Students may prepare an exhibit by mounting pictures or silhouettes of costumes during different periods of history accompanied by a description of parallel changes in other spheres of human activity. (Eval.)</p>
<p>1-6. Customs and folkways which are more stable than fashion affect the clothing in any given cultural group over a long period of time.</p> <p><i>Discriminates between customs and folkways and fashion.</i></p>	<p>1-6. Students choose a country they have studied in history, literature, geography, etc., and report what clothing customs appear.</p> <p>1-6. The class may be divided:</p> <p>a) Some students bring wedding pictures of parents or grandmothers from home.</p> <p>b) Some students bring pictures of current wedding fashions.</p> <p>This provides a basis for a class discussion concerning clothing customs prevailing in a cultural group over a period of time.</p> <p>1-6. Students discuss ways in which early influences or folk costume is reflected in festival and ceremonial dress today.</p> <p>1-6. Students bring in pictures to add to the teacher's picture collection depicting various types of clothing worn by sub-groups in the United States. How do these differ from fashion?</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
	1-6. Presented with various clothing behaviors, students decide whether it is a custom or folkway, or a fashion. Reasons for the decision are also given. (Eval.)

2-0. An individual's choice of clothing is influenced by social and psychological factors.

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>2-1. Clothing customs are transmitted from group to group, generation to generation, and from society to the individual.</p> <p><i>Understands how clothing customs are transmitted.</i></p>	<p>2-1. Each student interviews an older woman to identify types of clothing that have been evident for several years or have reoccurred several times during her lifetime.</p> <p>2-1. Students compile a summary of fashions that have reoccurred from generation to generation.</p> <p>2-1. Students look for illustrations in encyclopedias, historical costume books, etc., for garments with features similar to today's fashion features. Individual students may choose to trace a fashion or clothing custom through the ages, one which affects the individual today in his clothing selection.</p> <p>2-1. Students form buzz groups to discuss how the clothing customs of young people today are formed.</p> <p>2-1. Students list where they obtained their ideas about clothing. The lists are analyzed to determine who or what has been influential in determining what is worn. (Eval.)</p>
<p>2-2. The means by which society governs the individual's choice of clothing may be either direct through laws or rigid customs, or indirect through example and more</p>	<p>2-2. Students state their reaction to school dress codes, uniform dress in private or parochial schools, uniforms in the armed services.</p> <p>2-2. Students take a survey of the community to determine what informal and formal restrictions are placed on dress.</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>subtle social pressures.</p> <p><i>Identifies the means by which society governs the individual's choice of clothing.</i></p>	<p>2-2. Students list and discuss what social sanctions prevent them from wearing certain clothes they might like to wear.</p> <p>2-2. Students read about other countries to determine what restrictions are placed on dress by their societies.</p> <p>2-2. A symposium is held where each student reports (5 minutes) on his findings of the restrictions placed on dress by another country or in the United States. The short speeches are followed by questions from the listening group. (Eval.)</p>
<p>2-3. Clothing functions to symbolize man's status in life and as such obtains recognition, approval, or identification for the individual.</p> <p><i>Identifies ways in which clothing symbolizes status for man.</i></p>	<p>2-3. Student cite examples of clothing which reflects status as: military rank, academic dress, tribal identification.</p> <p>2-3. Students list clothing items that indicate status or prestige to them.</p> <p>2-3. Students observe for examples of clothes denoting ritual symbolism on campus as: lettermen's sweaters, fraternity jackets.</p> <p>2-3. Students who hold jobs or have offices in clubs that require the wearing of uniforms or distinctive clothing form a panel and tell the class how they feel when in uniform.</p> <p>2-3. Students discuss reactionaries, nonconformists, or entertainers today who use dress to attract attention or as a symbol of their beliefs.</p> <p>2-3. Students discuss relationships between social class change and dress.</p> <p>2-3. Students write and support their own generalizations on existing relationships between status and dress. (Eval.)</p>
<p>2-4. Clothing functions to extend the feelings of the self beyond the physical boundaries of</p>	<p>2-4. Students give examples of the way they feel when they choose to wear different clothes.</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>the body lending enhancement to the emotional quality sought by the wearer.</p> <p><i>Illustrates how clothing functions to extend the feelings of the self.</i></p>	<p>2-4. Students choose a piece of music that is meaningful to them, then design a costume congruent with the emotion that the music conveys.</p> <p>2-4. Students suggest adjectives such as happy, sad, light, free, heavy, etc., which are recorded on the board. Students browse through magazines to find costumes which illustrate these feelings. A bulletin board display may be made using the materials gathered. (Eval.)</p>
<p>2-5. Clothing is used in defense or enhancement of the self.</p> <p><i>Comprehends how clothing is used in defense or enhancement of the self.</i></p>	<p>2-5. Students discuss the use of clothing by some young people to show rebellion against convention. What purpose is clothing serving for these young people?</p> <p>2-5. Students discuss occasions when they have used defense mechanisms in their clothing behavior.</p> <p>2-5. Groups of students role play examples of how clothing may be used in defense or enhancement of the self.</p> <p>2-5. Students draw cartoon figures for a bulletin board display to illustrate ways in which clothing may be used in defense or enhancement of the self. (Eval.)</p>
<p>2-6. Rewards or punishments received in connection with clothing behavior tend to reinforce the generalized feeling toward the self.</p> <p><i>Determines implications of rewards or punishments received in connection with clothing behavior.</i></p>	<p>2-6. A survey is taken to determine whether students feel that their clothing choices are influenced by what others think.</p> <p>2-6. Students recall a social event where they felt extremely well dressed and a similar occasion where they felt poorly dressed. Their written comments should show how their mood and enjoyment of the occasion were affected by their appearance.</p> <p>2-6. Students cite incidences in their clothing behavior that brought about conflict with their parents and what affect this had on their self-concept.</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>2-7. The imitation of clothing behavior is a direct and tangible means of identifying oneself with a model person or reference group.</p> <p><i>Comprehends the significance of imitative clothing behavior.</i></p>	<p>2-6. Students role play an individual's reaction to receiving a compliment on their clothing and another individual's reaction upon receiving a negative comment about their clothing.</p> <p>2-6. Students write a short essay on the effect they have received from rewards or punishments in connection with clothing behavior. (Eval.)</p> <p>2-7. Students cite examples in their own wardrobes that exemplify conformity.</p> <p>2-7. Students discuss the pros and cons of conformity in dress.</p> <p>2-7. Students observe fellow classmates for similar articles of dress and record how many of a particular type each sees. Students then discuss possible reasons for similarities.</p> <p>2-7. Students discuss types of clothing they do not want to wear because they are often chosen by people from a group with whom they do not wish to be identified.</p> <p>2-7. Students debate the statement, "Clothing and appearance determine group acceptance or exclusion." (Eval.)</p>
<p>2-8. The more stable or clear cut the societal role, the more explicit the requirement of dress is likely to be.</p> <p><i>Analyzes the implications societal role holds for dress.</i></p>	<p>2-8. Students view a silent demonstration where the teacher displays articles of clothing portraying a variety of roles. Students record the roles they believe the garment indicates. A summary is made of the similarities of ideas.</p> <p>2-8. Students attempt to determine the age range by observing only the clothing in pictures of well-known teenagers and adults. The class then identifies types of clothing limited to specific age groups and clothing appropriate for many age ranges. How do they differ?</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>2-9. A strong sense of personal conviction and psychological security is required to confidently wear dress that deviates from the norm.</p> <p><i>Understands what is required to overcome conformity in dress.</i></p>	<p>2-8. Students develop minute dramas which reveal how clothing reflects an individual's role in society. The students viewing the minute dramas attempt to determine what social role is being represented. A discussion follows:</p> <ul style="list-style-type: none"> - Is dress always a good determinant of an individual's societal role? - Are false assumptions about an individual's social role ever made? What problems result? <p>2-9. Students respond how they feel when they wear clothes that are different from others at school, a party, or a sports event.</p> <p>2-9. A student volunteers to wear clothing he feels is attractive, but not the norm in a particular situation. He records his feelings and reports back to the class.</p> <p>2-9. Students discuss incidents when a person chooses to wear clothing that deviates from the norm. Is he insecure or has he a strong sense of personal conviction and psychological security?</p> <p>2-9. Students respond to the following situation: If they dress quite differently from others their age, what steps, if any, are taken to be like others? If they decide not to dress like others, what is done to maintain own ideas of dress? Students explain how they would feel in each situation. (Eval.)</p>
<p>2-10. Clothing may be used as a means of satisfying basic needs when these needs are not met in other ways.</p> <p><i>Recognizes how clothing can be used to satisfy basic needs.</i></p>	<p>2-10. Students think of cases from their own experiences where people have used clothing as a substitute for some other problem or need and present the situations to the class in minute drama form.</p> <p>2-10. A case study of an individual who spends an undue amount of the family's income on clothing is</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
	<p>presented. The class analyzes why this situation might arise.</p> <p>2-10. Students imagine themselves as psychologists and give examples of possible unsatisfied needs on the basis of the individual's clothing behavior.</p>

II. RESOURCES FOR MEETING CLOTHING NEEDS

Major conceptual statement: Use and knowledge of all types of resources available contributes to flexibility in making decisions about clothing.

Major objectives. *The student*

knows resources available to him for meeting clothing needs.

applies knowledge of resources when satisfying clothing needs.

9-0. Textile and clothing information is a resource which aids the consumer in making clothing decisions.

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>9-1. The consumer's judgment can be no better than the information he possesses.</p> <p><i>Realizes that a consumer's judgment is as good as the information he possesses.</i></p>	<p>9-1. Students look up in the dictionary the definition of "rational." A discussion follows on what the definition means in terms of clothing choices.</p> <p>9-1. Students list all the sources of clothing information that they have used in the past and discuss relative usefulness.</p> <p>9-1. Individual students may visit a department store or interview people who have purchased clothing what information they use in making their clothing decisions. Students report back to the class. A discussion may follow on how well informed consumers of clothing appear to be, and how consumers could use information to improve their buying practices of clothing.</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>9-2. Informative labels and hang tags may state performance characteristics of a garment.</p> <p><i>Believes in importance of using informative labels and hang tags.</i></p>	<p>9-1. Students explore and report on new sources of information and indicate what type of information they offer.</p> <p>9-1. Students write a paper on, "How intelligent buying benefits the consumer." (Eval.)</p> <p>9-2. Students discuss the problems arising because of improper labeling of clothing.</p> <p>9-2. Students bring examples of clothing labels and hang tags to class and list the types of information they give and point out any inadequacies on labels.</p> <p>9-2. Students give suggestions for ways and means of improving labeling of clothing, and for ways of forming habits to look for and read labels.</p> <p>9-2. Students participate in a class project of making filing systems for hang tags.</p> <p>9-2. Students set up a diagnostic exhibit of informative labels or hang tags, rating them poor to excellent. (Eval.)</p> <p>9-2. Students write an article for a local newspaper on the value of being a "label looker." (Eval.)</p>
<p>9-3. Brand names help to identify a product which through past experience has proven to have satisfactory characteristics.</p> <p><i>Realizes how brand names may aid in making consumer decisions.</i></p>	<p>9-3. Students list clothing that they or their friends often purchase, giving the brand name. Reasons are given why the particular brand is purchased.</p> <p>9-3. Students discuss how various qualities may be related to brand names.</p> <p>9-3. Students may talk with a clothing buyer of a large department store to determine if they have their own store brand of clothing. If so, students learn the name used and compare the price and quality with other well known brands.</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>9-4. Advertising is a medium through which the consumer can gain product information and evaluate the integrity of the seller.</p> <p><i>Understands how advertising may be used to aid consumer decision-making as well as lure the buyer.</i></p>	<p>9-3. Students react to the following situation: Barb has decided to buy a specific brand of clothing, but Joy says she dislikes this brand and suggests Barb try another. What course of action does Barb take and why? (Eval.)</p> <p>9-4. Students compare advertisements of clothing in different price ranges as found in exclusive fashion magazines, newspapers, standard mail order catalogues, and discount catalogues. What differing types of information do they emphasize?</p> <p>9-4. Students bring examples of clothing advertisements to class. Students evaluate the advertisements to determine what personal values the advertisements attempt to appeal to. How effective are these appeals?</p> <p>9-4. Students discuss impressions about the seller of the product as judged by his advertisements.</p> <p>9-4. Students discuss the advantages and disadvantages of government regulation of advertising.</p> <p>9-4. Students collect examples of clothing advertisements for a display. Students devise some method of illustrating how informative and how appealing (independent factors) each advertisement is. (Eval.)</p>
<p>9-5. The validity of advertising and the advice of salesmen and shopping companions may be determined by the consumer in light of his own knowledge.</p> <p><i>Utilizes own knowledge in determining the validity of advertising and the advice of others.</i></p>	<p>9-5. Students compile clothing advertisements that are directed toward teen-agers and evaluate them in terms of how they affect buying habits of teenagers. Is the advertising valid?</p> <p>9-5. Students role play a group of teenagers in a clothing store. Note the efforts made to influence the one who's buying. How does the buyer react?</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>9-6. Educational materials distributed by respectable commercial concerns, as well as USDA publications and state and county extension bulletins, are valuable sources of consumer information.</p> <p><i>Knows of educational materials published by specific groups that serve as an aid to the consumer.</i></p> <p>9-7. National organizations such as the American Home Economics Association, Consumer's Research, Inc., Consumer's Union of</p>	<p>9-5. Students discuss typical questions they ask a salesperson before buying an article of clothing, evaluating their usefulness.</p>
	<p>9-5. Students cite examples where a salesperson has given them false information, then discuss a store's difficulty in maintaining an informed sales staff and the need for consumers to be alert and informed.</p>
	<p>9-5. Students decide on certain times and places to observe people buying clothing. As a member of a team, students plan an observation sheet. The several sheets submitted by the total class will be used as guidelines for discussing "pressure to buy."</p>
	<p>9-5. Students bring examples of clothing advertisements or cite advice that has been given them by a salesperson that they cannot support on the basis of their own knowledge.</p>
	<p>9-6. Students divide the responsibility of contacting businesses in the community, the United States Department of Agriculture, and state and county extension offices to obtain educational materials for the consumer of clothing.</p>
	<p>9-6. Students survey educational materials obtained from the above sources to determine on what goals these guides have been based.</p>
	<p>9-6. Students help the school or a local librarian plan and set up an exhibit of educational materials from sources which provide reliable consumer information. (Eval.)</p>
	<p>9-7. Students divide the responsibility of contacting sources to obtain educational materials for the consumer of clothing, as well as a description of other services they offer the consumer.</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>the United States, the National Better Business Bureau and the American Council on Consumer Interests are sources of consumer information.</p> <p><i>Knows of organizations which are sources of consumer information and how to contact them.</i></p> <p>9-8. Seals of approval inform the consumer that the sponsoring organization believes the product to be a good one.</p> <p><i>Understands what information seals of approval give and do not give the consumer.</i></p>	<p>9-7. Students use the educational materials obtained to make a display in a local clothing store or library.</p> <p>9-7. Students discuss how, and to what extent, the services offered by the above organizations may be of help to the consumer.</p> <p>9-7. Students prepare a list of organizations which are sources of consumer information and list the services they offer. This information may be distributed at a school open house, to women's organizations in the community, or at a local store.</p> <p>9-8. Students examine advertisements or visit a local clothing store and list examples of seals of approval on clothing. Sources of the seals of approval and what the seal actually stands for are discussed.</p> <p>9-8. Students discuss to what extent quality is represented by different seals of approval.</p>

III. MAKING CHOICES TO MAXIMIZE UTILITY OF CLOTHES

Major conceptual statement: Clothing value is extended when consumers make rational decisions in relation to clothing.

Major objectives. The student

accepts responsibility for making own clothing decisions.

makes rational decisions by exploring alternatives available and considering intended clothing use.

recognizes the responsibilities of the consumer.

13-0. The intelligent consumer explores alternatives before making a clothing decision.

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>13-1. Sources of clothing include the purchase of ready-to-wear items on the retail market, gifts, used clothing, home sewing, and custom-made clothing.</p> <p><i>Recognizes various sources of clothing.</i></p>	<p>13-1. Students select a particular fabric and dress pattern and make a list of resources that would be needed to construct a dress. The cost of these items is compared to the cost of purchasing a ready-made dress of similar fabric and type.</p> <p>13-1. Students list gifts of clothing, if any, they have received within the past year.</p> <p>13-1. Students list all possible sources of used clothing.</p> <p>13-1. Students explore how some families pass clothing on from one member to another or participate in sharing clothing with others such as maternity and children's clothes.</p> <p>13-1. Students list various sources of clothing and discuss what personal resources need to be used in obtaining clothing from these sources. (Eval.)</p>
<p>13-2. The selection of where to buy may depend on such factors as the range of merchandise, the type of service provided, the convenience in shopping, business practices of the store and its accessibility.</p> <p><i>Judges alternatives before deciding where to buy.</i></p>	<p>13-2. Students list where they buy most of their clothing and their reasons for doing so.</p> <p>13-2. Students discuss whether the fact that some stores are considered more reliable than others would make any difference to them as a consumer.</p> <p>13-2. Students cite services that some stores offer that might effect the price of a particular item of clothing. The advantages and disadvantages of the specific services are discussed. Students emphasize in the discussion how both practical and psychic needs of consumers are met through the services offered.</p> <p>13-2. Students who regularly shop some distance from their home determine the cost of a trip there and return. Students debate whether such a trip is worthwhile.</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>13-3. The decision of when to buy depends on such factors as emotions, bargains, payday, necessity, pleasure, and pressure.</p> <p><i>Understands what factors may affect the decision of when to buy.</i></p>	<p>13-2. Students plan a panel discussion to discuss the advantages and disadvantages of buying from: department stores, chain stores, specialty shops, mail-order houses, and variety stores. (Eval.)</p> <p>13-2. Students prepare an evaluation sheet with the headings: range of merchandise, type of service provided, convenience in shopping, business practices, accessibility, etc. Students visit various clothing stores and rate them in the above areas. (Eval.)</p> <p>13-3. Students list one of their most recent clothing purchases which involved a problem of deciding when to buy. Students then write a short description of what influenced their decision.</p> <p>13-3. Students select a large department store in the community and keep a record of the special bargains they have for a month. Students discuss how these bargains could aid them as consumers of clothing.</p> <p>13-3. Students discuss how a knowledge of price seasonality may help them in planning the timing of their purchases.</p> <p>13-3. Students may visit a local department store and find out from someone in charge which days or months are the most crowded and which hours are the busiest. Students prepare a report for the class suggesting when to shop if one wants a good supply of articles and not too crowded shopping conditions.</p> <p>13-3. Students role play situations where a salesperson is applying pressure to a customer. What effect does this have on the customer's decision to buy? (Customers may be given different role characterizations.)</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>13-4. The alternative of when to buy is closely tied to the method of payment.</p> <p><i>Recognizes the relationship between timing of buying and method of payment.</i></p>	<p>13-3. Students list a clothing choice that they may be making in the future and identify factors that will influence when they buy. (Eval.)</p> <p>13-4. Students discuss the topic of how a promise to pay creates new "spending power" versus the risk involved in credit.</p> <p>13-4. Students list clothing they consider high priority and for which they would be willing to buy through credit. Class members' lists are compared and the similarities and differences discussed.</p> <p>13-4. Students are provided with case situations where they make decisions on when to buy and whether to use cash or credit. (Eval.)</p>
<p>13-5. Cash, installment buying, charge accounts, and lay-away plans are alternative methods of payment.</p> <p><i>Comprehends the alternative payment plans that are available.</i></p>	<p>13-5. Students take a survey of teenage spending habits and discover how teenagers finance their clothing purchases.</p> <p>13-5. Students obtain information from a department store on the characteristics of the types of credit they offer. Age requirements for starting a charge account and the interest or carrying charges on accounts should be obtained.</p> <p>13-5. Students compare total prices of several articles of clothing assuming different plans of payment.</p> <p>13-5. Students collect for display or exhibit several types of credit contracts and discuss the terms of each.</p> <p>13-5. Students survey several families or individuals to establish their reasons for using credit for clothing purchases.</p> <p>13-5. Students conduct a mock radio program discussing the advantages and disadvantages of: cash payments, installment buying, charge accounts, and lay-away plans. (Eval.)</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>13-6. Comparison shopping is a method of exploring alternative products available.</p> <p><i>Perceives value of comparison shopping.</i></p>	<p>13-6. Students are each given a hypothetical amount of money to spend and a type of clothing is specified. Students visit local stores comparing similar items. Students make a decision on which article of clothing they would buy and give reasons for their decision.</p> <p>13-6. When making their next clothing purchases, students write a short description of how they used comparison shopping to advantage. (Eval.)</p> <p>13-6. Students discuss the value of comparison shopping to the consumer in relation to the importance of the purchase or for other reasons they may identify.</p>
<p>13-7. Items of differing quality and price may be more or less appropriate in light of specific clothing needs.</p> <p><i>Judges clothing quality and price in light of specific clothing needs.</i></p>	<p>13-7. The class is divided into teams with students bringing items of clothing they have bought. Each team brings a different type of clothing and each article is labeled as to price. Students are presented with different situations where they decide what quality and price of clothing they would choose to satisfy a particular clothing need.</p> <p>13-7. Students discuss the topic of quality versus quantity.</p> <p>13-7. Students prepare a debate. One side argues that it always pays to buy the best quality. The other side argues that it is wise to pay as little as possible for clothing.</p>

IV. THE CONSUMER AND CLOTHING IN THE FUTURE

Major conceptual statement: The ability to foresee changes in clothing and textiles in the future, as well as changes in oneself can make the individual consumer adaptable.

Major objective. *The student*

foresees changes in clothing and textiles and their merchandizing, as well as in consumers in the future.

18-0. Technological changes may affect the types of products available to the consumer of the future.

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>18-1. Fabrics having new concepts of performance may make obsolescent such homemaking chores as ironing, washing, and drying.</p> <p><i>Realizes that fabrics having new concepts of performance are being developed continuously.</i></p>	<p>18-1. Selected students write to textile manufacturers to obtain information about fabrics being developed for the future and the care these fabrics would require.</p> <p>18-1. Students watch magazines and newspapers for the most recent information on textile finishes and what performance features they imply.</p> <p>18-1. Students use their imagination to hypothesize clothing man may wear in the future and the performance characteristics of the textiles used.</p>
<p>18-2. Disposable clothing may add a new dimension to the clothing industry, to one's plan for providing clothing, and to problems of waste disposal in our environment.</p> <p><i>Predicts to what extent disposable clothing may be used in the future.</i></p>	<p>18-2. Examples of disposable clothing are collected and examined by the students. Consequences of use of this form of clothing are discussed.</p> <p>18-2. Students watch magazines and newspapers for the most recent information on disposable clothing. A display may be prepared for a bulletin board.</p> <p>18-2. The class divides into groups to suggest the advantages and disadvantages of wearing disposable clothing under various circumstances.</p>
<p>18-3. New construction techniques for fabrication of fabrics and garments may be developed that will be better suited to new textile products.</p> <p><i>Realizes that new construction techniques may be necessary to be compatible with new textile products.</i></p>	<p>18-3. A fabric representative speaks to the class on new and projected fabric developments, and how garments could be constructed from these fabrics.</p> <p>18-3. Individual students or committees write textile companies to obtain information on construction techniques for new fabrics.</p> <p>18-3. Students prepare a bulletin board display illustrating construction techniques appropriate for new fabrics.</p> <p>18-3. Students use their own creativity to design a small scale article of clothing using an untraditional</p>

Sub-Generalizations and Objectives	Illustrative Teaching-Learning and Evaluation Experiences
<p>18-4. New clothing developments may enable man to withstand environments to which he is presently susceptible.</p> <p><i>Recognizes how new clothing developments may make man less susceptible physically.</i></p>	<p>material and an untraditional construction technique. (Example - A raincoat is made by gluing lightweight plastic.)</p> <p>18-4. Students brainstorm to generate ideas on the environments to which man is presently susceptible. (Examples - outer space, oceans, etc.)</p> <p>18-4. Students browse in science fiction books to discover clothing that allows man to overcome his environment. Science fiction movies observed by the student may also serve as reference.</p> <p>18-4. Students research the characteristics required of clothing to allow man to survive in specific environments, and make suggestions for new clothing developments.</p>
<p>18-5. New textiles may have to be used by consumers, as well as tested in the laboratory, before their limitations and/or advantages are discovered.</p> <p><i>Recognizes the responsibility of consumers to evaluate new textile products.</i></p>	<p>18-5. Teacher reports examples of product limitations that have been discovered by consumers in the past.</p> <p>18-5. Examples of newly developed textile products are brought to class for student evaluation. The consumer's role in evaluating new textile products is discussed.</p> <p>18-5. Students devise a plan for what could be done upon discovering faults in a newly developed textile product.</p>

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THE GENERATION GAP IN CLOTHING¹

*Anna M. Creekmore
and
Mary Jane Young²*

What do clothes mean to today's teenagers? Can any adult assess their real meaning? When confronted with questions adults generally try to remember feelings from the past and ascribe these to the young of today. Adults tend to assume that young people and conditions now are comparable to other times. Actually, adults remember experiences with particularly desired or despised bits of clothing rather than the daily decisions and the purposeful behavior related to its use. Over a period of time the pressure of living tends to diffuse the pleasures and dull the edge of growing pains. Remembered events are no longer dependable guides to the assessment of the part clothing plays in growing up. Although adults cannot remember the whole of clothing's importance to youth, one needs only to observe adolescent clothing today--the infinite variety and yet the overall sameness, the universality of interest and the wildfire spread of fads--to conclude that clothing must be of fundamental importance in this stage of life.

Awareness of Clothing and Change

In the world around us change is evidence of life and growth. Change is noted in the beginning of learning, happenings are categorized, and eventually word symbols are attached to experiences. For an infant, nothing is more changing than his mother's clothing. From the time the baby can distinguish color and form he must also grow accustomed to changes in his mother's appearance and clothing as he learns to know her touch and voice. He reacts to her clothing physically, drawing away from cold or harsh textures and cuddling close to warmth and softness. Clothing then is something of which he becomes aware--clothing of others, as it tells him what to expect, and his own clothing as it relates to his comfort and freedom of movement.

Awareness of clothing continues throughout life whether it is recognized or not. Gregory Stone [1] believes that appearance, of which clothing is a part, plays a significant role in the socialization of children as well as being fundamental to the social interaction of adults. He theorizes that clothing helps to set the stage for verbal interchange. The appearance of each of the participants is mutually observed and analyzed for recognizable role-identification symbols in the dress, for values held to be important, for the emotional climate of the moment, and

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for possible reactions to the encounter. Clothing, including hair style and facial adornment, is, of course, only one of several appearance factors involved in social interaction. Others would be posture, manner and speed of movement, gestures, volume and shape of the body, and use of personal space.

Children and Clothing

Early in life one learns to associate differences in clothing with age and sex roles, occupational differences, daily activities, and, later, with more subtle differences in economic resources, status and prestige. We know that very young children are aware of the differences in the clothing associated with each parent's sex [2] and that they have strong likes and dislikes in colors of clothing [3]. They also learn early that clothes invariably cause comment, particularly favorable comment if the clothing and appearance is unusually attractive. Children so rewarded grow to expect favorable comment for effort expended to please, a small enough return for the discipline imposed by both dress-up clothes and the appropriate behavior accompanying them. Children also are aware of and feel the adverse sanctions when clothing does not coincide with adult expectations. For some children this is the only time that the significant adults, parents and teachers, pay particular attention to them.

Adolescents and Clothing

During adolescence physiological, psychological and social changes follow cyclically in quick succession, very much like a series of violent summer storms which leave the earth battered and bowed but supplied with additional life-sustaining power for another leap forward. In this agonizing, insecure, conflicting and frustrating state when the young semi-adult is trying to establish independence of self, his clothing, the most personal part of his environment, becomes proportionally more important to him. Because he can exert a modicum of control through the selection of his own clothing, he can alter his personal environment to show independence of the authorities over his life and to express his desires for association with select peer groups [4]. In his desire to achieve the most favorable reaction possible from those that are important to him he reverts to actions which have brought rewards in the past--those of conforming to others' concepts of appropriate clothing.

If, in the life of a very young child, clothing becomes a means of securing attention and favorable comments from parents, it is not strange that an adolescent should attempt to elicit favorable response from his peers through clothing choices--that he should want to manipulate his personal environment to achieve the favor he desires from these important others. Clothing is immensely suited to this purpose because it is generally "owned" by the wearer and becomes symbolic of him regardless of the purchaser. It is a non-durable good and purchased to be discarded when it is no longer wanted. For the teenager, the discard point is easily reached because change is the order of life for him in both a physical and material sense. Clothing is also easily acquired for small outlays of money which are well within the reach of the adolescent babysitter's or paperboy's income. Thus the psychological climate is right for quick change of styles and the means available for obtaining replacements.

Adolescents' Attitudes and Uses of Clothing

Clothing, then, is an important environmental tool which the adolescent can use to assist in adjusting to the changes accompanying advancing age. He uses clothing to assert his independence from home ties or, depending on his feelings toward those ties, he may use it in an attempt to shock and attract the attention of his parents and others to his newly-achieved life stage [5]. Evans, in investigating the motivations underlying the purchase and wearing of clothing, found that through buying of clothing teenagers' desires for independence from parents were met; and through the wearing of clothing, desires to be like others, or to be accepted, were met [4]. Other investigators have found that adolescents themselves agree that clothing and appearance influence social acceptance by their peers [6, 7, 8]. Coleman in particular found that clothing was believed to be third in importance in getting in the leading crowd [6].

In a longitudinal study at Michigan State University covering four years of high school life, Eicher found that the girls named as "best-dressed" were also named as "popular" [9, 10, 11, 12]. Most of those popular and best-dressed girls also belonged to the same small friendship groups within the school. When all the girls were rated by an adult observer on personal appearance, proportionally more of the girls who were rated lower were "loners" or had only one good friend [10]. Investigators from other geographic areas [13, 14] have also found that pleasing personal appearance as rated by adult observers was related to peer acceptance. These investigations seem to indicate that there is no generation gap in standards for appearance and that clothing does indeed have a positive effect on peer acceptance.

In a more recent attempt [15] to explore in greater depth the relationships between peer acceptance and appearance, a group of five adult women evaluated the appearance, costume as well as grooming, of 270 high school boys and 250 girls. The appearance evaluation scale was based on an assumption of standards of beauty and taste in clothing and covered harmony of costume, becomingness, neatness and appropriateness to the school situation. (See page 295.)

The outcome of the evaluations showed that the observers thought the boys generally were better looking in their clothes and more tastefully dressed than the girls! This observation may have occurred because men and boys have had less variety in styles and generally more subdued colors than girls, and therefore less chance of making poor combinations. (The market situation has changed considerably since these observations, however, with a much greater variety of both styles and colors for men and boys.) Also, the observers, being women, may have had greater awareness of the subtleties of combination of garments for girls, and hence, were more critical of their selections.

Aesthetics of High Concern

In response to questions concerning different clothing uses, both boys and girls indicated that aesthetics of dress, i.e., beautiful, becoming, orderly dress, was their highest concern in clothing. In fact,

the responses were so high on the clothing aesthetics measure as to indicate a generally accepted point of view. Since differences between individuals on aesthetic concern for clothing could not be effectively determined, high interest in aesthetics of dress was interpreted to be characteristic of almost all boys and girls whether accepted by the peers or not.

Appearances and Peer Acceptance

If appearance actually does make a difference in acceptance, then the students who were judged to be best dressed by the adult observers should have been the more acceptable or popular students in the school. Here we found a definite generation gap. Peer acceptance was not significantly related to a pleasing personal appearance as assessed by adults. The findings must then be interpreted to mean that beauty of appearance and clothing as observed and measured by these adults was not necessarily instrumental in securing peer acceptance for the wearers.

Since beauty in appearance showed little relationship to acceptance by other teenagers, then that which was defined as a pleasing acceptable appearance must have been different for the two age groups. What then do adults see when they judge adolescent appearance? Additional analysis of the data revealed that the older girls tended to be better dressed than the younger ones. This means that the older girls better suited the adult concept of a pleasing appearance than the younger ones. In essence, the observers seemed to assess the degree of socialization achieved by the girls, or to assess their progress toward acquiring adult ideas of beauty in dress.

Different Judgments About Boys and Girls

For the boys in the study, those from more affluent homes were judged by the observers to be more tastefully dressed. However, these boys were not necessarily among those generally accepted by their peers. It may be that a "better" personal appearance is easier for the higher socioeconomic groups to acquire because of more flexible buying practices and more matched ensembles, but this should have been true for girls as well as boys. It could be, too, that girls are generally more adept at camouflaging social class differences because of the spread of similar fashions into all price levels. The evidence actually points up the fact that adult observers tended to see social class differences in boys' appearance and age differences in girls. The adults, in fact, looked at the boys and girls differently. They seemed to assess how able the high school boy was to pay and how well the girl fitted into adult society. The findings also revealed that the girls, who were secure enough to seek attention through their clothing and who were also interested in experimenting with parts of costumes, were judged by the adults to be more becomingly and tastefully dressed. On the other hand, boys who sought a more modest conservative appearance in clothing were considered the best dressed.

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RATING SCALE FOR CLOTHING OBSERVATIONS

A. APPROPRIATENESS - suitable for the occasion

- | | | | | |
|--|------------------------------------|--|---|----------------------------|
| 1. Inappropriate: suggestive of another occasion | 2. Inappropriate: garment or style | 3. Appropriate: except larger accessories at fault | 4. Appropriate: small items of accessories at fault | 5. Appropriate: for school |
|--|------------------------------------|--|---|----------------------------|

B. HARMONY - An integrated whole; all parts of the clothing contributing to a pleasing combination of line, form, and color

- | | | | | |
|-----------------|-------------|--------------------------------|--|---------------|
| 1. Inharmonious | 2. Clothing | 3. Larger accessories at fault | 4. Small items at fault, i.e., jewelry | 5. Harmonious |
|-----------------|-------------|--------------------------------|--|---------------|

C. BECOMING - clothing compliments and harmonizes with personal coloring and lines of body

- | | | | | |
|--|-----------------------|----------------------------|--|--|
| 1. Unbecoming: color, line, and textures | 2. Unbecoming: colors | 3. Unbecoming: proportions | 4. Becoming: but line, form, or texture not pleasing | 5. Becoming: color, line and forms of clothing harmonize with body |
|--|-----------------------|----------------------------|--|--|

D. NEATNESS IN DRESS

- | | | | | |
|-----------------------------|---|--|--|--|
| 1. Dirty; unkempt, slovenly | 2. Clothing needs repairs, pressing or both | 3. Untidy; careless in appearance (shirt tail in or out; skirt unbuttoned; belt, if necessary) | 4. Accessories need attention-- shoes, socks | 5. Clean, well-pressed; in good repair |
|-----------------------------|---|--|--|--|

E. HAIR

- | | | | | |
|----------------------------------|-------------------------------------|---|----------------------------|----------------------------------|
| 1. Unnatural look; inappropriate | 2. Needs washing; oily and uncombed | 3. Neat, but not in keeping with present styles | 4. Neat, but needs cutting | 5. Natural looking, well-groomed |
|----------------------------------|-------------------------------------|---|----------------------------|----------------------------------|

F. MAKE-UP

- | | | | | |
|----------------------|----------------------------|-----------------------------------|-----------------------|--|
| 1. Artificial effect | 2. Partial artificial look | 3. No make-up; frequently omitted | 4. Lacking in harmony | 5. Natural look; in harmony with person, style, occasion |
|----------------------|----------------------------|-----------------------------------|-----------------------|--|

INSTRUMENTS TO SURVEY VALUES AND PRACTICES RELATED TO CLOTHING

TEEN-AGERS AND CLOTHING SELECTION^{*}

The main purpose of this instrument, focused on three specific values, *economic*, *aesthetic* and *social*, is to discover which of these may influence boys and girls in their choices in clothing selection. Secondary teachers at the junior or senior high school level and other persons, such as 4-H leaders who work with teen-agers in the area of clothing selection, may find the instrument useful.

Some possible outcomes for the use of results from this instrument are:

1. To increase the teacher's understanding of classroom behavior in relation to clothing.
2. To help the teacher understand differences in students' choices that may be related to age, sex, socioeconomic class and/or ethnic background.
3. To serve as a basis for group guidance and program orientation.
4. To help students understand the values they hold and how they influence choices and the evaluation of their choices.
5. To help students improve their consumer behavior in clothing selection.

Teachers will want to add their own personal data sheet to elicit whatever facts they wish to have for interpretation of the results. This section may contain items related to number two above, or may be about such factors as source of money for clothing, or amount of responsibility for making own choices about clothing purchases.

^{*} Developed by Christina Brown, Graduate Assistant in Home Economics Education.

SURVEY FORM

Directions: Is clothing important to teen-agers? Your answer will help us find out. Please read the 21 situations below and the choices given. Assume all of the choices are possible for you and that you must make a choice. For each situation select the one choice which is of *most importance* to you and write the letter of your choice in the first blank. Then select the choice of *least importance* to you and write the letter of that choice in the second blank. Make two choices for each item, the *MOST* important and the *LEAST* important.

- | | MOST
IMPORTANT | LEAST
IMPORTANT |
|---|-------------------|--------------------|
| <p>1. You have been given \$14 to spend for a pair of comfortable shoes, you would</p> <p style="margin-left: 20px;">a. use the total amount for the shoes, selecting ones that friends would admire.</p> <p style="margin-left: 20px;">b. select the most beautiful pair of shoes you could find at that amount.</p> <p style="margin-left: 20px;">c. buy a less expensive pair of shoes and save a part of the money.</p> | <p>1. _____</p> | <p>_____</p> |
| <p>2. In selecting this pair of shoes, you would prefer them to be</p> <p style="margin-left: 20px;">a. ones that could be used on many occasions and last a long time.</p> <p style="margin-left: 20px;">b. the latest style.</p> <p style="margin-left: 20px;">c. ones that would emphasize your best features.</p> | <p>2. _____</p> | <p>_____</p> |
| <p>3. In selecting a shirt or blouse</p> <p style="margin-left: 20px;">a. color would be most important.</p> <p style="margin-left: 20px;">b. cost would be most important.</p> <p style="margin-left: 20px;">c. latest fashion trends would be most important.</p> | <p>3. _____</p> | <p>_____</p> |

	<u>MOST IMPORTANT</u>	<u>LEAST IMPORTANT</u>
4. In selecting any garment	4. _____	_____
a. durability is more important than style or color.		
b. current trend is more important than cost or color.		
c. its general appearance on me is most important.		
5. When buying a tie or scarf to wear on a special date you would	5. _____	_____
a. select one that would do most for a special outfit or suit.		
b. select the one giving you most for your money.		
c. select one that would impress your date.		
6. In planning clothing for the school year, you would	6. _____	_____
a. consider clothes you have and buy garments to add to those you have.		
b. be cool and look for the latest trends around school.		
c. analyze your personal features and select garments to enhance your personal characteristics.		
7. In selecting clothing when buying, you would	7. _____	_____
a. add up cost of all items before final selection.		
b. pick the most popular fashions.		
c. look for beauty regardless of other factors.		

- | | <u>MOST</u>
<u>IMPORTANT</u> | <u>LEAST</u>
<u>IMPORTANT</u> |
|---|---------------------------------|----------------------------------|
| 8. You consider your present wardrobe to be | 8. _____ | _____ |
| a. impressive to the people at school. | | |
| b. economical and practical. | | |
| c. in good taste and attractive. | | |
| 9. Which of the following would influence you most in selecting clothing? | 9. _____ | _____ |
| a. Attractiveness. | | |
| b. Your money's worth. | | |
| c. Social prestige. | | |
| 10. Given an opportunity to study, which would you prefer to learn? | 10. _____ | _____ |
| a. Ways to get the best buy for your money. | | |
| b. Ways to show off your best qualities by selecting becoming clothing. | | |
| c. Ways to make a hit with your friends by wearing certain types of clothes. | | |
| 11. The last time you were dissatisfied with a particular clothing purchase, the reason was | 11. _____ | _____ |
| a. item cost more than you wanted to pay. | | |
| b. others didn't like it. | | |
| c. didn't fit properly and wasn't very attractive. | | |
| 12. The problem that troubles you most when buying your clothes is | 12. _____ | _____ |
| a. not being able to select clothes that others like. | | |
| b. feeling guilty for not saving money by utilizing clothes or fabrics on hand. | | |
| c. finding clothes that express you. | | |

- | | | <u>MOST
IMPORTANT</u> | <u>LEAST
IMPORTANT</u> |
|-----|---|---------------------------|----------------------------|
| 13. | You feel the biggest urge to buy when | 13. | _____ |
| | a. you need the item and have the money. | | |
| | b. your close associates buy something new. | | |
| | c. you find something attractive and becoming. | | |
| 14. | When a very new style is started, you | 14. | _____ |
| | a. are among the first to try it. | | |
| | b. base your decision to buy or not on whether it is becoming to you. | | |
| | c. base your decision on the cost of the article. | | |
| 15. | You would most like to be remembered in this school as | 15. | _____ |
| | a. an individual who selected attractive clothes. | | |
| | b. an individual who was "hip" and bought the latest fashions. | | |
| | c. an individual who was economical and selected practical clothes. | | |
| 16. | Your most common practice in selecting clothing for school is to | 16. | _____ |
| | a. purchase something you don't need, but you can't resist because of its appearance. | | |
| | b. avoid buying something you really like in order to save money. | | |
| | c. purchase something because others like it. | | |

- | | <u>MOST</u>
<u>IMPORTANT</u> | <u>LEAST</u>
<u>IMPORTANT</u> |
|---|---------------------------------|----------------------------------|
| 17. You like to buy your clothing at | 17. | _____ |
| a. economy or discount stores. | | |
| b. stores showing clothes in attractive settings. | | |
| c. stores specializing in mod fashions. | | |
| 18. Your choices in buying clothing are influenced most by | 18. | _____ |
| a. cost, care and upkeep. | | |
| b. color, pattern and weave of materials. | | |
| c. style or latest fashion. | | |
| 19. In your group of friends, you most admire | 19. | _____ |
| a. those who have clothes that are admired by others. | | |
| b. those who use practical judgment in selecting clothing. | | |
| c. those who use artistic abilities in selecting clothing. | | |
| 20. The most outstanding social affair of the year is coming up in two months at your high school. You never miss such occasions, but this time you have a problem of what to wear. You would choose to | 20. | _____ |
| a. select that smashing outfit which all of your friends would admire. | | |
| b. plan carefully and consider choosing (or making) an inexpensive garment for this one-night affair. | | |
| c. select the most attractive garment that you can find, one that will bring out your natural best features, no matter what the cost may be. | | |

- | | | <u>MOST</u>
<u>IMPORTANT</u> | <u>LEAST</u>
<u>IMPORTANT</u> |
|-----|--|---------------------------------|----------------------------------|
| 21. | If you were buying a sweater for an important date, you would prefer | 21. _____ | _____ |
| | a. machine washables such as nylon or orlon. | | |
| | b. an attractive soft fluffy wool or chashmere. | | |
| | c. the "in" color and style in any knit. | | |

Key For Choices Representing Each
Value in the Twenty-one Items

	<u>ECONOMIC</u>	<u>AESTHETIC</u>	<u>SOCIAL</u>
1.	C	B	A
2.	A	C	B
3.	B	A	C
4.	A	C	B
5.	B	A	C
6.	A	C	B
7.	A	C	B
8.	B	C	A
9.	B	A	C
10.	A	B	C
11.	A	C	B
12.	B	C	A
13.	A	C	B
14.	C	B	A
15.	C	A	B
16.	B	A	C
17.	A	B	C
18.	A	B	C
19.	B	C	A
20.	B	C	A
21.	A	B	C

CLOTHING BUYING HABITS OF GIRLS*

Directions: Check all statements that best express *your* answers to the questions.

1. How do you obtain your clothing? (blouses, sweaters, skirts, coats, underwear)

			receive as items worn by mother, sister, aunt, or others
Buy ready-made	make at home	receive as gifts	
_____ all	_____ all	_____ all	_____ all
_____ most	_____ most	_____ most	_____ most
_____ some	_____ some	_____ some	_____ some
_____ none	_____ none	_____ none	_____ none

2. Name stores where you actually purchase most items of clothing or where you would look if you were going to buy some new clothing.

a) _____ b) _____ c) _____
 d) _____ e) _____ f) _____

3. Name stores where you most frequently buy fabrics if clothes are made at home.

a) _____ b) _____ c) _____

4. Why do you shop at the stores named above?

_____ close to home	_____ my friends shop there
_____ attractive window displays	_____ see stores advertised on TV
_____ bought things there I've liked	_____ see stores advertised in newspapers
_____ clothing items wear well	_____ clothes within my price range
_____ other	

5. Do you, or would you, like to receive clothes as gifts? ___yes ___ no

Why or why not? _____

6. What items do you like to receive as gifts if answer is "yes" above?

_____ coat	_____ sweater	_____ others
_____ suit	_____ blouse	_____
_____ dress	_____ accessories	_____
_____ skirt		_____

*Developed by a former student teacher.

7. When do you intend to buy new clothes? Add *your* reasons if not already listed:

- when I have saved the money for them
- when I think I need them
- when my mother thinks I need them
- when I want them
- when I see something in the store
- when my friends have them
- _____
- _____

8. With whom do you select your clothing when buying them?

- I sometimes select my own clothes.
- I always select my own clothes.
- My mother sometimes helps me.
- My mother always helps me.
- My sister sometimes helps me.
- My sister always helps me.
- My friends sometimes help me.
- My friends always help me.
- _____
- _____

9. Who or what influences your choice of clothing?

- | | | |
|----------------------------------|--------------------------------------|--|
| <input type="checkbox"/> Mother | <input type="checkbox"/> Grandmother | <input type="checkbox"/> Movies |
| <input type="checkbox"/> Father | <input type="checkbox"/> Friends | <input type="checkbox"/> Salespeople |
| <input type="checkbox"/> Sister | <input type="checkbox"/> Magazines | <input type="checkbox"/> Style show |
| <input type="checkbox"/> Brother | <input type="checkbox"/> Newspapers | <input type="checkbox"/> School customs |
| <input type="checkbox"/> Aunt | <input type="checkbox"/> T.V. | <input type="checkbox"/> Window displays |

10. What influences your choice of a particular itme of clothing such as a shirt or blouse? (double check most important)

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> construction | <input type="checkbox"/> price |
| <input type="checkbox"/> fit | <input type="checkbox"/> style, becomingness |
| <input type="checkbox"/> color | <input type="checkbox"/> fashionableness of style |
| <input type="checkbox"/> trim | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> brand name | <input type="checkbox"/> other _____ |

11. List magazines or newspapers, if any, which you consider helpful in determining what is in style:

- | | |
|-----------|------------|
| magazines | newspapers |
| _____ | _____ |
| _____ | _____ |

12. Are you usually satisfied _____ or somewhat dissatisfied _____ with your purchases of clothing? If dissatisfied, what causes this?

- _____ didn't like it as well when I got home as I did in the store
- _____ didn't fit properly
- _____ item cost more than I wanted to pay
- _____ didn't wear well
- _____ family or friends didn't like it
- _____ didn't fit into my wardrobe
- _____ was too hard to take care of
- _____
- _____

13. How do you usually pay for your clothing?

- _____ cash _____ charge _____ lay-away

14. Do you read label or hang-tags on clothing when selecting an item?

- _____ always _____ usually _____ sometimes _____ never

15. Do you refer to labels when caring for clothing? (washing or pressing)

- _____ always _____ usually _____ sometimes _____ never

16. Does clothing ever cause any type of disagreements in your home?

- _____ yes _____ no

17. Suppose you were shopping for the following items. What price tag would you expect to see on each item if you considered it "high price," "moderate price," or "low price"? Fill in dollar amounts for as many spaces as you can. (Add descriptive phrases to items if you wish.)

	"High price"	"Moderate price"	"Low price"
Blouse	\$ _____	\$ _____	\$ _____
Sweater	\$ _____	\$ _____	\$ _____
Slacks	\$ _____	\$ _____	\$ _____
Dress	\$ _____	\$ _____	\$ _____
Coat	\$ _____	\$ _____	\$ _____
Hose	\$ _____	\$ _____	\$ _____
School shoes	\$ _____	\$ _____	\$ _____
Slip	\$ _____	\$ _____	\$ _____

Teachers may wish to supply their own list of clothing items depending on maturity of students and current clothing modes.

YOU AND YOUR CLOTHES*

DIRECTIONS: Below are four general questions about your fashion habits. Answer each item by placing an R (for ready-to-wear) and an H (for home-made) in the appropriate column. Both letters may be placed in the same column. REMEMBER: Answer *each* part of questions A, B, C, D using both R's and H's.

	Almost Never	Sometimes	Frequently
A. Where do you shop for your clothes and material?			
1. Mail-order catalogs			
2. Discount stores			
3. Chain department stores with own brand			
4. Large department stores with national brands			
5. Exclusive clothing stores			

B. Where do you get your fashion ideas?			
1. Window shopping			
2. Fashion magazines			
3. Home pattern catalogs			
4. Major pattern books			
5. Fashion shows			
6. Newspapers			
7. Observing others			

C. Do you share your clothes with other members of your family?			
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*Developed by Marilyn Clemens in Votec 450, Evaluation in Home Economics.

	Almost Never	Sometimes	Frequently
D. What type of clothing do you buy and/or make for yourself?			
1. Dress			
2. Skirt			
3. Jacket			
4. Slacks/shorts			
5. Blouses			
6. Coat			
7. Bathing suit			
8. Accessories			

Answer the remaining questions with just a check in the appropriate column.

	Almost Never	Sometimes	Frequently
E. Why do you sew?			
1. Economy			
2. Better fit			
3. Creativity			
4. Hobby			
5. Better construction			

F. What type of fashion image would you like to convey to others?			
1. Elegant sophisticated			
2. Sweet romantic			
3. Perky and cute			
4. Tailored classic			
5. Mod			
6. None			

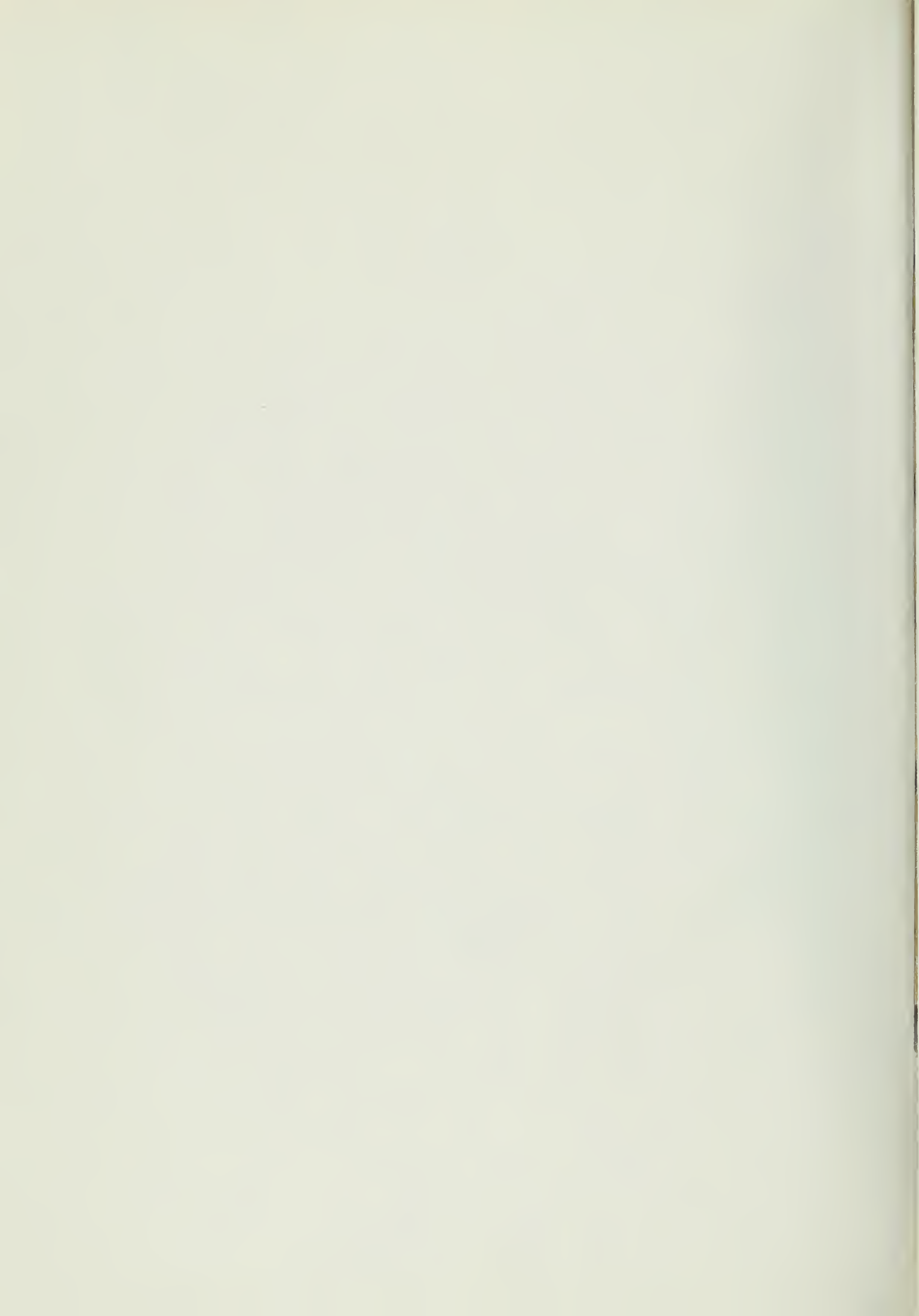


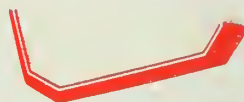
TEACHING TECHNIQUES

Rather than use diagrams on a blackboard or ready-made pictures, student teacher Margaret Drake followed the principle of getting learning experiences as close to reality as possible. She used a live model to illustrate various effects of line. A fairly short, stocky-type student was selected to wear a plain dark dress. Lines were then applied with masking tape in order to create various illusions as are shown in the pictures below. Tapes of different widths could also be used.

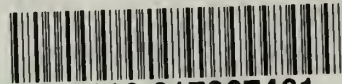








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